

The School District of Palm Beach County

Suncoast Community High School



2015-16 School Improvement Plan

Suncoast Community High School

1717 AVENUE S, Riviera Beach, FL 33404

www.edline.net/pages/suncoast_high_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	32%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The teachers and staff of Suncoast Community High School believe that our mission is to provide a challenging, innovative program to a diverse student population, empowering each individual to successfully compete in and contribute to the global society, while maintaining a safe school environment and allocating resources accordingly.

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The faculty and administration of Suncoast learns about students' cultures and backgrounds through academic and non-academic activities.

Suncoast Success Academy (SSA) is a program geared to address the three parts of Single School Culture: Academics, Behavior, and Climate. Ninth graders attend the academy for two days before school starts. SSA allows faculty and staff to address students academic needs through seminars, such as note-taking, public speaking, career and college preparation. Students also attend seminars that outline our school's expectations of their behavior, including, but not limited to: school-wide positive behavior rewards and consequences, lunch-time requirements and academic honesty. "Precalculus Jumpstart" is a program for incoming ninth-grade students to the Math, Science, and Engineering magnet, where they review Algebra II and preview new material. This is an opportunity for the students to become familiar with Suncoast and establish a relationship with the math teachers, as well as a relationship with each other and the upperclassmen who volunteer for the program as teaching assistants.

Further, different clubs and organizations celebrate a number of diverse events on campus, such as Hispanic Heritage Month, Breast cancer Awareness, the Chinese and Jewish New Years, and Veteran's Day, just to name a few. Hands Across Campus puts on a annual show called the "Heritage Assembly," which highlights dance, music and poetry from nearly every culture around the world. This club promotes cultural awareness with monthly celebrations of different cultures and festivals for the students.

Moreover, our school will also infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our counseling services department provides a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum (time management, stress management,

and interpersonal skills, to name a few); supplemental supports (small group counseling) based on identified student need; and intensive brief individual counseling (as needed).

The Safe School Ambassadors is an on-campus organization with over 100 students. Students receive training where they learn techniques for anti-bullying, conflict mediation, build empathy for others among diverse populations, and raising self-awareness. This organization promotes the IB/MYP Global Context involving Identities and Relationships.

Further, our school articulates, demonstrates, and teaches the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school during the Success Assemblies all students, teachers and new parents attend at the beginning of the year. These guidelines are addressed and taught year-round in classrooms, hallways, and on the athletic fields; they are listed on our webpage, in students' planners and are verbally expressed throughout the school year by faculty, non-instructional staff, and administrators alike.

Our school also aims to create a college-bound culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post secondary). Our College Fair allows our students to interact with over 85 college admissions counselors from colleges and universities throughout the country. Our counseling services department prepares our students to have meaningful interactions with these admissions officers through use of Naviance, a program that enables our students to explore colleges, build their resumes, apply for scholarships, and more. Further, our school's Career Showcase encourages students to think with the end in mind; students are able to explore hundreds of career opportunities and learn what it takes to get there.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Universal Guidelines and the behavior matrix are taught in August to ensure students are aware of school expectations. Also, counseling services implements a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness. Ongoing efforts are taken throughout the year to review the matrix and expectations for students.

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; 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.

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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our School-Based Team and Student Services Committee utilize data systems to identify students who have attendance, behavioral or academic concerns. These groups utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, and discipline issues.

The counseling services department conducts meetings with students to learn about depression, time management, stress management, goal-setting, resilience training and learning styles.

Program-specific faculty meetings occur to discuss students identified as struggling or at-risk to determine possible causes and courses of action.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	2	0	4	6
One or more suspensions	4	13	3	3	23
Course failure in ELA or Math	47	42	21	26	136
Level 1 on statewide assessment	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	7	2	1	3	13

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Our school uses

- Effective multi-disciplinary teams, (MYP, IB, MSE, CS, IIT) in place to problem solve and create action plans;
- Reading Plus, Tutorials;
- Action Plans and meetings with administrators, which include goal-setting and notification of parent(s);

Further, our comprehensive school counseling program aims to assist identified students. Our counselors dedicate time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions and connect students and their families to needed school-based and community resources.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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 weekly with information, as are our Edline and social media sources.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Suncoast Foundation and Council of Business Partners work to establish and maintain partnerships with the local community. This affords our students the ability to seek internships, allows our school to access valuable resources and enables our teachers to attend professional development that supports our unique curriculum. In addition to those relationships, our partnership with the Business Development Board of the Palm Beaches has helped our school focus our Career Showcase - offering a valuable opportunity to our students to learn about more than 90 diverse careers on Palm Beach County Industry Clusters. We are working in conjunction with the Florida Chamber of Commerce to embrace the Six Pillars framework for our students as Suncoast follows its mission to "Lead a Legacy; Invent the Future" for Palm Beach County and the State of Florida.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cartlidge, Linda	Principal
Blumner, Karen	Assistant Principal
Hartley, Jana	Assistant Principal
Keevey, Aaron	Assistant Principal
Oates, Kevin	Assistant Principal
Raiford, Lisa	Assistant Principal
Briscoe, Michelle	Teacher, K-12
Doran, Dawn	Teacher, K-12
Kaplan, Stephen	Guidance Counselor
Murray, Brian	Teacher, K-12
Oddi, Randal	Teacher, K-12
Slattery, Lee	Teacher, K-12
Morton, Caron	Teacher, K-12
Kellman, Lisa	Assistant Principal
Williams, Debbie	Teacher, K-12
Erienne, Kelli	Teacher, K-12
Russo, Stephanie	Teacher, K-12
Benvenuti, Beth	Other

Duties

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

Principal, Dr. Linda Cartlidge, 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 MTSS 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 (Magnet) 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.

Assistant Principal, Jana Hartley with support from the Reading Literacy 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. School Psychologist Nancy Kahler 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.

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 bring out the best in our school, our teachers, and in our students?

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Paras Mehta	Student
Melanie Paulus	Parent
Shampale Holland	Parent
Chris Childress	Parent
Caron Regenbaum	Parent
Ben Hill	Education Support Employee
Cassandra Smith-Burney	Business/Community
Randal Oddi	Teacher
Linda Cartlidge	Principal
Tracey Longo	Parent
Rebecca Pelletier	Parent
	Student
Cathy Brandenburg	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

2014-2015 data was presented to SAC on August 27, 2015. The data shows that students continue to score proficient on the Algebra I EOC and results improved from 2013-2014 to 2014-2015 on AP and IB assessments.

Development of this school improvement plan

Administrators met in June and July to review data from the 2014-2015 school year. Then, administrators developed the school goals based on that needs assessment. These goals were shared, debated and revised with the leadership team (department chairs, professional development team and program coordinators). Then, the entire leadership team went through the 8-step process to develop the school improvement plan.

A presentation was given, at the first SAC meeting on August 27th, regarding the School Improvement Plan (SIP) as well as the school data and suggested goals. SAC was invited to read/comment on our school goals and offer ideas at the September 24th SAC meeting; a final vote was held on this date. The SIP was approved.

Preparation of the school's annual budget and plan

Dr. Cartlidge, Principal, reviewed and prepared the school's annual budget based on the school improvement plan. Dr. Cartlidge works in conjunction with the School Advisory Council to manage the budget throughout the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Income totaling \$9,099.00 was comprised of the State Funding Allocation of \$5.00 per student (\$7,615.00) and a rebate from the Energy Incentive Program (\$1,484.00).

There was a \$145.20 expense for the Career Showcase.

There were budgeted expenses (approved, but not yet paid) for the Suncoast Success Academy for \$2,000.00 on 4/23/15, and Extended Essay Boot Camp for \$1,000.00 on 4/23/15.

College Fair expense budgeted at \$1,000.00

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Doran, Dawn	Teacher, K-12
Williams, Debbie	Teacher, K-12
Cartlidge, Linda	Assistant Principal
Hartley, Jana	Assistant Principal
Oates, Kevin	Assistant Principal
Steidle, Ina	Teacher, ESE
Kellman, Lisa	Teacher, K-12
Pope, Mark	Teacher, K-12
Schwab, Joseph	Teacher, K-12
Clark, James	Teacher, K-12
Hamilton, Becky	Teacher, K-12
Adams, Rita	Guidance Counselor
Rawson, Mary	Teacher, K-12
Armbruster, Amy	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT is comprised of reading teachers, social studies teachers, counselors, the library media specialist, and Administrators. The LLT will lead collegial learning groups to develop, assess, and analyze students' strengths and weaknesses in literacy skills (visual, speaking and listening, traditional, and non-traditional text). The LLT will monitor students' growth throughout the year

utilizing teacher-made assessments and item analysis and revise the school improvement plan/action steps as necessary based on the data.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school encourages positive working relationships with teachers through participation in Collegial Learning Groups. Once monthly we provide consistent time for teachers to meet by common content. The meetings focus on students' academic needs. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Suncoast Community High School (SCHS) in Riviera Beach, Florida, recruits highly qualified, effective teachers by fulfilling the Mission and Vision of the school. The Mission of SCHS is to provide a challenging, innovative program to a diverse student population, empowering each individual to successfully compete in and contribute to the global society, while maintaining a safe school environment and allocating resources accordingly. The mission is also the culture of the school, the driving force for all decisions, changes and improvements made to the curriculum. As a result, SCHS established a reputation as a rigorous, worldly, committed and reflective education institution, not only around Palm Beach County, but also the nation - making Suncoast Community High School a leader and beacon of future education initiatives.. Thus, teachers desire to become apart of the SCHS faculty because of the kinds of students the school attracts and develops.

Suncoast Community High School uses extensive training programs, professional learning communities and mentor programs to retain highly qualified, effective teachers. Training programs take place throughout the country all year long. Some of the training topics include:

1. Advanced Placement Training (all subjects); Kevin Oates, AP
2. IB/Diploma Programme Training (all subjects); Lisa Raiford, AP
3. IB/Middle Years Programme Training (all subjects); Jana Hartley, AP
4. Computer Science and Engineering training; Karen Blumner, AP

Further, Professional Learning Communities (PLCs) meet monthly to develop and revise subject-based unit plans, at which time teachers are able to reflect on new information learned at training conferences, integrate standards from Florida Sunshine State Standards and International Baccalaureate (IB) into the lessons. PLCs debate various strategies to use in the classroom, sharing best practices and helping peers reflect on the practice of teaching and learning. Further, as both an individual school and IB MYP school with John F. Kennedy Middle School (JFK), PLCs establish vertical and horizontal articulation plans that ensure all teachers infuse the IB MYP Global Contexts, Approaches to Learning, and IB Learner Profile every day. These plans act as "a set of ideals that ... inspire[s], motivate[s] and focus[es] the work of [SCHS and JFK] uniting [us] in a common purpose (International Baccalaureate Organization, updated 2009)."

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers to the district will be participants in the district ESP program held on campus. There will be monthly meetings with mentors and/or group sessions to provide support and feedback to the new teachers while ensuring they meet the district requirements for certification. Additionally, new teachers to the school, but not the district, will be invited to participate in the feedback sessions as well in order to acclimate to Suncoast Community High School's (SCHS) unique school culture and nuances. Each

teacher new to the school will be assigned a mentor that will aid their transition into the SCHS and help infuse the new teacher into the culture and practice of the school as a whole.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Teachers will meet in collegial learning groups to infuse the new standards/assessments into their curriculum.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs for identified students
- Creating a schedule with an uninterrupted 90 minute reading block for identified students
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Collegial Learning Meetings
- Conducting data chats with students

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,000

Teachers provide tutoring everyday after school from 3- 4:30 pm. Each subject area and grade level designates a particular day so students can attend tutoring in each of their subjects, if needed. Some teachers also provide tutoring during lunch. Our student honor societies and Mu Alpha Theta offer one-on-one tutoring in foreign language, math and science as well.

Strategy Rationale

Many students require additional instruction/support to keep up with the rigorous curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cartlidge, Linda, linda.cartlidge@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers analyze their classroom tests and quizzes to determine if students need to go to tutoring. They also utilize progress reports, diagnostics assessments and written work. Teachers identify whether or not the student is improving based on his or her performance on the next assessment. If the student continues to struggle he or she is identified by the program coordinator and/or assistant principal and are placed on an action contract, which requires tutoring.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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.

Suncoast High School supports the efforts of the Florida Chamber Foundation to provide students with exposure to the Six Pillars framework for talent supply and education, innovation and economic development, infrastructure and growth leadership, business climate and competitiveness, civic and governance systems, and quality of life and quality places. Students participated in a school-wide assembly introducing them to the framework, and efforts have been made to incorporate the framework into instructional and extracurricular activities.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Suncoast is a choice school with four magnet programs. Embedded in the Computer Science Magnet and Math, Science, and Engineering Magnet are numerous technical courses in which students apply learning to real life problems. Further, we provide Industry Certification in the following courses: AP Computer Science A, IB Computer Studies II, Commercial Photography, Intro to Information Technologies, Web Design, and Drafting and Illustrative Design.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Our school offers career and technical education programs in photography, drafting, game and simulation, TV Production and computer science, to name a few. These programs are organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on the High School Feedback Report, our school improves student readiness by:

- inviting identified students to attend small group strategy workshops
- school based team reviewing and provide assistance to specific students as needed
- offering afterschool workshops for students
- counselors conducting classroom guidance and individual counseling sessions with students
- meetings held with parents

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key


Strategic Goals Summary

- G1.** Strategic Goal 1: If all teachers and administrators utilize existing formative/summative assessments and assignments, including but not limited to unit assessments, semester exams, and AP/IB mock exams to monitor student growth in reading, then students will improve their literacy skills (visual, speaking and listening, traditional, non-traditional text) through teachers incorporating the IB Approaches to Teaching & Learning, and MYP Global Contexts and DP Theory Of Knowledge into instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Strategic Goal 1: If all teachers and administrators utilize existing formative/summative assessments and assignments, including but not limited to unit assessments, semester exams, and AP/IB mock exams to monitor student growth in reading, then students will improve their literacy skills (visual, speaking and listening, traditional, non-traditional text) through teachers incorporating the IB Approaches to Teaching & Learning, and MYP Global Contexts and DP Theory Of Knowledge into instruction. 1a

 G070052

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0

Resources Available to Support the Goal 2

- district and state supplemental and support materials; district personnel

Targeted Barriers to Achieving the Goal 3

- Time to plan collaboratively with teachers (time with each other, time with the administrator for monitoring)
- Time to disaggregate data from assessments (9 weeks, semester exams, AP/IB practice, etc.)

Plan to Monitor Progress Toward G1. 8

Teachers will collect and analyze data from common assessments; data will be in teachers' data binders and evident in revised action plans throughout the year.

Person Responsible

Linda Cartlidge

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Strategic Goal 1: If all teachers and administrators utilize existing formative/summative assessments and assignments, including but not limited to unit assessments, semester exams, and AP/IB mock exams to monitor student growth in reading, then students will improve their literacy skills (visual, speaking and listening, traditional, non-traditional text) through teachers incorporating the IB Approaches to Teaching & Learning, and MYP Global Contexts and DP Theory Of Knowledge into instruction. **1**

 G070052

G1.B1 Time to plan collaboratively with teachers (time with each other, time with the administrator for monitoring) **2**

 B182321

G1.B1.S1 LTM days MUST be structured around collegial learning groups to allow teachers time to develop plans and analyze assessments. **4**

 S194041

Strategy Rationale

The district developed the school calendar with time allotted for teacher planning. It is vital that we protect this time to address literacy development and success at our school.

Action Step 1 **5**

Prior assessment data will be analyzed (FSA data when available, PSAT data when available, EOC, AP, IB) to determine student needs, align instruction to the Florida Sunshine State Standards, and identify measures to strengthen literacy throughout all content areas.

Person Responsible

Linda Cartlidge

Schedule

Quarterly, from 8/10/2015 to 5/16/2016

Evidence of Completion

Student assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Collect Data, Monitor Collegial Meetings and implementation of action plans

Person Responsible

Linda Cartlidge

Schedule

Quarterly, from 10/30/2015 to 5/2/2016

Evidence of Completion

iObservation; data binders; end-of-year assessment results

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We will compare the final 2014-2015 data to final EOC/FSA/AP/IB/Industry Cert data from 2013-2014 school year.

Person Responsible

Linda Cartlidge

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student assessment data

G1.B1.S2 Faculty Meetings should be utilized for collegial learning groups when possible 4

 S194042

Strategy Rationale

We can disseminate necessary information through department chairs, who are required to attend leadership meetings and host department meetings, rather than taking up additional time.

Action Step 1 5

The Professional Development Team will develop the PD plan for the year focused on utilizing both faculty meetings and LTMs for collegial learning groups, as needed, according to the SIP.

Person Responsible

Jana Hartley

Schedule

Monthly, from 8/10/2015 to 5/16/2016

Evidence of Completion

PD Agendas

Action Step 2 5

Monitor agendas, teacher's attendance and notes/outcomes of collegial learning teams.

Person Responsible

Jana Hartley

Schedule

On 5/16/2016

Evidence of Completion

Sign-in sheets; agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor agendas, teacher's attendance and notes/outcomes of collegial learning teams.

Person Responsible

Jana Hartley

Schedule

Monthly, from 8/12/2015 to 5/26/2016

Evidence of Completion

Sign-in sheets; agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teachers will have common assessments, item analysis/data and notes from collegial meetings that is focused on student achievement and the improvement of literacy skills.

Person Responsible

Schedule

Monthly, from 8/12/2015 to 5/26/2016

Evidence of Completion

sign-in sheets; agendas; copies of assessments; notes from collegial meetings; iobservation

G1.B2 Time to disaggregate data from assessments (9 weeks, semester exams, AP/IB practice, etc.) 2

B182322

G1.B2.S1 similar subject-area/grade levels will develop common semester exams to measure achievement and analyze results for growth; teachers will utilize diagnostic assessments for reading, and other tested areas. 4

S194043

Strategy Rationale

We need assessment data to track student achievement.

Action Step 1 5

Teachers will collaborate to develop common semester examinations that incorporate literacy-focused assessment items (such as but not limited to using word problems for mathematics, close reading for language arts). Assessments will be submitted to department-specific assistant principals for review and approval.

Person Responsible

Linda Cartlidge

Schedule

On 12/11/2015

Evidence of Completion

Copies of Assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Assistant Principals will monitor Item Analysis, Action Plans and final test data; results will be compared and analyzed; data chats between APs and teachers will occur on a need-basis.

Person Responsible

Linda Cartlidge

Schedule

Quarterly, from 8/17/2015 to 5/2/2016

Evidence of Completion

Item Analysis, Action Plans and final test data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Compare final 2013-14 EOC/FSA/AP/IB/Industry Certification data and 2014-15 data to final at the beginning of the SY16 school year.

Person Responsible

Linda Cartlidge

Schedule

On 8/17/2016

Evidence of Completion

Final EOC/FSA/AP/IB/Industry Certification data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Prior assessment data will be analyzed (FSA data when available, PSAT data when available, EOC, AP, IB) to determine student needs, align instruction to the Florida Sunshine State Standards, and identify measures to strengthen literacy throughout all content areas.	Cartlidge, Linda	8/10/2015	Student assessment data	5/16/2016 quarterly
G1.B1.S2.A1	The Professional Development Team will develop the PD plan for the year focused on utilizing both faculty meetings and LTMs for collegial learning groups, as needed, according to the SIP.	Hartley, Jana	8/10/2015	PD Agendas	5/16/2016 monthly
G1.B2.S1.A1	Teachers will collaborate to develop common semester examinations that incorporate literacy-focused assessment items (such as but not limited to using word problems for mathematics, close reading for language arts). Assessments will be submitted to department-specific assistant principals for review and approval.	Cartlidge, Linda	11/2/2015	Copies of Assessments	12/11/2015 one-time
G1.B1.S2.A2	Monitor agendas, teacher's attendance and notes/outcomes of collegial learning teams.	Hartley, Jana	8/10/2015	Sign-in sheets; agendas	5/16/2016 one-time
G1.MA1	Teachers will collect and analyze data from common assessments; data will be in teachers' data binders and evident in revised action plans throughout the year.	Cartlidge, Linda	8/17/2015	Data	6/3/2016 monthly
G1.B1.S1.MA1	We will compare the final 2014-2015 data to final EOC/FSA/AP/IB/Industry Cert data from 2013-2014 school year.	Cartlidge, Linda	8/17/2015	Student assessment data	6/3/2016 annually
G1.B1.S1.MA1	Collect Data, Monitor Collegial Meetings and implementation of action plans	Cartlidge, Linda	10/30/2015	iObservation; data binders; end-of-year assessment results	5/2/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Compare final 2013-14 EOC/FSA/AP/IB/Industry Certification data and 2014-15 data to final at the beginning of the SY16 school year.	Cartlidge, Linda	8/17/2015	Final EOC/FSA/AP/IB/Industry Certification data	8/17/2016 one-time
G1.B2.S1.MA1	Assistant Principals will monitor Item Analysis, Action Plans and final test data; results will be compared and analyzed; data chats between APs and teachers will occur on a need-basis.	Cartlidge, Linda	8/17/2015	Item Analysis, Action Plans and final test data	5/2/2016 quarterly
G1.B1.S2.MA1	Teachers will have common assessments, item analysis/data and notes from collegial meetings that is focused on student achievement and the improvement of literacy skills.		8/12/2015	sign-in sheets; agendas; copies of assessments; notes from collegial meetings; iobservation	5/26/2016 monthly
G1.B1.S2.MA1	Monitor agendas, teacher's attendance and notes/outcomes of collegial learning teams.	Hartley, Jana	8/12/2015	Sign-in sheets; agendas	5/26/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Strategic Goal 1: If all teachers and administrators utilize existing formative/summative assessments and assignments, including but not limited to unit assessments, semester exams, and AP/IB mock exams to monitor student growth in reading, then students will improve their literacy skills (visual, speaking and listening, traditional, non-traditional text) through teachers incorporating the IB Approaches to Teaching & Learning, and MYP Global Contexts and DP Theory Of Knowledge into instruction.

G1.B1 Time to plan collaboratively with teachers (time with each other, time with the administrator for monitoring)

G1.B1.S1 LTM days MUST be structured around collegial learning groups to allow teachers time to develop plans and analyze assessments.

PD Opportunity 1

Prior assessment data will be analyzed (FSA data when available, PSAT data when available, EOC, AP, IB) to determine student needs, align instruction to the Florida Sunshine State Standards, and identify measures to strengthen literacy throughout all content areas.

Facilitator

Linda Cartlidge

Participants

All teachers/subject areas

Schedule

Quarterly, from 8/10/2015 to 5/16/2016

G1.B1.S2 Faculty Meetings should be utilized for collegial learning groups when possible

PD Opportunity 1

The Professional Development Team will develop the PD plan for the year focused on utilizing both faculty meetings and LTMs for collegial learning groups, as needed, according to the SIP.

Facilitator

Jana Hartley & PD Team

Participants

All Teachers

Schedule

Monthly, from 8/10/2015 to 5/16/2016

G1.B2 Time to disaggregate data from assessments (9 weeks, semester exams, AP/IB practice, etc.)

G1.B2.S1 similar subject-area/grade levels will develop common semester exams to measure achievement and analyze results for growth; teachers will utilize diagnostic assessments for reading, and other tested areas.

PD Opportunity 1

Teachers will collaborate to develop common semester examinations that incorporate literacy-focused assessment items (such as but not limited to using word problems for mathematics, close reading for language arts). Assessments will be submitted to department-specific assistant principals for review and approval.

Facilitator

Linda Cartlidge

Participants

All teachers

Schedule

On 12/11/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Prior assessment data will be analyzed (FSA data when available, PSAT data when available, EOC, AP, IB) to determine student needs, align instruction to the Florida Sunshine State Standards, and identify measures to strengthen literacy throughout all content areas.	\$0.00
2	G1.B1.S2.A1	The Professional Development Team will develop the PD plan for the year focused on utilizing both faculty meetings and LTMs for collegial learning groups, as needed, according to the SIP.	\$0.00
3	G1.B1.S2.A2	Monitor agendas, teacher's attendance and notes/outcomes of collegial learning teams.	\$0.00
4	G1.B2.S1.A1	Teachers will collaborate to develop common semester examinations that incorporate literacy-focused assessment items (such as but not limited to using word problems for mathematics, close reading for language arts). Assessments will be submitted to department-specific assistant principals for review and approval.	\$0.00
Total:			\$0.00