

The School District of Palm Beach County

Suncoast Community High School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Suncoast Community High School

1717 AVENUE S, Riviera Beach, FL 33404

<https://suh.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Koerner, Kathryn	Principal	Instructional leader responsible for all personnel and actions related to student achievement goals outlined in the 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 Program.
Gordon, Dawn	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in English and Fine Arts and the 9th and 10th grade Pre IB Students.
Anderson, Lisa	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Mathematics and the International Baccalaureate Diploma Program.
Keevey, Aaron	Assistant Principal	Instruction leader responsible for supporting personnel and actions related to student achievement in World Language and Physical Education and the MSE (Math, Science and Engineering) Program.
McLawrence, Attallah	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Social Studies and the IIT (Innovative Interactive Technology) Program and the International Baccalaureate Career Program.
Newcomer, Valerie	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Mathematics.
Morton, Caron	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in World Languages.
Erienne, Kelli	Teacher, K-12	Department Instructional Leader responsible for ensuring that students receive the opportunity to learn balance through involvement in athletics and school activities.
Russo, Stephanie	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they achieve academically through involvement in the arts, journalism, and debate.
Lackovic, Michele	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Literacy and the IB Diploma Program.

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team, teachers, school staff, parents, students and families and business or community leaders are given the opportunity to review school information and data and give their input on the goals for Suncoast High School SIP. At our SAC meetings, we talk about the SIP and discuss the various components and ask for input from all stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed by administrators, the principal and all stakeholders, as necessary with at least one official review midyear. Administrators will meet with teachers, as needed, to review data and determine if changes need to be made and what supports can be put in place to ensure student's success. The SIP will be discussed at our monthly SAC meetings and stakeholders will be able to provide their input and approval of any proposed changes.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No

2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	44%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	89	52	50	93	55	51	90		
ELA Learning Gains				66			67		
ELA Lowest 25th Percentile				70			68		
Math Achievement*	81	38	38	81	42	38	69		
Math Learning Gains				70			36		
Math Lowest 25th Percentile				73			20		
Science Achievement*	93	68	64	93	43	40	89		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	96	67	66	94	53	48	94		
Middle School Acceleration					46	44			
Graduation Rate	99	90	89	100	65	61	99		
College and Career Acceleration	96	71	65	97	69	67	98		
ELP Progress		40	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	92
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	84
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	837
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	61			
ELL	55			
AMI				
ASN	97			
BLK	84			
HSP	93			
MUL	98			
PAC				
WHT	97			
FRL	87			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	69			
ELL	70			
AMI				
ASN	90			
BLK	77			
HSP	84			
MUL	93			
PAC				
WHT	89			
FRL	79			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	89			81			93	96		99	96	
SWD	61										1	
ELL	61			36			67				3	
AMI												
ASN	93			90			97	100		100	6	
BLK	79			68			80	92		86	6	
HSP	88			80			94	96		99	6	
MUL	91						100	100		100	5	
PAC												
WHT	93			91			98	98		100	6	
FRL	82			72			85	94		92	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	93	66	70	81	70	73	93	94		100	97	
SWD	71	57	53				54			100	77	
ELL	70	70	79				60					
AMI												
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	
PAC												
WHT	96	67	73	96	80		97	98		100	97	
FRL	87	61	66	74	64	69	86	88		100	97	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	90	67	68	69	36	20	89	94		99	98	
SWD	76	60	57				85			100	100	
ELL	77	76	69				74					

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
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	
PAC												
WHT	93	70	69	88	50		95	100		99	100	
FRL	85	61	66	60	26	19	81	87		99	97	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	91%	50%	41%	50%	41%
09	2023 - Spring	86%	48%	38%	48%	38%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	48%	27%	50%	25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	50%	38%	48%	40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	63%	30%	63%	30%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	62%	34%	63%	33%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest performance component continues to be Algebra 1 (75% pass rate). Students who take Algebra 1 at Suncoast High School, are also enrolled in a Foundations Math class to help bolster their math skills. Most choice programs at Suncoast require students to have completed Algebra 1 prior to being admitted so most students entering, have already completed this graduation requirement. The number of students taking Algebra 1 was 46 (which represents about 10% of 9th grade students) during FY23 and 75% of students passed.

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

Both ELA 9th grade and Algebra 1 showed a 7 and 6% decline, respectively, from FY22. The 9th grade AICE GP cohort was new to teaching this combined curriculum. Our students are enrolled in AICE GP and teachers must infuse the BEST standards in with the college-level curriculum to help students gain/maintain proficiency and prepare them, for not only the FAST test, but also prepare them for their AICE exams. The Algebra 1 teacher, from the previous year, left the school and a new teacher took over teaching that curriculum with new standards and a new test, and she was the only teacher teaching the course.

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

Suncoast was significantly above the state in all categories. Suncoast has four choice programs and students take advanced coursework all four years as part of their choice programs' four year plan. All freshman take AICE GP for their English and as sophomores, they take either AP Lang or AICE Lit. Teacher 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 and AP exams. Most programs require students to have taken Algebra, prior to being accepted at Suncoast, however a majority of our student come having taken both Algebra and Geometry and are therefore on an accelerated track for math.

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

The greatest improvement, was a 41 point increase in grade 10 ELA proficiency. The state's total was 50% proficient and Suncoast had a proficiency of 91%. Teacher's teaching 10th grade students taught advanced coursework, either in AP Lang or AICE Lit. We hired a teacher from another school who had been teaching AICE Lit for many years. These teachers have been teaching these courses for the past several years and have been able to infuse the BEST standards with these college-level courses to help student be successful on both assessments. Teachers also worked together with their PLC's more closely.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

No current EWS issues.

Policy 2.09 and Required Instruction Florida State Statute 1003.42 (Must ADD this verbiage)
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

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

- Increase proficiency rate of 9th grade students in ELA
- Increase pass rate for Algebra 1
- Increase proficiency rate of 10th grade students in ELA
- Increase pass rate for Geometry
- Increase acceleration percentage

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase in Algebra 1 scores. Algebra 1 EOC proficiency scores had increased for the past two years from 53% in FY19 to 81% in FY22 but fell to 75% in FY23. Algebra 1 proficiency scores are lower than the other core subjects tested as a high school graduation requirement at Suncoast High School but are the third highest in high schools in Palm Beach County.

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 75% to 85% by May 2023.

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:

Lisa Anderson (lisa.r.anderson@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus will be 9th Grade ELA proficiency as there was a 7% decline from the previous year.

Measurable Outcome:

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

9th Grade ELA proficiency will increase from 86% to 93% by May 2024.

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 will take the FAST progress monitoring assessment three times during the FY24 school year. Students will also take the district assessment, USA's, which will also be monitored for student's progress.

Person responsible for monitoring outcome:

Dawn Gordon (dawn.gordon@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Lunchtime and afterschool tutorials will be available, as well as a Writing Lab to support struggling students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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 allow teachers to meet the needs of the students so they will be prepared for their AICE/AP exam as well as showing proficiency on their FAST assessment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: May 2024

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When reviewing the SEQ, it was noted that students rated the category of Mental Health and Wellness the lowest, with 69.6%. Within that category, student rated respect from their peers as the lowest with only 69.1% of students feeling like they had the respect of their peers. School-wide Positive Behavior team is working to implemented initiatives that 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. Additionally, Suncoast hired two additional counselors to support students.

Measurable Outcome:

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

The percentage of students that feel respected by their peers will increase from 69% to 90% as measured by the School Effectiveness Questionnaire (822 students responded).

Monitoring:

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

The SwPBS team meets monthly to discuss initiatives to support our PBS goals. Our Universal Guidelines are RISE: Students are Respectful and Responsible, Inclusive, Scholarly and Empathetic. We will invite students to join our monthly meetings to help give feedback and actively involve students in our SwPBS initiatives. All students will be encouraged to complete the FY24 SEQ and the SwPBS team will review data after students complete it..

Person responsible for monitoring outcome:

Dawn Gordon (dawn.gordon@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SwPBS team was established to help bring a shared vision for a positive school culture. One intervention that will be used is the addition of "Elevating Student Voice through Peer-to-Peer Relationships." Students in our iMentor program will utilize the district's "playbook" to learn strategies as part of building a culture of student voice on our campus. Additionally, students enrolled in the Safe School Ambassador club will continue to learn strategies to promote positive relationships on our campus. More active involvement in the SwPBS meetings will also help students have a voice in creating initiatives that impact peer-to-peer relationships.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Safe School Ambassadors is a program that involves "change-agents" by identifying and recruiting "socially-influential" students. Research shows that these are the students who determine what's okay and not okay and have the power to change the way young people treat each other. Additionally, "Elevating Student Voice through Peer-to-Peer Relationships" is a program that will allow students to build a culture of student voice and empower students to

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Monthly SwPBS meetings
- Peer to Peer Relationship training
- Safe School Ambassador Club meetings

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

By When: May 2024