

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [X] Magnet[X] Choice

Name of Principal Ms. Kathryn Koerner  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Suncoast Community High School  
(As it should appear in the official records)

School Mailing Address 1717 Avenue S  
(If address is P.O. Box, also include street address.)

City Riviera Beach State FL Zip Code+4 (9 digits total) 33404-5225

County Palm Beach

Telephone (561) 882-3418 Fax \_\_\_\_\_

Web site/URL

<https://www.palmbeachschools.org/SuncoastHighSchool>

E-mail kathryn.koerner@palmbeachschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Michael Burke E-mail Mike.burke@palmbeachschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Palm Beach Tel. (561) 649-6833

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. Frank Barbieri Jr.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

---

**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 113 Elementary schools (includes K-8)
  - 49 Middle/Junior high schools
  - 33 High schools
  - 0 K-12 schools
- 195 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)  
☒ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	437
10	424
11	374
12 or higher	369
Total Students	1604

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
  - 17 % Asian
  - 21 % Black or African American
  - 23 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 33.9 % White
  - 5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1, 2021	1490
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Afrikaans, Amharic, Arabic, Bengali, Bengla, Blackfoot, Bulgarian, Cantonese, Chinese Hakka, Chinese Zhongwen, Dutch Netherlands, Estonian, Farsi Persian, Finnish Suomi, Filipino, French, German, Greek, Gujarati, Haitian and French Creole, Hebrew, Hindi, Hungarian Magyar, Indian, Igbo, Georgian Kartuli, Korean, Lithuanian, Malagasy, Mandarin, Malayalam, Marathi, Malay, Nepali, Polish, Portugese, Rumanian, Russian, Swahili, Spanish, Swedish Svenska, Tagalog, Tamil, Telugu, Thai, Turkish, Ukrainian, Urdu, Vietnamese

English Language Learners (ELL) in the school: 0 %  
3 Total number ELL

7. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 435

8. Students receiving special education services with an IEP: 2 %  
Total number of students served 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>13</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %  
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 4

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	98
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	99%	98%	98%	98%
High school graduation rate	99%	100%	99%	100%	100%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	311
Enrolled in a 4-year college or university	85%
Enrolled in a community college	10%
Enrolled in career/technical training program	0%
Found employment	4%
Joined the military or other public service	1%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2007

16. In a couple of sentences, provide the school's mission or vision statement.

The Suncoast High School 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. The vision of Suncoast High School is for all students to develop a career perspective and to graduate college ready, so life choices are limited only by their imaginations.

17. Provide a URL link to the school's nondiscrimination policy.

[https://www.palmbeachschools.org/about\\_us/non\\_discrimination\\_statement](https://www.palmbeachschools.org/about_us/non_discrimination_statement)

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

All students, who are Palm Beach County residents and entering grades 9 or 10, are eligible to apply for one of the Choice programs at Suncoast High School given he/she meets the academic criteria for the respective program; Computer Science - 3.0 GPA, Algebra 1 Honors and Geometry Honors; IB Diploma Track - 3.0 GPA; Innovative Interactive Technology - no criteria; Math Science & Engineering - 3.0 GPA, Algebra 1 Honors, Geometry Honors, and Algebra 2 Honors. Parents complete an online application with the school district Choice and Career Office by the annual designated deadline. As part of the application, the academic criteria for the Choice program must be met prior to August of the entering school year. It is the parents' responsibility to ensure that Suncoast receives the required student transcripts or academic records. The Suncoast selection committee checks student academic records against the criteria set up for the respective Choice program. The Suncoast selection committee determines which applicants are eligible for the school district computerized, random lottery selection process that is designed to promote equity and diversity in student assignments to magnet schools. The Choice and Career Office notifies families of the lottery results by email approximately three months after the close of the application period.

## PART III – SCHOOL OVERVIEW

---

Suncoast High School was a declining neighborhood school that reopened in 1989 as a world-class, pre-collegiate, magnet, public school in a low-income, suburban setting. Although the campus contains five buildings that surround a large courtyard, athletic facilities and fields, students convene in one classroom building. As part of the school district's initiative to build International Baccalaureate (IB) K-12 continuums, Suncoast was built in between an IB Primary Years K-5 elementary school and an IB Middle Years 6 – 8 middle school. Upon entering the Suncoast classroom building and the gymnasium, visitors encounter wall wraps, funded by the Suncoast Foundation, displaying students performing science lab experiments, sports or club activities, Heritage week dances, and engaging with friends. Along with the variety of activities, visitors see the racial/ethnic diversity and the collaborative spirit of the student body. We are Suncoast! The student body is composed of different socioeconomic groups and students represent 50 home languages and 56 different countries of birth. In entering the classroom building atrium, visitors see flags of every student's country line the walls.

Suncoast is one of two public high schools in the school district that accepts students from any neighborhood boundary within the county. Suncoast hosts four rigorous, college preparatory magnet programs/academies which students can only access by application and district lottery with the Choice and Career Office: Computer Science (CS); Interactive Innovative Technology (IIT), Math, Science, and Engineering (MSE), and the International Baccalaureate Diploma Programme (IBDP). Suncoast hosts in-house programs such as the IB Middle Years Programme (MYP), the Advanced Placement (AP) Capstone Diploma Program, and the IB Career-Related Certificate Programme (IBCP). Career pathways, within the IIT magnet, offer industry certification exams that lead to the Florida Gold Seal Vocational Scholars award. Dual enrollment English and Math courses are provided on campus for any student at that level of study.

Many of our faculty and administrators hold advanced degrees and the logos of colleges or universities once attended by the faculty are painted on ceiling tiles in the classroom building. The faculty and staff create a climate of safety and academic excellence in role modeling the IB Learner Profile traits of caring, knowledgeable, open-minded, balanced, reflective, thinker, risk-taker, inquirer, communicator, and principled as inscribed on the main staircase in the atrium. Annually, Suncoast celebrates over 1000 students with GPAs of 3.0 or higher, for the 1st and 3rd quarters, on the Principal's Honor Roll.

Over 110 student clubs and organizations allow students to advocate for a cause and collaborate across their cultural ties to meet project goals. We have Honor Societies in English, Math, History, Spanish, and French; and, these students provide free tutorial services to students during lunch, after school, in virtual or in-person meetings. Mentorship programs extend into the elementary and middle schools of the continuum. To date, 52% of the student population comprises 50 sports teams. Our students bring home superior ratings in marching band, student newspaper, and yearbook. High impact students have founded 501(c)(3) community service projects such as a food pantry and Surface 71. In recent years, Suncoast had three Philanthropy Tank \$15,000 award winners for community projects: South Florida Tech for Seniors, Girls Helping Girls, and Boundless Bio Tech. Key Club and National Honor Society, with over 200 students, regularly engages in community outreach.

Key strategies to maintain the school's 100% participation rate in college-level course work start in 9th grade with AICE (Association of International Credential Evaluation) General Paper and continues in 10th grade in AP US Government, AP English Language or AICE English Literature. Suncoast offers 45 IB courses, 25 AP courses, nine dual enrollment courses, and three AICE courses. In Voluntary Community Service (VCS) class, every 10th grade student sets up proposals and executes community service projects to earn 75 hours towards Florida Bright Futures renewable scholarships. The goal is to focus students on college preparation and provide several means to achieve scholarships for financial assistance. Lunch time is for decompression as students enjoy friends, attend tutorials, club meetings, or play four square to music in the school courtyard.

Measures of success are evident in the accolades earned over the years to include consecutive "A" grades by the Florida Department of Education; currently Suncoast is No. 23 in America's Top 300 High Schools by



the Challenge Index of The Washington Post; No. 3 Best Magnet High Schools in Florida by Niche; No. 29 Best Magnet Schools in the Nation and No. 15 Best High Schools in Florida by US News & World Report; and, 21 consecutive years as a 5 Star School for exemplary community involvement. Five Star Schools meet 100% of the criteria in business partnerships, family involvement, volunteers, student community service, and school advisory councils. Suncoast has earned 29 consecutive Golden (adult) and Silver (student) School awards for volunteerism. Suncoast received the 2021 Welcoming and Inclusive School Recognition Badge from Palm Beach County for fostering success for culturally distinctive and special needs students.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

Suncoast prepares all students for AP English Literature and dual enrollment (DE) English courses or IB English Literature IV Higher Level. Suncoast utilizes the Florida DOE Standards Assessments (FSA) exit exams in English Language Arts (ELA) and Writing at 10th grade to assess student proficiency for high school graduation. At Suncoast, all students in 9th grade are enrolled in AICE General Paper, to build foundational skills in persuasive and argumentative writing using contemporary issues. In 10th grade, students in CS, MSE, and IIT enter the non-literary pathway with AP English Language and DE English. IB track students enter the literary pathway with AICE English Literature to prepare for IB English Literature IV Higher Level in senior year. CS, MSE, and IIT students can enter the literary pathway at 10th grade to later join IB. All grade 9 and 10 students are IB Middle Years Program (MYP) students; thus, the MYP curriculum framework is integrated into all courses. In ELA, students perform perspective-taking during character analysis in texts, draw connections to other works, and scaffold across time and space, culture, and context. Teachers use MYP Approaches to Learning and real world applications to establish interdisciplinary connections and for skill development (<https://ibo.org/globalassets/new-structure/research/pdfs/myp-evaluation-report-2017-en.pdf>). Teachers use a student-centered, inquiry-based, hands on approach to instruction. Grade 9 students use anchor texts, like *Brave New World* (Aldous Huxley, 1932) to draw connections to history, science, and ethics topics in writing exercises and class discussions. In grades 9 and 10, ELA subjects use the Palm Beach Performance Assessment (PBPA) for persuasive and argumentative writing formatives, and descriptive feedback is provided four times per year. Mock AICE General Paper, AP English Language, or AICE English Literature exams are used for mid-term exams and rubric analysis to drive second semester instruction. In 11th grade, all students take AP English Literature; the IB Diploma students, placed in cohorts, also complete IB assessments i.e. the Higher Level Essay, and prepare for oral exams. Students study poetry, prose, and drama to analyze structure and style using close reading techniques; with *Their Eyes Were Watching God* (Hurston, 1937) students analyze plot, characters, and writing styles within a historical context. The IB cohort invites literary nonfiction into the curriculum with *George Orwell: A Collection of Essays* (Orwell, 1970). Students design Project-Based Review sessions in AP English Literature to increase student ownership and to allow teachers to act as facilitators. All students are required to take the CollegeBoard AP English Literature exam. In 12th grade, CS, IIT, and MSE students, with GPAs of 3.0, apply for on-campus DE courses in British Literature Before/After 1800 or English Composition Writing I & II through Palm Beach State College. Students pass the course with a C grade or higher to avoid DE suspension. IB Diploma students take IB English Literature IV Higher Level and utilize knowledge of 13 works over two years to complete IB internal assessments and take oral exams. The IB English Literature HL exam is held over two days, coupled with written and oral IB assessments, graded on the rubric, to gain an IB score in the English subject area.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

Students enter 9th grade from 49 different middle schools and at different points on the mathematics continuum. Ninth grade CS students are required to enter minimally at Algebra 2, IIT and IB track students enter minimally at Algebra 1, and MSE students are required to enter minimally at Pre-Calculus. All grade 9 and 10 students are required to take or have taken the Florida Statewide End-of-Course (EOC) assessment in Algebra 1 and pass at level 3 – 5, and take Geometry to satisfy high school graduation requirements. In addition, the MYP curriculum framework for mathematics, in Algebra 1 and Geometry drives teachers to have students perform student-led explorations, to show math relevancy in their lives, as required MYP assessments. Most Suncoast students are enrolled in magnet programs with strong emphasis in sciences, engineering, and technology; thus, the MYP curriculum framework allows students to use math concepts in unfamiliar situations through inquiry-based learning experiences. Teachers use guided notes predominantly to offer “I do, we do, you do” opportunities when learning new content. Teachers follow the school district pacing chart to address FSA benchmarks in a timely manner. Each student receives their teachers’ course pacing calendar to communicate the essential content of the course, as well as to assist with the development

of time management strategies. Teachers use formative, common assessments called FSQs and USAs, to assess student proficiency of units, in preparation for EOCs. Teachers use online technology applications with immediate feedback systems during instruction to offer students practice in solving math computations, and to graph or manipulate math equations into visual representations. Teachers see student progress immediately on the online dashboards and monitor student comprehension and to note re-teaching needs. Students take mock exit exams in Algebra 1, Geometry, AP Calculus AB, and AP Statistics during midterms to practice for exit examinations. Teachers analyze student performance for re-teaching needs during Professional Learning Communities (PLC), to share best practices, and to bring in more real-world applications or math modeling. MSE and CS students accelerate to AP Calculus AB in grades 10 and 11, respectively to prepare for DE math courses. MSE 11th grade students are required to complete on-campus DE Calculus 2 & Calculus 3 through Palm Beach State College, and finish senior year with Differential Equations 1 and Linear Algebra. CS students take Discrete Mathematics and Linear Algebra in their senior years. Our math faculty continue to utilize math online technology applications and smartboards for teaching through to the DE level. Students are required to maintain a C average or higher in DE to remain eligible. IB Diploma students enter the IB Math track at 11th grade and continue for two years. IB students are subject to the math curriculum objectives and specific response formatting for IB exams, and internal assessments called Math Explorations graded on the rubric. IIT students take four years of mathematics and enroll in AP Statistics or Math for College Readiness, based upon respective math skills, to prepare for ACT or SAT exams.

### **1c. Science curriculum content, instruction, and assessment:**

All students take MYP Biology 1 in 9th grade and MYP Chemistry in 10th grade. Concurrently, MSE students take AP Physics 1 in 9th grade and AP Physics 2 in 10th grade. CS students take Java Programming Essentials in 9th grade and AP Computer Science A in grade 10. The Next Generation Sunshine State Standards (NGSSS) direct student achievement benchmarks and the End-of-Course (EOC) assessment in Biology 1. Ninth and 10th grades science teachers use guided note taking, interactive lectures, modeling, and demonstrations. Inquiry-based learning occurs through designing and conducting lab experiments and collaborative projects. All 10th grade students design and present science MYP projects in slide shows or poster formats. AP and IB teachers meet in August to study test results and plan instructional improvements for topics that require additional support. Vertical PLCs develop spiral curriculum for Biology, Chemistry, and Physics at the AP and/or IB levels. CS students take Java Database Programming in grade 11 and Java Programming Capstone in grade 12. MSE students take two AP Physics C courses in grade 11 and AP Biology or AP Chemistry in grade 12. IB Diploma students take IB Biology, IB Chemistry, IB Environmental Systems & Societies, or IB Physics 3 as IB Diploma requirements. IIT students select AP Biology, AP Chemistry, or AP Environmental Science as third and fourth year electives. Every student is required to take the AP or IB exit exams. IB Diploma juniors engage in Group 4 projects for collaboration between IB Biology, Chemistry, and Physics students to design investigations using their areas of expertise for a 40-hour requirement. In 2020- 2021, 9th grade students earned 89% on the Biology EOC assessment, whereas in 2021- 2022, the percentage increased to 93%. The four percent increase can be attributed to increased student participation in competitive science activities, such as the Science Olympiad, Science Bowl, and application for summer internships to the Scripps Institute in a local city. Usually, Suncoast students are district finalists for the Sunshine State Scholars Recognition Program for Math & Science. Students are aware that highly selective colleges accept students with high exam scores in AP and IB science subjects.

### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Ninth grade students take MYP World History, as a high school graduation requirement, and cover units in the Civil Rights Movement, Genocides, Revolutions, and Conflict with Interventions. Students compare/contrast the significance, roles, causes, and effects of events in five countries with periods of genocide and three different countries who experienced major revolutions. Students with high 8th grade FSA ELA scores can opt to take AP World History. Grade 10 students take AP US Government with a VCS course to process AP content and complete community service. This year, students attended seminars in "Ethics in Government." In Grade 11, students opt into the NGSSS US History EOC; CS, IIT, and MSE students enrolled in AP and IB History are exempt. However, students use this assessment as partial

qualification for the Florida Scholar Designation Award. Scholar designation certifies the student is “college-ready in all academic areas” with passing EOC scores. In grade 12, students take Social Studies electives based on areas of interest or earlier if space permits, African American History Honors, Holocaust Honors, AP Macroeconomics, AP Microeconomics, or Economics with Financial Literacy Honors. Teachers use concept maps and timelines to develop critical skills and model the role of research in historical studies. Students know how to evaluate values, reliability, relevance, and limitations in primary and secondary historical sources. Ninth and 11th grade students read case studies of historical arguments and mount oral and written defenses. Research skills, using peer-reviewed historical documents, are developed in IB History students who write 1600-word essays in this two-year course. All grade 11 students listen to guest speakers, virtual and in person, with first-hand accounts of World War II, Battle of the Bulge, and the Korean War. IB students experience Immersion Day, an interdisciplinary event of IB English, science, and humanities with themes of Afrocentrism and the Holocaust. Students complete source-based questions, free response questions, and long-term projects for summative assessments.

#### **1e. For schools that serve grades 7-12:**

The Suncoast High School curriculum supports college and career readiness through magnet program pathways. An articulation agreement, between the state college and school district, allows qualified Suncoast faculty to serve as adjunct college faculty and instruct DE courses on campus in English (four courses) and math (five courses). Students, with counselor approval, take off-campus DE courses based upon student preferences. Computer Science (CS) students specialize in Java Script programming and computer science engineering. CS students earn AP credit in computer science courses, DE credit in British Literature Before and After 1800 or College English Composition I and II, Discrete Mathematics, Linear Algebra, and four levels of CTE industry certification courses in java script programming. MSE students are enrolled in a rigorous curriculum which includes AP courses in English, math, physics, science, and social science. In addition, MSE students take two years of DE courses in Calculus 2, Calculus 3, Differential Equations 1, and Linear Algebra. IIT students are required to take AP courses in English and social science while following one of three career pathways, with CTE industry certifications courses in Technical Design/Drafting I- IV, Game & Simulation Programming I- IV, or Commercial Photography Technology I- III with AP Studio Art 2-D. IB upperclassmen are enrolled in a two-year pre-university course of study to pursue the highly prestigious IB diploma. These students must pass exit examinations, with external moderation, in six subject areas, complete subject area written, oral, or portfolio-based assessments graded on rubrics. AICE English and AP courses in English, math, and social science offer foundational skill building in preparation for IB examinations. IB students can take DE and CTE courses as electives. Students who earn the IB Diploma can receive advanced standing in universities with 36 – 45 college credit hours. Students following four-year plans for CS, IIT, and MSE who add the IB Diploma Programme are commonplace at Suncoast.

#### **1f. For schools that offer preschool for three- and/or four-year old students:**

### **2. Other Curriculum Areas:**

#### **2a. Arts (visual and/or performing)**

With 20 elective courses of visual and performing arts, fine arts plays an integral role in the creative curricular offerings at Suncoast. Fine arts provides students opportunities for self-expression, creativity, problem solving, school pride, and team building through participation in local art shows, marching band and chorus performances, Music Performance Assessments (MPAs), IB Visual Arts Exhibitions, and school musicals. Students are celebrated with ribbons, medals, superior ratings, trophies, and auditions for college admissions to premiere music education universities. These courses are accessible to all students in grades 9 – 12 and are integrated into each magnet’s four-year plan. CS, MSE, and IIT students are encouraged to take electives in Draw I – III, AP Studio Art 2-D, Chorus I – VI Honors, (Marching and Orchestral) Band V – VI

Honors, AP Music Theory, Eurythmics I/IV Honors, and Keyboard 3. All IB students must consider taking their sixth exit exam in the fine arts as IB Music I – III, IB Theatre I- III, or IB Visual Arts I- III or students not inclined to test in art subjects can select two subject exams in world languages, social sciences, or the sciences.

## **2b. Physical education/health/nutrition**

All 9th grade students are required to take Physical Education (PE)/Personal Fitness as part of MYP and as a high school graduation requirement. These courses provide health-related knowledge, training methods, nutrition, exercise physiology, as well as principles of sports involvement. PE teachers invite guest speakers to host lunchtime discussions with students on nutrition and healthy eating habits during the first semester. Additional coursework in Weight Training I/II, Individual and Dual Sports I/II, and/or Comprehensive Fitness is encouraged in grades 10 – 12, particularly to condition athletes for their respective sports seasons. Suncoast has over 750 boy and girl athletes in 50 different competitive sports offered at junior varsity and varsity levels. Traditionally, Suncoast celebrates district, regional, or state championship titles in competitive cheerleading, soccer, weightlifting, wrestling, basketball, lacrosse, and volleyball for boys and girls' teams. These teams are born out of physical education courses with ties to related sports programs and encouragement from PE teachers who serve as sports coaches.

## **2c. Foreign language(s), if offered (if not offered, leave blank)**

CS, IIT, and MSE program students must take a minimum of two consecutive years of world language (i.e. Spanish or French) as part of their four-year plans. Suncoast offers Spanish and French I – III Honors, AP Spanish Language, AP Spanish Literature, and AP French Language for all students. Language learning enhances student skills in the areas of reading, writing, listening, and speaking. Students learn grammar, syntax, sentence structure, subjunctive, preterite, and how to write in various genres. Students are exposed to the cultural norms, traditions, and customs within French and Spanish speaking countries. Notwithstanding their communication skills, international mindedness, and global problem solving skills are exercised in the classroom as well. Access to these course offerings also provides opportunities for students to earn the prestigious Advanced Placement International Diploma. IB Diploma students take four years of Spanish (MYP Spanish I – IB Spanish V/VI) or French (MYP French I – IB French V/VI) with oral and written exit exams in the senior year to determine fluency and proficiency. IB Diploma senior students who are accelerated in Spanish take IB Spanish Language & Literature II or III exams. These students demonstrate similar analytical skills seen in AP and IB English Language & Literature for Bilingual IB Diploma credentials.

## **2d. Technology/library/media**

The Suncoast Library was re-designed as a 21st Century collaborative learning environment in August 2018 and renamed Charger Commons. As students enter the space, a whiteboard with quotes, found in the Book of the Month, and a vocabulary “spotlight” word written in Spanish and French is on the wall. Students exercise and develop literary skills in this location. The Media Specialist conducts research skills classes with grades 9 – 12, as requested, to introduce students to her evolving Virtual Library site for ebooks and citation resources. She also procures memberships to academic databases and state college libraries to extend this collection. Students learn how to produce annotated bibliographies and write IB Extended Essays, Higher Level Essays, and History research papers. Students apply for library cards needed to conduct research at local college libraries. The vast room is outfitted with modular tables and rolling ergonomic chairs to accommodate small and large groupings. Soft seating is placed for pleasure reading with bookcases dispersed throughout. Four glass conference rooms were installed along the side wall with flat screens to project digital media for project-based student meetings and oral presentation practice. A stress relief station with crossword puzzles, word finds, and coloring pages is available for students and faculty.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

Grades 9 – 12 can enroll in journalism classes and progress through the Journalism 5 – 8 Honors Yearbook cohorts. The Renaissance yearbook advisor teaches students skills in interviewing, editing, copy writing, graphic design, desktop publishing, advertising sales, teamwork, time management, and photography using a hierarchical system of duties and roles as writers, associate editors, and editors. Using experiential learning, students capture knowledge and skills needed to pass industry certifications in the Adobe Creative Cloud suite. The advisor allows experienced yearbook staff members to teach and coach the inexperienced members. The WRSN student-led news program is another curricular program whereby students learn filming, interviewing, script writing, verbal presentation, and perform sound stage productions with Tricaster software. Grades 9 – 12 in any magnet program can join this cohort and become writers, producers, equipment operators, and presenters. Staffers seek, film, and edit “news packages” for the pre-recorded daily news shown in the middle of the school day. Industry certification in Adobe Premiere Pro is available for the Journalism 1, 5 – 7 Honors School News Cohorts. The Legend newspaper by grades 10 – 12 students are enrolled in a different Journalism 5 – 8 Honors cohort. The advisor instructs students on Associated Press writing style differences for news, features, opinion, lifestyle, and sports sections of the newspaper. Students take industry certifications exams in Adobe InDesign and Photoshop.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

The school district encourages schools “to foster a culture of excellence and equity for all students” and to use research-based strategies for increasing student achievement found in Classroom Instruction that Works (Marzano, et.al, 2001) and A Handbook for the Art and Science of Teaching (Marzano and Brown, 2009). In July, school counselors and administrators identify students performing at Level 1 or 2 on the FSA ELA, Algebra 1, or Geometry EOCs. At 9th grade, students are placed in an AICE English General Paper (GP) cohort and an Intensive Reading course. The paired teachers help students acquire and transfer reading skills to be successful in the AICE GP and World History courses. In grade 10, IIT students enrolled in Intensive Reading are cohorted in AP English Language and AP US Government to reinforce reading and writing skills for the FSA ELA exam. While in Intensive Reading classes, teachers utilize online programs to build comprehension, vocabulary, and problem solving skills. Students join America’s Battle of the Books, an incentive reading program that leads to a national competition that tests knowledge on 13 books. Poetry Out Loud is a national arts program to encourage the study of poetry and develops public speaking skills. Ninth grade math students, who performed at Level 1 or 2 on the FSA 8th grade math exam, are placed in Algebra 1 and a Foundational Skills in Math-1 course. Ninth grade Geometry students, with Level 1 or 2 scores on the Algebra 1 EOC, are placed in Foundational Skills in Math-2 to gain skills needed to pass the Algebra 1 EOC. Algebra 1 and Geometry teachers use online applications to diagnose skill deficiencies and supplement instruction with visual demonstrations, remediation, and homework practice. Teachers utilize an assessment and student data management system for diagnostic, common assessments in English and math units. Teachers can drill down to the prerequisite knowledge and skills students need to master FSA benchmarks.

#### **3b. Students performing above grade level:**

Students who need academic challenges beyond one magnet program can enroll in a second magnet program. At the end of sophomore year, students and counselors collaborate on adding the IB programme requirements to become CS/IB, IIT/IB, or MSE/IB students to take additional IB exams and improve liberal arts skills and marketability to colleges. Dual program students and their families are given orientations to internalize the demands of adding a second set of program requirements to the education plan. Personnel supports are discussed, i.e. the IB Coordinator, Extended Essay coordinators, and CAS coordinators who specialize in the demands of the IB programme requirements. IIT students are poised to add the IBCP which includes two IB Diploma Programme courses, the IB Personal and Professional Skills two-year course, a world language development portfolio, an independent Reflective Project ethics research paper, and completion of 50 service learning hours. In addition, IIT students satisfy the requirements of respective career pathways. MSE students, who do not select IB Diploma, join the AP Capstone Diploma Program. AP Capstone requires students to pass the AP Seminar and AP Research courses, and four additional AP subject exams of their choosing. The IB Diploma Programme gives accelerated students the option of completing

four IB courses at the Higher Level, instead of three. Also, IB students may follow the bilingual diploma track for accelerated students in Spanish. Therefore, students enroll in IB Spanish Language & Literature SL or HL and pass the IB exam to earn this credential. Students are not required to be of Hispanic ethnicity to join this track. All accelerated students in English or math take DE courses on campus, provided they maintain a 3.0 cum GPA and pass the pre-requisite AP English Language or AP Calculus AB exams respectively.

### **3c. Students with disabilities:**

Faculty are required to participate in professional development that addresses the philosophy of inclusion to ensure teaching and learning practices are implemented to serve students with disabilities. Suncoast has school personnel who specialize in Exceptional Student Education (ESE) practices, procedural safeguards, test evaluations, and parent conferences. The school has one ESE Coordinator and two ESE Support Facilitators for supplemental services in the classroom. In addition, Suncoast receives weekly visits from an assigned district speech/language pathologist, and a school psychologist. Special needs students receive accommodations prescribed for their needs during state, national, and international exams. School Testing Coordinators, invigilators, and proctors are made aware of the specific accommodations for special needs students to ensure fidelity of implementation. Special needs students use assistive technologies, word processors for essay exams, scribes, readers, frequent breaks or additional time for assignments and assessments as prescribed on 504 plans or Individualized Education Programs (IEPs). Students' teachers are given copies of 504 plans or IEPs to implement the accommodations outlined for classroom participation and/or assessments. Students are continually monitored by the ESE staff and ESE administrator and IEPs are updated annually. The ESE Department works closely with veteran and new teachers to understand how accommodations are aligned with each student's needs. Special needs students participate in accelerated coursework at Suncoast. The school district's enrollment policy for magnet schools of choice encourages applications from students with special needs and does not permit test scores, teacher recommendations, or student conduct records to eliminate eligible students from the applicant pool. Depending on their disability, students require skills in organization, executive decision-making, information processing, cognitive processing, and language processing. Support facilitation is provided in the classroom and students also receive individualized assistance during the daily 40-minute lunch period in the aforementioned areas. Speech and language impaired students receive support services during elective class periods from the speech/language pathologist.

### **3d. English Language Learners:**

The English Department developed a seamless pathway of courses for students outlined in Suncoast four-year plans. Vertical teams ensure students are provided opportunities to analyze poetry and prose from authors around the world, discuss ideas in a global context, and fortify their writing skills using several genres. Teachers identify students' abilities to participate in theme development, literary device usages, and critical thinking. In addition, a school-wide monitoring system for English Language Arts is used for diagnostic testing for all 9th and 10th grade students. Annually three to five Suncoast students participate in district monitoring using the ACCESS for ELLs suite of summative English language proficiency assessments. ACCESS testing is performed annually, within a two-month testing window, to monitor student progress. As part of the IB World School Language Policy, teachers understand that each teacher is a language teacher, and that language learning is a collaborative effort. Suncoast teachers develop discrete skills in students through concentrated instruction in reading, writing, speaking, and listening exercises. Ninth and 10th grade students are assessed on their development of these skills along an MYP rubric while enrolled in English, and/or Spanish or French classes. Teachers reinforce basic interpersonal communicative skills in using social interactions and collaboration in the classroom. The goal is to have students establish literacy through the application of language knowledge to other areas of their lives as indicated in Language and Learning in IB Programmes (IBO, 2011).

### **3e. Other populations, if a special program or intervention is offered:**





## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

Suncoast has 110 student clubs to help students explore applications of their academic prowess. The Honor Societies: namely, English, Math, Science, Spanish, French, and Music provide services to the student body and community. The Debate Team, three Academic Games teams, School Duel (Brain Bowl), SECME (Southeastern Consortium for Minorities in Engineering) and Robotics Club use school knowledge to compete at local, regional, and/or state tournaments. Suncoast has clubs to develop new and exciting skills; Flight Club (JetBlue airline pilots instruct students for private pilot licensure), Model UN, Guitar Club, Poetry Slam, and Philosophy Club provides a forum for the expression of thought and free speech. Other notable clubs are Key Club, National Honor Society, and Operation Smile who globally raise funds for cleft-palate children. MSE students fully participate in the school science fair and annually, Suncoast enjoys several winners at the district and state levels. Suncoast has one daily, college-style lunch whereby the entire school is released to eat with friends, attend tutorial sessions, study, meet with school counselors, participate in club meetings, or play outdoor games in the courtyard. Students balance heavy academic workloads with social activities and sports. Suncoast prides itself on gender equity in male to female ratios in sports involvement, facility usage rates by gender, and time scheduling for competitions by gender. In the past four years, girls weightlifting, girls golf, beach volleyball, girls' lacrosse, and girls wrestling were added to the rostrum. These teams have established traditions of regional and state place holdings at tournaments. All students have opportunities to take band or chorus classes and participate in the marching band, concert band, or school chorus. Our world-renowned, high-stepping marching band and dance team receive superior ratings and participate in local parades. The chorus and smaller ensembles hold concerts for the school and community. Suncoast celebrates over 1000 students with the Principal's Honor Roll twice each year. As an IB World School, Suncoast perpetuates Learner Profile (LP) traits in monthly nominations and votes for a student and staff who exemplifies an LP trait. The "Chargers of the Month" are featured in the school newsletter, on a main bulletin board, and the faculty member is donned with a cape and crown during classes. There are two Behavioral Health Specialists who counsel on stress management, anxiety, and personal/family issues. School counselors refocus students on time management and coping strategies, study skills, and college/career preparation. School counselors also annually arrange for 10-15 admissions officers to visit Suncoast for college orientations during the school day.

### **2. Engaging Families and Community:**

Parents have pin codes for the Student Information System (SIS). Administrators strongly encourage parents to monitor their students' grades, attendance, and graduation requirements online, anytime, in real-time. Quarterly progress reports and report cards are also posted to the SIS parent portal. Parents communicate via email to request conferences with teachers and/or school counselors. As a result, 61% – 64% of the graduating classes of 2018 through 2022 boasted Honor Point Averages higher than 4.0 and 99.5% to 100% graduation rates. The Suncoast Foundation (<https://suncoastfoundation.org/>) is a 401(c)3 organization comprised of parents, Suncoast alumni, business leaders, and volunteers involved in the co-curricular success of the school. Monthly Foundation meetings give rise to silent auctions and banquets to have raised over \$500,000 in the past five years. These funds pay for AP/AICE/IB teacher training, annual math and writing summer programs, and capital projects like AP/AICE/IB textbooks, theatre sound boards, and science and math software. The Foundation collaborates with the Parent/Teacher/Student Association (PTSA) to sponsor free parent workshops, and to finance annual college fairs and college tours. The PTSA supports faculty and student morale programs, the Honor Roll, and volunteerism for social activities. The mission of PTSA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. Programs by PTSA include Project Graduation, a drug-free event for the graduating class, and workshops with college counseling companies. Events are widely publicized and open to all students and families. Major themes covered include helping students understand the course load and culture in "Navigating Suncoast," college preparation "SAT Test Prep," college selection "Finding Your Best College Fit," rising college costs, and "Financial Aid and FAFSA." Grades 9 -12 students attend the Suncoast college fair. For 11 years, over 75 colleges have convened in the gymnasium for Suncoast families and neighboring school families and attendance usually reaches 1000 people. Junior students can

attend the three-day college tour to visit eight Florida universities and participate in orientations from admissions staff. The School Advisory Council (SAC) comprised of parents, teachers, administrators, and stakeholders, meets monthly and is mandated by the Florida DOE to approve School Improvement Plans (SIP). The SIP template asks schools to set achievement goals for benchmarks in ELA and math, review subgroup data, promote a safe school environment, create action plans, and monitor progress throughout the academic year. The business partner coordinator procures 10 business partners annually to provide services for the school and students.

### **3. Creating Professional Culture:**

Suncoast has a highly dedicated teaching staff who hold advanced degrees (35 Masters, one Education Specialist, and four Doctorates) and are distinguished by recognitions which inform their professional practice: Seven College Board AP Readers, four AP Table Readers, 12 IB Assistant Examiners, three IB Workshop Leaders, two IB Curriculum Developers, seven National Board Certified Teachers, a 5-time National Forensic League Diamond Key Debate Coach, two National Teachers Hall of Famers and one Semi-Finalist, 19 Clinical Educators, three book co-authors, and five state college adjunct professors. Students inspire Suncoast teachers to remain current in their subjects and teaching practices. In order to teach AICE, AP, and IB courses, teachers are sent to training locations across the nation. The Florida DOE funds exit exam fees for student participation in these college-level courses. The Florida DOE also provides teacher incentives for every score that earns college credit, as well as additional funding to the school for respective resources and materials. Suncoast teachers set up virtual classrooms, online technology response systems, and meet for lunch and afterschool tutorials. Teachers participate in PLCs during lunch, afterschool, and on professional development days to mentor other faculty in technology applications, curriculum innovations, and IB requirements. Horizontal and vertical teams analyze diagnostic test data and mock exams. Teachers participate in and/or facilitate district roundtable discussions on specific AP and IB courses. Teachers are celebrated with economical gifts, treats, and Super Charger of the Month recognitions. Courses can contain students from every magnet program; therefore, teachers develop student relationships across magnet programs. Faculty dedication is seen during teacher shortages whereas teachers exceed class sizes to accommodate the lack of teachers in the departments. Thus, faculty rather than students are taught by colleagues rather than long-term substitute teachers. New teachers participate in the two-year Educator Support Program (ESP) for onboarding with policies, lesson planning, classroom management, and school culture. Each assistant principal, with a department instructional leader (DIL), supervises the core subject area of the school. Thus, school culture prepares teachers and administrators as subject area specialists. DILs meet monthly, with administration, to discuss school issues and initiatives. Following, school decisions are discussed, debated, and presented to faculty members or further debated. Administrators maintain open doors for teacher and staff conferences regarding professional practice and continued development. Policies and procedures are consistent and communicated widely within the school community to provide a supportive stance for teachers.

### **4. School Leadership:**

The principal shares her vision, mission, and goals for the school through weekly and monthly leadership team meetings to foster transparency in actions and clarity of message. She encourages stakeholder input and shared decision-making as important factors to evoke trust, to activate school support, and to perpetuate dialogue around school goals and needs. The academic achievement and personal safety of students is a priority as well as post-secondary education marketability, and the development of global citizenship. Stakeholders see their input incorporated into school plans as changes in organizational operations, ideas are actualized, and action is taken for the good of students. The leadership structure involves each assistant principal as a magnet program administrator, with a school counselor, for curricular development and student issue resolution. Each AP monitors school accountability measures, monitors subject area curriculum, evaluates resource allotments, offers instructional coaching, and teacher evaluations. The weekly leadership team meeting includes coordinators for testing, ESE, athletics, school counseling, and behavioral mental health to discuss daily/weekly organizational operations and share analyses of school accountability measures. The principal holds monthly meetings with the DILs and APs to direct, guide, and support teachers in data analysis discussions with the goal of disseminating this information to teachers in DIL-led department meetings. DILs are instructed to emphasize progress monitoring in classrooms with

teachers. Monthly faculty meetings offer whole-group professional development (PD) training in online technology applications, IB World School requirements, school data analysis, and mental health school district initiatives. Regular meetings with leadership groups send one message from the principal to the school community to establish relationships and to build resources. The principal holds monthly meetings with the PTSA General Board, SAC, and Foundation. Staff request funding from these parent groups for resources that align with school goals. Each parent group has approval processes which question how projects will align with school goals and are long lasting purchases. The Foundation purchased additional RAM packages for teacher desktop computers to accommodate the increase in online tech usage during the pandemic. The Foundation's rapid response allowed teachers to provide fast, uninterrupted, virtual class meetings to students at home, parent conferences, and video upload and download features for class assignments. Teachers and administrators utilized online tech tools to monitor student progress and teacher performance by conducting observations during virtual class meetings, analyzed dashboards for student performance data during lessons, and analyzed personalized diagnostic data in English, math, and biology common assessments.

## **5. Culturally Responsive Teaching and Learning:**

In 2017-2018, Suncoast received a three-year grant to participate in the International Baccalaureate (IB) Equity and Excellence Project. Baseline demographic data was collected for goal-setting targeted percentages of students by racial and socioeconomic makeup in the IB magnet program by the grants end. With a student population of 34% White, 21% Black, 23% Hispanic, 17% Asian, 5% Multiracial, 0.1% American Indian, 39% Free/Reduced Lunch, Suncoast demonstrates great pride in a highly diverse student enrollment. Students are encouraged to share their perspectives and conceptual understandings of the subject matter in the classrooms as well as in club meetings, and extra-curricular activities. As an IB World School, we encourage all classrooms to serve as safe spaces for students to explore their interests in math, science, computer technology, and visual or artistic communications through the lenses of international mindedness and global citizenship. Suncoast fosters a collaborative learning environment whereby teachers, administrators, and staff listen to students share their stories related to curriculum content and invite them to plan activities for the student body in celebration of each other. Teachers worked in professional learning communities to develop action plans and encouraged students to take school electives in African-American History Honors and Holocaust Honors. Students receive curricular connections in 9th grade in reading Maus (Spiegelman, 1996), in AICE General Paper while studying genocide and the Holocaust, and in MYP World History. Studies in perspective-taking of Civil War participants ensued in US History courses in grade 11. Students organized several student unions: Black, Jewish, Latin, Muslim, and South Asian. During school closure, students and teachers paired up for virtual lunchtime discussions hosted by the student-led, "Mind the Gap" organization to draw comparisons in perspectives regarding growing up and learning in schools. Suncoast hosted virtual museum trips to the Tuskegee Airmen Museum, the Auschwitz Memorial, and interactive lectures with Holocaust survivors. The Suncoast chapter of Honor Flight is the second largest monetary donor to the national organization nearing \$100,000, and celebrates war veterans throughout the year with congratulatory airport visits, sending students and teachers as veteran escorts to national monuments, and entertaining guest veteran speakers of major battles. The student-led organization, Hands Across Campus, holds annual events to teach students about globalization and peacekeeping. Their culminating week-long festival called Heritage Week includes sharing foods and stories, students learning and exchanging traditional dances, and fashion showcases of custom dress.

## PART VI - STRATEGY FOR EXCELLENCE

---

Families apply to Suncoast High School because there is a legacy of rigorous preparation for college-level studies in a safe and pleasant learning environment. The school administration of 1989 set a plan in motion for four self-sustained magnet programs to offer world-class educational opportunities not easily acquired in private or public high schools. Despite technological oscillations in society, the skills of resiliency and purpose are instilled in Suncoast students. Students learn to develop unique academic and extra-curricular niches to present awe-inspiring college applications. Teams of staff and parents who inculcate a culture of high achievement, scholarship, and service send one message to all students that passes through generations. The Foundation includes Suncoast alumni and parents who fund college-bound workshops, provide teacher training dollars, and finance capital projects. The PTSA sponsors workshops and role models the concept of volunteerism as a self-sufficient army of talented parents. Suncoast parents tend to apply for all of their children to attend the school; therefore, the school hosts family units for many years. The school district provides preference for siblings to attend the same choice program school, when deemed eligible. Suncoast parents network with each other regarding magnet programs, course selection, sports, and club involvement to enhance student education plans and to repeat what has worked with older children. The Foundation, PTSA, and SAC organizations offer free resources to Suncoast given the college-level preparation that students gain could not be met within a public school budget. Thirty-seven percent of the teachers at Suncoast have taught for 20 years; thus, a mature faculty carry wisdom of the school's mission through student generations and stay current in subject area knowledge. Faculty members worked together, during the pandemic, to develop technological literacy for live virtual instruction of students at home and synchronous, hybrid modes of teaching. Teachers house exemplars of "good student work" in online portals, learned from IB as good teaching practices. Teachers hold students responsible for authentic work according to the school-wide Academic Honesty policy. Teachers communicate concerns about struggling students to administration. Administrators hold quarterly academic monitoring sessions with counselors, counsel students, conduct parent conferences, and write probation contracts as motivational tools. Counselors partner with students and parents in group meetings about college goals, course selection, graduation requirements, and financial aid. Counselors hold monthly meetings to plan and reflect on strategies that worked to improve effectiveness. Upperclassmen help underclassmen navigate through the Suncoast curriculum through mentorship and tutorial programs. Writing Lab, Math and National Honor Societies use online forms to locate students in need of help and match with tutors. Students pair up during lunch or as their schedules permit for these exchanges. Suncoast students say they are not afraid of college, they are guided by the compass of high achievement ideology, and strong work ethic role modeled in upperclassmen, faculty, administrators, parents, and alumni.