

The School District of Palm Beach County

# Suncoast Community High School



2022-23 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: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	44%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (84%) 2018-19: A (74%) 2017-18: A (79%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<b>Budget to Support Goals</b>	<b>0</b>

# Suncoast Community High School

1717 AVENUE S, Riviera Beach, FL 33404

<https://suh.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>44%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>66%</p>

## School Grades History

<p><b>Year</b></p>	<p><b>2021-22</b></p>	<p><b>2020-21</b></p>	<p><b>2019-20</b></p>	<p><b>2018-19</b></p>
<p><b>Grade</b></p>	<p>A</p>	<p>A</p>	<p>A</p>	<p>A</p>

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position 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.
Gordon, Dawn	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in English, Reading, Fine Arts and the Middle Years Program (MYP).
McLawrence, Attallah	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Social Science, Interactive, Innovative, Technology (IIT) Program and the International Baccalaureate Career Program 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.
Anderson, 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.
Erianne, 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.



Name	Position Title	Job Duties and Responsibilities
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.
Rodrigues, Lisa	School Counselor	Department Instructional Leader responsible for leading school counseling team as they monitor students' progress toward graduation and preparing them for post-secondary success.
Newcomer, Valerie		Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Math.
Davies, Rachele	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in the Sciences.

**Demographic Information**

**Principal start date**

Thursday 7/25/2019, Kathryn Koerner

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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.*

3

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

81

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

1,596

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

9

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

11

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	430	420	375	371	1596
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	16	9	11	9	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	13	4	5	7	29
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	14	27	19	60
Course failure in Math	0	0	0	0	0	0	0	0	0	0	3	46	52	43	144
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	8	4	3	1	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	11	6	13	4	34
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	36	20	18	1	75
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	5	15	24	14	58

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Sunday 9/25/2022

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

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

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	93%	55%	51%				90%	57%	56%
ELA Learning Gains	66%						62%	51%	51%
ELA Lowest 25th Percentile	70%						59%	43%	42%
Math Achievement	81%	42%	38%				71%	54%	51%
Math Learning Gains	70%						42%	45%	48%
Math Lowest 25th Percentile	73%						34%	43%	45%
Science Achievement	93%	43%	40%				91%	73%	68%
Social Studies Achievement	94%	53%	48%				96%	74%	73%

**Grade Level Data Review - State Assessments**

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

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

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
2022					
2019	91%	69%	22%	67%	24%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	69%	27%	70%	26%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	64%	-11%	61%	-8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	60%	15%	57%	18%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	71	57	53				54			100	77
ELL	70	70	79				60				
ASN	98	69	76	90			100	93		100	96
BLK	84	63	67	62	58	69	79	93		100	93
HSP	91	65	69	83	74	69	96	88		100	100
MUL	98	65					100	100		100	97
WHT	96	67	73	96	80		97	98		100	97
FRL	87	61	66	74	64	69	86	88		100	97
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	76	60	57				85			100	100
ELL	77	76	69				74				
ASN	97	79	85	73	54		96	94		100	100
BLK	82	61	63	53	25	16	76	86		100	93
HSP	90	61	70	71	35	30	87	91		100	100
MUL	91	68					100			100	92
WHT	93	70	69	88	50		95	100		99	100
FRL	85	61	66	60	26	19	81	87		99	97
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	65	48	33	45	30		60	91			
ELL	58	63	56	61	33		55				
AMI	90	90									
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
WHT	95	67	69	90	61		99	99		100	97
FRL	83	56	54	59	34	30	83	94		100	93

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	84
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	837
Total Components for the Federal Index	10
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	69
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	77
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	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	93
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	89
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	79
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

Across grade levels, math achievement showed a significant improvement after having been a focus for improvement for the past few years. Math achievement improved from 69% proficient to 81%. ELA achievement continues to be strong for most subgroups, however, SWD and ELL have the lowest achievement levels with 71% and 70% respectively. ELA learning gains went down slightly from FY22 67% to 66%. ELA L25 achievement went up slightly from the previous year from 68% to 70%.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA learning gains and the learning gains of the L25 show the greatest need for improvement. ELA learning gains shows a three year trend of 62%, 68% and 66%. Although some gains have been made over the past three years, there is still much work to be done. With only 66% of students showing learning gains, this will be an area in need of improvement. ELA Learning gains of the L25 have increased over the past three years from 59% to 68% to 70% but will continue to be an area in need of improvement.



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

Students at Suncoast High School take advanced coursework for 9th and 10th grade. They are enrolled as freshman in AICE General Paper and as sophomores, they take AP Lang or AICE Lit. Teachers must infuse the BEST standards in with the college-level curriculum to help students gain proficiency and prepare them for not only the FAST test, but also prepare them for their AICE or AP exams.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math L25 learning gains showed the greatest L gain up 39 points from 34% to 73%.

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

A foundational math class was added to the master schedule for students with Level 1, 2 or 3 on previous FSA assessments. This class is a meant to build foundational math skills that will help students as they progress to higher level math classes. The foundational math teacher worked in collaboration with the Algebra teacher and utilized data, including USA data, to drive instruction and remediation.

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

Students in the L25, as well as struggling students, were scheduled in the same foundational math class and will continue to work collaboratively with the Algebra and Geometry teacher. Both teachers will assess students strengths and weaknesses and will monitor their progress regularly to ensure satisfactory growth. This year a foundational math skills class was also added for students taking Geometry as well as a foundational class for students taking regular Algebra.

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

Teachers will participate in professional development opportunities as well as working together during PLC's. Teacher led professional development will be available for math teachers where teachers will be able to share ideas for utilizing technology and using data to drive instruction and remediation.

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

Students will continue to have multiple opportunities to tutor during lunch, after school or utilizing paper.com. Teachers will meet regularly during PLCs to share ideas and discuss upcoming assessments and how to best support all students.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The area of focus will continue to be the ELA learning gains and the learning gains for the L25. There was a slight decrease in the learning gains from 67% to 66% and a slight increase in learning gains for the L25 from 68% to 70%. The expectation is that both the learning gains and the learning gains of the L25 is that both would increase more significantly and accurately show the learning gains of all Suncoast High School students.

**Measurable**

**Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

ELA learning gains will increase from 66% to 72%.  
 ELA learning gains for the L25 will increase from 70% to 75%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Students' progress will be monitored using FAST progress monitoring. Students in grades 9 and 10 will take the FAST progress monitoring assessment three times during the FY23 school year.

**Person responsible for monitoring outcome:**

Dawn Gordon (dawn.gordon@palmbeachschools.org)

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Immerse students in advanced coursework while differentiating instruction through small group work. Teachers will utilize the data on the FAST progress monitoring assessment to drive instruction and to provide additional support to students, based on their needs.

**Rationale for Evidence-based**

**Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Immersing students in advanced coursework, while differentiating instruction through small group work, ensures that all students will receive instruction based on their individual needs. Utilizing data from the FAST assessment, as well as teacher created assessments for the advanced coursework will all teachers to meet the needs of the students to be prepared for their AICE/AP exam as well as showing proficiency on their FAST assessment.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Tutorial opportunities provided at lunch and after school.

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

Planning for instruction during PLC's for specific cohorts (AICE General Paper, AICE Lit or AP Lang).

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

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

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

Students scoring a Level 1 or Low Level 2 on the FY22 FSA were placed in a cohort class in an effort to remediate while continuing to offer rigorous, higher level coursework. Cohort teacher to work collaboratively with the Intensive Reading teacher to provide additional support.

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

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

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Increase in Algebra 1 scores. Algebra 1 EOC proficiency scores have increased for the past two years from 53% in FY19 to 81% in FY22. Algebra 1 proficiency scores are lower than the other core subject tested as a high school graduation requirement at Suncoast High School.

**Measurable**

**Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Algebra 1 EOC scores will increase from 81% to 85% in May 2023 given a new set of BEST Math Standards.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Monitoring completion and performance of student FSQs and USAs PLC schedule with Algebra 1 teacher and Foundational Skills in Math teacher Struggling students attending lunch time or after school tutorial programs.

**Person responsible for monitoring outcome:**

Kathryn Koerner (kathryn.koerner@palmbeachschools.org)

**Evidence-based**

**Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Student performance on BEST Algebra 1 benchmarks will be monitored through completion of school district designed FSQs and USAs. Students who were not proficient in FSA Grade 8 Math are concurrently enrolled in a support class, Foundational Skills in Math 1. Students in Algebra 1 are also enrolled in ixl.com and DeltaMath for remediation modules and enhanced practice work. Students will also be referred to lunch-time or afterschool tutoring.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Data collection from FSQs, USAs, ixl.com, and DeltaMath will inform and direct re-teaching. Lunchtime tutorial will serve as an additional support for students.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students enrolled in Foundational Skills in Math 1 class, ixl.com and DeltaMath.

**Person Responsible** Lisa Anderson (lisa.r.anderson@palmbeachschools.org)

Lunchtime and after school tutorial assistance. Math Assistant Principal will monitor student participation in tutorial programs.

**Person Responsible** Lisa Anderson (lisa.r.anderson@palmbeachschools.org)

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

**Person Responsible** Lisa Anderson (lisa.r.anderson@palmbeachschools.org)

Math Assistant Principal will monitor FSQs and USAs performance and remediate as needed.

**Person Responsible** Lisa Anderson (lisa.r.anderson@palmbeachschools.org)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

School-wide Positive Behavior will be implemented to encourage and reward students' academic and behavioral successes. All of the incentives will create a positive school culture and climate. Students will participate in mental health, substance abuse and child trafficking prevention courses and will continue to be 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.

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.

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

As an International Baccalaureate World School offering IB Middle Years Program, 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 with daily cultural activities and culminating in an international music and dance performance produced and performed by our students. The Afrocentric Blowout, presented by our school's Black Student Union (BSU), is a showcase of the African Diaspora through dance, song, poetry, storytelling, and more. This event is designed to broaden the horizons of the Suncoast community by providing an immersive experience into the contributions and experiences of people of African ancestry. Both performance are viewed by all students.

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

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

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

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

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

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

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

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

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content

and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Kathryn Koerner-Principal

Dawn Gordon-Assistant Principal over School-wide Positive Behavior Support Team

Andrea Smith/Rebecca Hamilton-SWPBS Chair

Carolyn Santamaria-PTSA President

Michael DeBock-Suncoast Foundation Chairman

Kelli Erienne-SAC Chairperson

TBD-Professional Development Chair

Department Chairs-Gavin Seidel, Stephanie Russo, Michele Lackovic, Valerie Newcomer, Rachele Davies, Caron Morton, Lisa Rodrigues

Andrea Smith-Behavior Health Professional

Deverie Yazar-Volunteer Coordinator

Helena Hoogterp-Volunteer Coordinator