Biscayne High School

2023-24

Schoolwide Improvement Plan (SIP)

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Biscayne High School

1680 DUNN AVE STE 8, Jacksonville, FL 32218

www.biscaynehs.com

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.

The mission of Biscayne High School is to help at promise students earn a standard high school diploma and prepare for post secondary success.

Provide the school's vision statement.

The vision of Biscayne High School is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles which cause many of these at promise students to drop out of school.

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
Williams, Erica	Principal	School Management Budget Parent Liaison Daily Operations Ensuring the overall well being of the school

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.

To develop the SIP all stakeholders were invited to a planning meeting:

Biscayne MycroSchool utilizes a series of teams to guide building administration through the calendar year. The School Improvement Committee focuses on continuous improvement resulting in increased student achievement.
Specifically, this committee is tasked with gathering data, completing the needs assessment for the SIP tool, formulating SMART goals based on assessment data, and then implementing and monitoring an action plan. The Committee operates on two foundational principles which include: 1) a focus on the whole child and 2) a consideration on how the broader community will be engaged in decisions.

The team consists of 1 parent, 1 community member, 1 instructional coach, 1 reading specialist, the building administrator, board members and management team. The group meets quarterly, usually after school. This allows for parent and community members to participate. Agendas are based on current or anticipated needs as defined by the principal or suggested by members. Meetings are currently chaired

by the board chair.

Decisions are made by consensus of the School Improvement Committee, or by recommendations from the group with the final decision being made by the administrator/board. Issues dealt with by the School Improvement Committee are communicated to the staff through the Building Leadership Team. Staff feedback is provided through verbal and written comments to the committee. Community members on the School Improvement Committee disseminate information to other community members/parents. Flyers sent home in student backpacks notify parents of ongoing changes. The principal reports to the School Board each month.

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 group meets quarterly, usually after school. This allows for parent and community members to participate. Agendas are based on current or anticipated needs as defined by the principal or suggested by members. Meetings are currently chaired by the board chair. If revisions are needed based on current data, the issues are presented with a plan of action and the SIP is changed once all parties agree.

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)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	59%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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) Black/African American Students (BLK)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

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*		46	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		44	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		43	40			
Social Studies Achievement*		66	66		53	48			
Middle School Acceleration					52	44			
Graduation Rate	45	88	89	59	50	61	60		
College and Career Acceleration	5	77	65	9	63	67	10		
ELP Progress		37	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)	CSI
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	50
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	45

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	59

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	42			
ELL				
AMI				
ASN				
BLK	24	Yes	4	1
HSP	73			
MUL				
PAC				
WHT	25	Yes	1	1
FRL	41			

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	46			
ELL				
AMI				
ASN				
BLK	33	Yes	3	
HSP				

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%
MUL				
PAC				
WHT	44			
FRL	44			

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										45	5	
SWD										6	2	
ELL												
AMI												
ASN												
BLK										8	2	
HSP											1	
MUL												
PAC												
WHT										0	2	
FRL											1	

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										59	9	
SWD										79	13	
ELL												
AMI												
ASN												

| 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
BLK										60	6	
HSP												
MUL												
PAC												
WHT										44		
FRL										44		

| 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										60	10	
SWD												
ELL												
AMI												
ASN												
BLK										59	9	
HSP										80		
MUL												
PAC												
WHT										50		
FRL										55	2	

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	4%	44%	-40%	50%	-46%
09	2023 - Spring	0%	42%	-42%	48%	-48%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	52%	-52%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	52%	-52%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	64%	-64%	63%	-63%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	60%	-55%	63%	-58%

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.

Biscayne is a high school dropout recovery program. Based on baseline data for the STAR assessment, students at Biscayne perform below average at 50% in Reading and have low rates of passing the state assessments in Reading at 40% proficient and in Math at 30% proficient. Attendance, Social Trauma, and Poor Basic Skills all contribute to this performance. As a high school dropout recovery program, engaging students and providing individualized learning experiences are a priority for increasing student achievement and graduation rate. Daily attendance is a continual issue. Last school year 40% of students missed 10+ days of school.

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

Based on STAR Data our students failed to grow in Math by 2 grade levels. Students with poor attendance contributed to this loss.

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.

The Reading Pass Rate on the state assessment is 4% and had the largest GAP of 46% as compared to the state, Our students come to Biscayne 2 or more years behind grade level and struggle historically on standardized testing. That coupled with poor attendance and mental health difficulties contributed to the decline. Student mental health is tracked using the BIMAS survey taken annually. The results show students are struggling with depression, sadness, trouble with organization, thoughts of self-harm, and truancy. Out of 70 students surveyed, 40% of the students indicated some form of trauma. The mental health and poor coping skills of student led to 33% of students receiving school discipline of OSS/ISS during last school year.

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

Based on STAR Data our students showed significant growth in reading, however, it did not touch the state average. Daily reading support was provided along with pull-out sessions and digital help with platforms like Khan Academy and Achieve 3000.

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

The two areas of greatest concern are graduation rate and minority students. The student body at our school is 94% minority students. With a ESSA Federal Index of 33% for black/African American students (for 3 consecutive years) and a graduation rate of 59%, the school needs to provide interventions to students to ensure an improvement.

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

Attendance
Mental Health
Reading Growth
Math Growth

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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.

Biscayne High School's early warning system assists in identifying students early and providing them with support, so that they can get back on track and graduate from high school. The early warning system uses readily available data to systematically identify students who are at promise; identified students then can be matched with appropriate interventions to help them get on track for graduation. Indicators include: attendance, behavior, state exams, and screening exams. In order to track this performance and provide interventions, we need to employ several positions. A Truancy Officer and is needed as well as a Guidance Professional, will monitor student attendance and provide interventions to students to ensure that they are attending school and are able to complete their graduation requirements. in our school our The truancy office and guidance coach work in conjunction with our school registrar. The Registrar is used as an Academic Coach, this coach who actively tracks all student performance and collects data for outcomes and goals of each student. Additionally, a A paraprofessional is also needed to assist the teachers of these students that have exhibited early warning signs. The paraprofessional will work with the teachers to support the students in the classroom as they incorporate interventions and supports. With the assistance of this support staff, the following: Truancy Officer, Registrar and a Paraprofessional; we will successfully tackle the issues our students face., address the needs of our identified ESSA subgroups (black/African American), and increase our graduation rate.

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

If we increase student attendance, the percentage of students graduating on-time in 4 years with a standard high school diploma will increase by 30%.

If we provide supports and interventions to engage students, the percentage of students attending school with fewer than 10 days of absence will increase to 70%.

If we increase the number of support staff to mentor and provide interventions to students, we will have a tracking accuracy of 100%.

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

Progress Monitoring will be done on a by weekly basis to ensure all students are on track to graduate in the specified time periods.

Attendance will be taken daily, data will be monitored by a truancy officer.

Person responsible for monitoring outcome:

Erica Williams (erica.williams@biscaynemycroschool.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.)

The school will implement a procedure to monitor Early Warning Indicators. This system will involve all faculty and staff including school administrators, teachers, office staff, paraprofessionals, registrar and truancy officer. The system will include analyzing attendance data and academic course completion, communication with parents, goal setting with students and a mentoring program.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed.

Optimal performance and learning require motivational readiness. Fostering an environment that is caring and supportive, increases the likely hood that students will remain engaged and are more likely to succeed.

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?

Yes

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.

UniSIG will be used to fund a Truancy Officer who will work with the School Guidance Professional monitor student attendance. Attendance reports from FOCUS will be reviewed to identify excessively absent students. Students with more than three days of absences will have a conference with the teacher. Students with excessive absences will be placed on a contract. The truancy office will work with school administration to ensure that all students will become familiar with the attendance policy and attendance requirements. Truancy Officer and Office Staff will contact parents via phone the same day a student is absent. Students with more than three days of absences will have a conference with the teacher. Students with excessive absences will be placed on a contract and monitored by the truancy officer.

Person Responsible: Erica Williams (erica.williams@biscaynemycroschool.org)

By When: Day 10 of school

UniSIG funds will be used to partially fund a Registrar who will work with the School Guidance Professional to provide academic counseling and goal setting to students to get them/keep them on track for graduation. Students benefit from continued academic counseling. Students will counsel with their mentor at least once bi-weekly. Student Learning Plans will be personalized to meet the courses students need for graduation. Students will be placed on academic contracts and have academic discussions to outline progress and academic expectations for students. Principal and teachers will meet with students to review and discuss progress toward graduation.

Person Responsible: Erica Williams (erica.williams@biscaynemycroschool.org)

By When: Last Grading Period

A classroom paraprofessional will work with the classroom teachers to provide support individually and in small groups to students who have been identified using early warning indicators.

Person Responsible: Erica Williams (erica.williams@biscaynemycroschool.org)

By When: Last Grading Period

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Biscayne MycroSchool is a high school dropout recovery program that utilizes a series of teams to guide building administration through the calendar year. The School Improvement Committee focuses on continuous improvement resulting in increased student achievement.

Specifically, this committee is tasked with gathering data, completing the needs assessment for the SIP tool, formulating SMART goals based on assessment data, and then implementing and monitoring an action plan. The Committee operates on two foundational principles which include: 1) a focus on the whole child and 2) a consideration on how the broader community will be engaged in decisions.

The team consists of 1 parent, 1 community member, 1 instructional coach, 1 reading specialist, the building administrator, board members and management team. The group meets quarterly, usually after school. This allows for parent and community members to participate. Agendas are based on current or anticipated needs as defined by the principal or suggested by members. Meetings are currently chaired by the board chair.

Decisions are made by consensus of the School Improvement Committee, or by recommendations from the group with the final decision being made by the administrator/board. Issues dealt with by the School Improvement Committee are communicated to the staff through the Building Leadership Team. Staff feedback is provided through verbal and written comments to the committee. Community members on the School Improvement Committee disseminate information to other community members/parents.

Flyers sent home in student backpacks notify parents of ongoing changes. The principal reports to the School Board each month.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

At Open House a General Meeting will be held along with the Annual Title I Meeting. Parents and Stakeholders will be invited to attend. Copies will be placed in the parent resource room in all applicable languages. Follow-up meetings will be hosted quarterly to discuss progress and barriers.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

biscaynehs.com
Parents will be provided information at quarterly meetings and stakeholder meetings. Board meetings are help quarterly and are open to the public. The meetings will be posted on the website and in the school for all who want to attend. In addition parents will receive weekly emails on student progress via Edmentum.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

By focusing on changing the school climate and culture Biscayne will build positive relationships with stakeholders,

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$69,290.62
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6110	160	5421 - Biscayne High School	UniSIG	1.0	$32,448.00
			Notes: Truancy Officer Salary The position is school based and does not involve any law enforcement agencies. The School Attendance Officers support schools in improving attendance, preventing truancy and intervening in cases of chronic truancy. School Attendance Officers communicate by telephone, letters or home visits with parents/ guardians of children who are chronically absent. In drop-out prevention programs one of the main reasons for the lack of success is lack of attendance. We have discovered that if we can get them here and keep them focused, they will indeed graduate. The duties include: 1. Receives attendance referrals from school officials or others and reviews to determine appropriate course of action to solve attendance problems. 2. Researches truancy issues by making home visits to interview parents, community members, and others to secure applicable information to assist in resolving truancy issues. 3. Interprets compulsory school attendance laws to parents/students and informs them of consequences for violations. 4. Provides follow-up through home visits, letters, and phone contact with students, parents, and others to assist in solving truancy problems. 5. Coordinates action to resolve problems with students, parents, and other agency personnel. 6. Monitors student attendance to document progress. 7. Makes referrals to community agencies in accordance with policies. 8. Provides follow-up information to school personnel and other staff regarding attendance. 9. Compiles information, maintains records, and prepares correspondence, detailed reports and other job-related information and materials. 10. Reviews investigations, reports, and other data to analyze and make recommendations regarding truancy problems. 11. Works with attendance social workers in planning school assemblies for students and school personnel. 12. Responds to inquiries and provides information regarding truancy matters, issues, policies, and procedures. 13. Acts as a representative of the school on truancy matters with local, state, and federal agencies. 14. Checks school-age children who may be observed to be out of school during school hours.				
	6110	200	5421 - Biscayne High School	UniSIG	1.0	$21,559.00
			Notes: Truancy Officer Benefits (Health, FRS, Dental, Vision, Workers Comp, etc)			
	6110	160	5421 - Biscayne High School	UniSIG	0.1	$3,750.00
			Notes: Registrar Salary			
	5100	150	5421 - Biscayne High School	UniSIG	0.5	$11,533.62

	Notes: Paraprofessional Salary	
	Total:	**$69,290.62**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No