Miami Jackson Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Miami Jackson Senior High School

1751 NW 36TH ST, Miami, FL 33142

http://generals.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Miami Jackson Senior High School is to provide the optimal learning environment through our commitment to excellence, and to facilitate the full integration of our students into a rapidly changing technological and increasingly complex multi-cultural society.

Provide the school's vision statement.

Miami Jackson Senior High School strives to be the high school of choice for all students in our community by providing students preparation essentials for their entry into institutions of higher learning, vocational programs, or workforce.

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
Turner, Rennina	Principal	The role of the principal is to provide leadership, direction, and coordination within the school. The principal's responsibilities are to develop and maintain effective educational programs and to promote the improvement of teaching and learning within the school community.
Johnson, Tonya	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and supervision over teaching and support staff.
Jackson, Andre	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and supervision over teaching and support staff.
Sarmiento, Zulaima	Administrative Support	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management and supervision over teaching and support staff.
Clark, Cherea	Instructional Coach	The Reading Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Masso, Latasha	Instructional Coach	The Reading Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Joseph, Cathelyne	Math Coach	The Math Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Zambrano, Jacqueline	Instructional Coach	The Science Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments

Name	Position Title	Job Duties and Responsibilities
		to build a capacity in teachers.
Cogdello, Melva	Other	The Activities Director plan, direct, and review the activities and operations of student activities, student government and student organizations at an assigned school site: develop, plan and implement program goals and objectives: recommend and administer policies and procedures.
Russo, Alessandra	Assistant Principal	The role of the vice principal is to work alongside the principal to provide leadership, direction, and coordination within the school. The vice principal's responsibilities are to develop and maintain effective educational programs and to promote the improvement of teaching and learning within the school community.

Stakeholder Involvement and SIP Development

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

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

The School Improvement Plan (SIP) development process involves various stakeholders to ensure a collaborative approach to enhancing the school's performance and achieving its goals. The following is a breakdown of how stakeholders are involved, and their input is used in the process:
- Stakeholders were identified based on the needs of the school. Our stakeholders consist of the leadership team, staff members, parents, students, and community leaders who have a partnership with the school.
-Meetings (School Leadership Team and EESAC Meetings) are conducted with our stakeholders to gather feedback, insights, and suggestions from each stakeholder to develop the School Improvement Plan (SIP).
- After gathering feedback from stakeholders, the leadership team works collaboratively to identify the key priorities to develop the SIP.

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))

Monitoring the implementation and impact of the SIP is essential for ensuring its effectiveness and making necessary adjustments for continuous improvement. For starters, daily, weekly, monthly, and quarterly assessment data (e.g., progress monitoring data, topic assessment, FAST (PM1, PM2), etc.) will be collected and disaggregated to identify deficiency and proficiency trends with targeted student groups. The leadership team will review the data and schedule regular meetings with teachers and students to discuss the collected data, trends, and address any challenges. The school leadership team, in collaboration with the teachers will review the effectiveness of implemented strategies and interventions. If needed, adjustments and/or modifications will be made to address the achievement gap

and improve student performance. Teachers will receive on- going professional development (e.g., collaborative planning, workshops, etc.) to ensure they are equipped with the necessary resources and skills to better address needs of the students. Lastly, regularly communicating with parents, and all stakeholders to keep them informed about the progress of our students and solicit their input and support.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
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	
	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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	745
One or more suspensions	0	0	0	0	0	0	0	0	0	212
Course failure in ELA	0	0	0	0	0	0	0	0	0	224
Course failure in Math	0	0	0	0	0	0	0	0	0	134
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	593
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	586
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	739

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	809

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	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	48

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 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 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	

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*	29	55	50	24	54	51	23		
ELA Learning Gains				41			30		
ELA Lowest 25th Percentile				29			26		
Math Achievement*	23	43	38	16	42	38	13		
Math Learning Gains				42			22		
Math Lowest 25th Percentile				60			32		
Science Achievement*	51	62	64	42	41	40	47		
Social Studies Achievement*	37	69	66	44	56	48	35		
Middle School Acceleration					56	44			
Graduation Rate	80	89	89	90	56	61	90		
College and Career Acceleration	47	70	65	56	67	67	45		
ELP Progress	27	49	45	36			46		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	294
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	95
Graduation Rate	80

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	480
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	90

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	36	Yes	4	
ELL	34	Yes	4	
AMI				
ASN				
BLK	47			
HSP	42			
MUL				
PAC				
WHT				
FRL	43			

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	34	Yes	3	
ELL	37	Yes	3	
AMI				
ASN				
BLK	42			
HSP	45			
MUL				
PAC				
WHT				
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	29			23			51	37		80	47	27
SWD	11			6			41	31		36	6	
ELL	13			14			32	26		51	7	27
AMI												
ASN												
BLK	31			26			59	40		49	6	
HSP	28			22			49	37		46	7	27
MUL												
PAC												
WHT												
FRL	31			23			55	40		47	7	25

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	24	41	29	16	42	60	42	44		90	56	36
SWD	10	32	27	4	34	47	23	31		91	40	
ELL	9	31	23	10	42	56	31	27		90	49	36
AMI												
ASN												
BLK	16	37	25	12	31	57	35	53		92	57	
HSP	26	41	30	18	45	61	45	45		90	56	35
MUL												
PAC												
WHT												
FRL	24	41	30	17	42	61	43	45		90	56	39

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	23	30	26	13	22	32	47	35		90	45	46
SWD	3	18	18	2	16	21	17	21		95	30	
ELL	12	27	31	11	30	38	25	20		85	42	46
AMI												
ASN												
BLK	19	26	18	7	15	21	52	36		93	40	
HSP	25	31	26	14	24	36	46	34		89	48	47
MUL												
PAC												
WHT												
FRL	23	30	26	12	22	31	47	35		91	46	48

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	30%	54%	-24%	50%	-20%
09	2023 - Spring	21%	51%	-30%	48%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	56%	-31%	50%	-25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	52%	-27%	48%	-23%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	65%	-18%	63%	-16%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	66%	-29%	63%	-26%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was in our school's overall performance in Math. Math (Geometry and Algebra) yielded a 25% proficiency for the 2022-2023 school year. Even though there was an increase in Math proficiency when comparing to 2021-2022, the school is still well below the district average of 60% in Algebra and 52% in Geometry. The possible contributing factor to the overall performance is the implementation of the new standards of the Florida's B.E.S.T Standards as well as a new testing platform. Also, the math department included three first year instructors and a novice instructional coach. The instructional coach, as well the first-year teachers were on a learning

curve in terms of content knowledge and becoming acclimated to the new standards and math resources.

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

The data component that showed the greatest decline from the prior year is US History. For the 2021-2022 school year, US History yielded a 46% proficiency in 11th grade. For the 2022-2023 school year, there was a 9-percentage point decrease in proficiency. The factors that may have contributed to this decline is our failure to adjust instruction based on results from assessment data (e.g., mid-year and topic assessments). Also, there were changes in human capital which included the loss of a veteran teacher replaced with a teacher with less than 3 years of teaching experience and a first-year instructor teaching US History. An additional factor contributing to the decline is the scheduling of ESOL students as a cohort with one teacher.

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 greatest gap when compared to the state average is in Math (Algebra and Geometry). The state average for Algebra is 32% and the average for Geometry is 45%. The school's average for both Geometry and Algebra is 25%. The possible contributing factor to the overall performance is the implementation of the new standards of the Florida's B.E.S.T Standards as well as a new testing platform. Also, the math department included three first year instructors and a novice instructional coach. The instructional coach, as well the first-year teachers were on a learning curve in terms of content knowledge and becoming acclimated to the new standards and math resources.

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

The greatest improvement for the 2022-2023 school year is Science with 53% in proficiency. For the 2021-2022 school year, the proficiency in Science was 43%. This data indicates a 10- percentage point gain. The action steps that influenced these results in Science were weekly collaborative planning, differentiated instruction and daily strategic intervention. The leadership team conducted weekly administrative walkthroughs and provided teachers with timely and explicit feedback. These actions have always been a best practice in the Science Department. However, the format of these actions has been data-driven and strategic to meet the academic needs of students and provide highly effective support to teachers. Additionally, our Level 1 and Level 2 students attended Winter and Spring Break Academy. Our students also attended Saturday Academy, after-school tutoring, and were provided with data-driven and standards aligned Bootcamps to prepare them for the EOC in Biology. Daily data-driven interventions took place with both the instructional coach and curriculum support specialist who pushed in and out of classrooms to provide student support. The instructional framework which included a modified Gradual Release Model proved to be highly effective as well as implementing various vocabulary strategies in whole group and DI. Lastly, student and teacher data chats were conducted to ensure data was used to drive teacher instruction and monitor student academic learning.

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

Based on the EWS data, US History is a potential area of concern. The US History data shows that for the 2022-2023 school year, there was a 9 percentage point decrease in proficiency. There are several action steps that we will continue to implement to ensure the remediation of this concern. For starters, on-going professional development will be provided to ensure teachers are updated with best practices and teaching strategies. The continuation of weekly collaborative planning will take place to allow teachers to use the student data to develop strategic and standards-aligned lessons to execute effective whole group and differentiated instruction. Extended Learning Opportunities will be offered to students to

provide additional instructional support to ensure mastery of standards. The continuation of using the weekly and quarterly assessment data to implement differentiated instruction with fidelity to ensure all learning styles and abilities are addressed. The administrative team will address and make necessary adjustments with the master schedule to ensure the ELL students are not exclusively scheduled with one teacher to maximize diversity and maintain an effective learning environment for the students. Lastly, the administrative team will continue to conduct daily walkthroughs and provide the teachers with timely and explicit feedback.

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

The highest priorities for school improvement in the upcoming year are school-wide weekly collaborative planning, and the implementation of school-wide differentiated instruction, intervention, and extended learning opportunities. Another priority is daily administrative walkthroughs and providing teachers with timely feedback. Lastly, school-wide attendance interventions and initiatives, and building school culture and morale through Positive Behavior Support and Strategies are priorities for school improvement for the upcoming school year.

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

#1. Instructional Practice specifically relating to Differentiation

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.

According to the 2022-2023 US History EOC data, 37% of the 11th graders were proficient as compared to the 2021-2022 US History EOC data which indicates that 46% of the 11th graders were proficient. This indicates a 9 percentage-point decrease in proficiency. Based on the data and the identified contributing factor of failure to adjust instruction based on results from Topic Assessments and MYA data, we will continue to implement weekly collaborative planning which will include analyzing and using the student assessment data to implement data driven and standards aligned differentiated instruction. Also, strategic adjustments will be made to the master schedule to ensure our ELL students are not exclusively scheduled with one teacher. This will enable teachers to effectively collaborate and provide targeted lessons and support to meet the needs of the ELL subgroup. The SWD subgroup will be provided with an additional teacher led station rotation to maximize academic growth during differentiated instruction.

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

According to the 2023 US History EOC data, 37% of the 11th graders are proficient. With the implementation of weekly collaborative planning and data-driven decision making which will include utilizing assessment data to make informed decisions on what is best for students, we project that 42% of our 11th graders will be proficient. This will yield a 5 percentage point increase in US History EOC from 2023 to 2024.

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

Differentiated Instruction (DI) will be monitored by providing teachers the opportunity to effectively plan during collaborative planning and use the Topic Assessment and MYA data to set goals, create data-driven intervention and instructional plans, and readjust differentiated groups and instruction in the classroom as needed. Moreover, progressing monitoring tools such as conducting student-data chats and assisting them with making learning goals will be implemented with fidelity. Administrative walkthroughs and providing teachers will timely and explicit feedback will take place to ensure teachers are prepared to effectively teach what is planned for DI and intervention. In a like manner, teachers will provide students with explicit oral and written feedback after weekly assessments and class assignments.

Person responsible for monitoring outcome:

Zulaima Sarmiento (zsarmiento1@dadeschools.net)

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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or make sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

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

This evidence-based intervention was selected because the 2022-2023 US History EOC data shows that 37 percent of the 11th graders were proficient as compared to the 2021-2022 US History EOC data which indicates that 46% of the 11th graders were proficient. The data indicates a 9% decrease in proficiency.

The implementation of data-driven decision making and differentiation will show the student's understanding and mastery of the standards. Also, evidence-based intervention will ensure that the student's individual academic needs are met.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/17-9/29- The teachers will be provided with data chat opportunities with administration to disaggregate and exercise the student assessment data and effectively set academic goals and group targeted students for differentiated instruction in the classroom.

Person Responsible: Andre Jackson (a1jackson@dadeschools.net)

By When: September 29, 2023

9/17-A member of the administrative team will meet with teachers weekly for data-driven collaborative planning. The teachers will gather standards-aligned resources and developed data-driven differentiated learning lesson plans that will be executed during DI and intervention.

Person Responsible: Rennina Turner (rennina@dadeschools.net)

By When: On-going

9/17- The administrative team will conduct daily walkthroughs to observe the effectiveness of the differentiated instruction lessons. The administrative team will provide teachers with timely and explicit feedback.

Person Responsible: Rennina Turner (rennina@dadeschools.net)

By When: On-going

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

According to our 2022 school climate staff survey, 16% of our faculty has been teaching less than 1 year at Miami Jackson. This can be correlated to our subgroup data, which showed 9% proficiency for our ELL and 10% for our SWD subgroups. The fact that our novice teachers may not be familiar with effective instructional strategies for ELL and SWD may be a contributing factor to performance data.

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

With the goal of teacher retention and recruitment, we will implement the "Navigating The G" Mentoring Program which will include new teacher support, ongoing professional development and MINT mentor program. We project a 5% increase in teacher retention and in proficiency of our ELL and SWD subgroups.

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

This area of focus will be monitored by ongoing progress monitoring protocols, Professional Learning Support Team monitoring of professional development participation, and implementation of the MINT program requirements with fidelity. These support systems will promote growth within novice teachers in an effort to retain them, while also providing them with the necessary tools to best serve their students, and meet the needs of ELL and SWD students.

Person responsible for monitoring outcome:

Zulaima Sarmiento (zsarmiento1@dadeschools.net)

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 evidence-based intervention is empowering teachers and staff through participation in school leadership activities, provide support for teachers, and to foster a positive environment to promote leaders, innovators, risk-takers and designers of new ways to approach challenges.

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

This specific strategy of improving teacher retention and recruitment is to empower new staff. Once a new teacher feels empowered and valued, their confidence increases and they are more likely to be take part in the process of teaching and learning and remain in the profession. As mentors and professional learning communities, we will assist novice teachers in increasing their sense of belonging while also providing meaningful professional development and support to implement best practices for instructing all students, particularly ELL and SWD students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/16- New teachers will receive important school information, a guided tour, and pairing of MINT Mentors and Mentees after our Opening of Schools faculty meeting, during our "Navigating the G" breakout session on August 16, 2023.

Person Responsible: Zulaima Sarmiento (zsarmiento1@dadeschools.net)

By When: 8/16/23

8/17-9/29- There will be ongoing monthly "Meet and Greet" sessions with MINT mentors and mentees from August 17, 2023 to September 29, 2023 to include sharing of classroom success and challenges and exchanges of effective strategies and best practices.

Person Responsible: Tonya Johnson (johnsont@dadeschools.net)

By When: 9/29/23

8/17-9/29- Novice and veteran paired teachers will engage in ongoing Bi-weekly professional learning communities sessions from August 17, 2023 through May 21, 2024. These sessions are identified to provide support to novice and early career teachers.

Person Responsible: Tonya Johnson (johnsont@dadeschools.net)

By When: 9/29/23

#3. Instructional Practice specifically relating to Collaborative Planning

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.

During the 2021-2022 academic year, proficiency in ELA from 23% in 2021 to 24% in 2022. For the 2022-2023 academic year, proficiency in ELA is 31% which is a seven-percentage point increase from 2022. For the 2022-2023 academic year, Math showed the lowest performance with 25% proficiency. However, there was still an eight-percentage point increase from 17% proficiency for the 2021-2022 school year. Even though there is a significant increase in proficiency for Math and ELA when compared to 2022 to 2023, the school is still slightly below the district average for both. The assessment data will be used to identify targeted students within the ELL subgroup to utilize additional supplemental resources such as Read 180 to further enhance learning and academic growth. In Math and ELA, our SWD subgroup will be provided with additional layer of instructional support through an additional teacher led center during differentiated instruction.

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

With the implementation of collaborative planning that addresses standards-aligned and data-driven instruction and using the assessment data to make informed decisions in every aspect of the student's academic journey, 36% of the students will meet proficiency in ELA and 30% of the students will meet proficiency in Math by May 2024 as measured by F.A.S.T PM3. This increase will yield a 5 percentage point gain in both ELA and Math from the 2023 to 2024 school year.

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

This area will be monitored by providing teachers with weekly data-driven collaborative planning. During weekly collaborative planning, standards aligned differentiated instructional resources and statewide quarterly progress monitoring assessments will be identified and provided to teachers to utilize in their classroom with fidelity. The instructional coaches and administrative team will monitor to ensure resources and data assessments are effectively used in the classroom.

Person responsible for monitoring outcome:

Zulaima Sarmiento (zsarmiento1@dadeschools.net)

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.)

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

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

Weekly data-driven collaborative planning will provide the teachers an opportunity to analyze and use assessment data to gather instructional resources and effectively develop instructional plans that will drive instruction in the classroom. This will increase student data and ultimately push students towards proficiency in Math and ELA.

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

August 17th- Administration and instructional coaches will meet weekly for standards-based collaborative planning meetings.

Person Responsible: Tonya Johnson (johnsont@dadeschools.net)

By When: On-going

August 17th-During collaborative planning, teachers and instructional coaches will be able to use the most current assessment to group students for differentiated instruction. Moreover, the teachers and instructional coaches will continue to use the data to collect standards-aligned resources to develop DI lesson plans to deliberatively enhance instruction at the highest level of effectiveness.

Person Responsible: Cathelyne Joseph (291093@dadeschools.net)

By When: On-going

August 17th-Administration will conduct daily walkthroughs to monitor what is developed during collaborative planning is effectively executed with fidelity during differentiated instruction.

Person Responsible: Rennina Turner (rennina@dadeschools.net)

By When: On-going

August 17th-The administrative team will provide both teachers and instructional coaches with detailed feedback. If necessary, during collaborative planning, the coaches will provide additional standards-aligned resources to teachers to guarantee sustainability of instructional practice and increase student data.

Person Responsible: Tonya Johnson (johnsont@dadeschools.net)

By When: On-going

#4. 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.

According to the 2022-23 student attendance data, 35% of our students exceeded 31 or more absences, as compared to 41% of students exceeding 31 or more absences in 2021-22. The data shows a 6% decrease which is a slight improvement, however attendance remains an area of concern, as we are well below the District average of 9%. This plays a major role in the performance of our ELL and SWD subgroups, as increased attendance is directly correlated to improved proficiency.

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

If we continue to successfully implement our attendance intervention plan, students with 31 or more absences will decrease by 5 percentage points, from 35% of students exceeding 31 or more absences, down to 26%. Additionally, the proficiency of our ELL and SWD subgroups will increase by 5 percentage points.

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

Attendance will be monitored daily by the administrative team, attendance review committee and district-assigned interventionist. Teachers and staff will play a more integral role in assisting with attendance initiatives and closely monitoring accurate attendance procedures. Students with declining attendance will be monitored closely and early intervention will take place to involve parents and address the needs of the students that might be affecting their school attendance.

Person responsible for monitoring outcome:
Andre Jackson (a1jackson@dadeschools.net)

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.)

Strategic attendance initiatives involve close monitoring and reporting of student absences, calls to parents and more direct measures including home visits, counseling and referrals to outside agencies, as well as incentives for students with improved attendance.

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

We plan to improve attendance by implementing positive behavior systems to further build the school morale and how students view the school as a positive place to learn. This strategy will motivate students to attend school on a daily basis and directly impact their overall performance in the classroom.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

8/17-9/29 - There will be ongoing monitoring of daily attendance by the attendance committee and CIS with a goal of early intervention. The expectation is that students with excessive absences are addressed through parent conferences and attendance contracts.

Person Responsible: Andre Jackson (a1jackson@dadeschools.net)

By When: 9/29/23

8/17-9/29 - The attendance review committee and CIS will generate a schoolwide stop list by the end of grading period.

Person Responsible: Melva Cogdello (mcogdello@dadeschools.net)

By When: 9/29/23

8/17-9-29 - The school leadership team will meet monthly to discuss initiatives and events that will motivate students to attend school and build school morale with the goal of improving attendance. It will initiate a schoolwide attendance competition.

Person Responsible: Rennina Turner (rennina@dadeschools.net)

By When: 9/29/23

9/5 - 9/29 - The attendance review committee will implement the "Adopt a General" mentoring program, using the generated stop lists to pair students with low attendance, with mentors from the faculty and staff.

Person Responsible: Andre Jackson (a1jackson@dadeschools.net)

By When: 9/29/23

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).

The school will collect and analyze data related to student performance, including academic achievement, attendance, behavior, and graduation rates. This data will provide insight into areas where the school needs improvement. An initial meeting (e.g., School Leadership Team and EESAC Meeting) with stakeholders will take place to identify the school's need in terms of strengths, weaknesses, and improvement needs. Based on the needs assessment, the school will prioritize the areas (e.g., accountability grades, teacher development, student mental health/engagement, etc.) that require the most improvement. Funds will be allocated that align with the prioritized areas. This will include hiring additional staff (e.g., interventionist), implementing extended learning opportunities (e.g., Saturday School and After-School tutoring), and purchasing additional technology and resources. The leadership team will regularly meet to ensure differentiation instruction and interventions are standards aligned and data driven. Most importantly, it will done with the highest level of effectiveness.

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.

There are several methods that would be used to ensure the dissemination of the School Improvement Plan (SIP) to all stakeholders within the school community. The administrative team will schedule meetings or presentations with various stakeholder groups to discuss the SIP. This will be done in person, virtually, or through webinars, depending on the availability and preferences of the stakeholders. The meeting's facilitator will explain the purpose of the SIP, its objectives, and how it aligns with the school's vision and mission. The goal is to create an open and welcoming environment for stakeholders to ask questions and provide feedback. The administrative team will address any concerns the stakeholders may have and be prepared to offer clarifications or modifications, if necessary. The administrative team will make use of online platforms, such as the school website or a dedicated portal, to share the SIP electronically. This will allow stakeholders to access the information at their convenience and facilitates ongoing communication.
Lastly, after sharing the SIP, the administrative team will continue to engage with stakeholders regularly. Also, provide progress updates, celebrate achievements, and seek input on potential adjustments to the SIP as needed.

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))

The school's goal to foster positive relationships with parents, families, and community stakeholders through regular communication such as parent teacher conferences, emails, phone calls, school messenger, and our user -friendly school website. Inviting parents and community stakeholders to community and collaborative events that include Open House, PTA, ESSAC, and Parent Engagement Workshops. Also, by involving them in decision-making processes that may include Parent Advisory Committees, EESAC, and Community Outreach Programs.

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))

The school plans to strengthen the academic program in the school, increase the amount and quality of learning, and provide an enriched and accelerated curriculum by offering honors, advanced placement, dual enrollment, and magnet classes that will provide the students with a deeper and challenging approach to learning. Extended Learning Opportunities such as Saturday School, Before and After School Tutoring, and Holiday Break Academies will be implemented to provide the students with remediation to master basic academic and critical thinking skills. The students will be afforded the opportunity to participate in enrichment courses, social clubs, and extra-curricular activities. The clubs and extracurricular events will give the students the space to explore activities based on their interest and compatibility. The enrichment electives such as academic competitions, science fairs, and debate fairs will stimulate the student's personal and professional growth.

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

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school will employ a comprehensive approach to support students' social and emotional development. This includes providing counseling, school-based mental health services, specialized support services that focus on the emotional and mental needs of the students, during and after-school mentoring programs, and various strategies aimed at enhancing students' skills beyond academic subjects.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Preparation for postsecondary opportunities involves equipping high school students with knowledge about career paths, technical education programs, and ways to earn college credit while still in school. This includes promoting career awareness during our junior and senior student orientation and Open House, providing the students access to vocational training workshops that take place at the school site, and expanding coursework options during the school day to bridge the gap between secondary and higher education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school's goal is to effectively implement a school-wide plan to address behavior and early intervening services that will create a positive environment where students can socially and academically thrive. The implementation includes using the administrative team to collectively work together to ensure behavior is addressed at each grade level. The next step is creating a school-wide discipline plan that aligns with the Code of Student Conduct Book and share with the school community. Establishing a positive school culture by targeting positive behavior plays a major role in addressing problem and behavior and early intervention. Lastly, continuously monitoring the effectiveness of our school-wide plan and making adjustments, if necessary is key in preventing problem behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school's goal is provide on-going professional development for instructional and non-instructional staff which includes weekly collaborative planning with the instructional coaches, particularly in high need subjects like ELA/Reading, Math, Biology and Social Studies. The teachers and various school

personnel will participate in monthly professional learning communities that will show Best Practices for Improving Instruction and Classroom Organization/Management. Weekly, monthly, and quarterly data chats will take place in high need subjects to ensure that data-drive decision are made to effectively improve instruction and rigor in the classroom, which will increase student proficiency.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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: Instructional Practice: Differentiation	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
3	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

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

Yes