

Orange County Public Schools

# PASSPORT CHARTER



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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The mission of the Passport School, Inc. is to provide instruction to students in Kindergarten through 8th grade based on the individual needs of children in an inclusive environment where children with disabilities are educated with their non-disabled peers. The school will achieve its mission through low student teacher ratios, cooperative learning, multi-sensory-hands-on-learning, frequent assessment and extensive networking with parents, faculty, administration, staff, friends and businesses within the community.

### Provide the school's vision statement

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The Core Philosophy of the Passport School, Inc. is to provide an inclusive environment where children can strive to be successful and learn to accept each other's differences while working together. Faculty, staff, administrators and parents will work together to provide academic and social guidance.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Oswaldo Garcia

ogarcia@passportcharter.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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Run the day to day operations of the school.

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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After its development at the beginning of the school year, the SAC committee will meet every quarter and evaluate the progress the school is making toward the school improvement plans goals. The committee is composed of parents, school administration and teachers representatives. The school has two committees involved in the schools progress and development:

### Parent Teacher Organization (PTO)

Parent Teacher Organization (PTO) is an organization that works on bringing together parents, teachers, and sometimes students within a particular school or school district, usually for fund-raising, building parent involvement and community at school and other activities relating to the welfare of the school.

### The School Advisory Council (SAC)

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation of the improvement plan and to assist the principal with the annual school budget and the School Improvement Plan.

## 3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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- Schools will regularly disaggregate and analyze various data points to understand the SIP's impact. This includes examining student performance on assessments, classroom data, attendance records, behavioral incidents, and other relevant metrics.
- Data will be disaggregated by student groups (e.g., race, gender, socioeconomic status) to

identify and understand specific achievement gaps and their root causes.

- Progress monitoring will involve regularly reviewing assessment data (formative and summative) to track individual student progress and identify trends across the class and school.
- Frequent meetings (grade level, faculty, Advisory Committee (EESAC) meetings) will be held to discuss data, review SIP progress, and reflect on what's working and what needs adjustment.
- SIP team and other stakeholders will meet quarterly to monitor the implementation of action steps and assess their effectiveness in achieving school goals.

## C. Demographic Data

|  |   |
|--|---|
| <b>2025-26 STATUS</b><br>(PER MSID FILE)   | <b>ACTIVE</b>   |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)  | <b>COMBINATION<br/>KG-8</b>   |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)   | <b>K-12 GENERAL EDUCATION</b>   |
| <b>2024-25 TITLE I SCHOOL STATUS</b>   | <b>YES</b>  |
| <b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>   | <b>86.8%</b>  |
| <b>CHARTER SCHOOL</b>  | <b>YES</b>  |
| <b>RAISE SCHOOL</b>  |   |
| <b>2024-25 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 1   | <b>ATSI</b>   |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>  |   |
| <b>2024-25 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)*<br/>ENGLISH LANGUAGE LEARNERS (ELL)<br/>HISPANIC STUDENTS (HSP)<br/>WHITE STUDENTS (WHT)<br/>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>   | <b>2024-25: C<br/>2023-24: C<br/>2022-23: C<br/>2021-22: C<br/>2020-21:</b>   |

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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  |       |
| School Enrollment   | 18          | 17 | 18 | 16 | 21 | 22 | 22 | 21 | 22 | 177   |
| Absent 10% or more school days  | 0           | 3  | 0  | 1  | 2  | 1  | 2  | 4  | 0  | 13    |
| One or more suspensions   | 0           | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 2     |
| Course failure in English Language Arts (ELA)   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     |
| Course failure in Math  | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     |
| Level 1 on statewide ELA assessment   | 0           | 10 | 6  | 6  | 9  | 6  | 3  | 6  | 3  | 49    |
| Level 1 on statewide Math assessment  | 1           | 4  | 0  | 7  | 6  | 6  | 5  | 6  | 3  | 38    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 2           | 3  | 3  | 9  |    |    |    |    |    | 17    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          | 1           | 3  | 3  | 9  | 11 |    |    |    |    | 27    |

#### Current Year 2025-26

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 | 2 | 1 | 1 | 0 | 1 | 0 | 3 | 8     |



**Current Year 2025-26**

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

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     | 0           | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0     |

**Prior Year (2024-25) As Last 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 school days  | 3           | 4 | 7 | 5 | 3 | 6 | 6 | 6 | 10 | 50    |
| One or more suspensions   |             |   |   |   | 1 |   | 1 | 1 | 3  | 6     |
| Course failure in English Language Arts (ELA)   |             |   |   |   |   |   |   |   |    | 0     |
| Course failure in Math  |             |   |   |   |   |   |   |   |    | 0     |
| Level 1 on statewide ELA assessment   | 5           | 8 | 5 | 7 | 4 | 7 | 4 | 3 | 3  | 46    |
| Level 1 on statewide Math assessment  |             | 1 | 4 | 9 | 3 | 6 | 4 | 4 | 1  | 32    |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3) | 5           | 4 | 7 | 9 |   |   |   |   |    | 25    |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)          |             | 1 | 4 | 9 | 3 |   |   |   |    | 17    |

**Prior Year (2024-25) As Last Reported (pre-populated)**

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 |             | 1 | 1 | 1 | 3 | 5 |   |   |   | 11    |

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR                           | GRADE LEVEL |   |   |   |   |   |   |   |   | TOTAL |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained students: current year     |             |   |   |   |   |   |   |   |   | 0     |
| Students retained two or more times |             |   |   |   |   |   |   |   |   | 0     |

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT   | 2025   |           |        | 2024   |           |        | 2023** |           |        |
|--|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*   | 49     | 65        | 61     | 58     | 60        | 58     | 50     | 56        | 53     |
| Grade 3 ELA Achievement  | 40     | 66        | 62     | 47     | 62        | 59     | 56     | 58        | 56     |
| ELA Learning Gains   | 60     | 63        | 61     | 67     | 61        | 59     |        |           |        |
| ELA Lowest 25th Percentile                                       | 42     | 56        | 55     | 50     | 54        | 54     |        |           |        |
| Math Achievement*  | 41     | 67        | 62     | 46     | 63        | 59     | 51     | 59        | 55     |
| Math Learning Gains  | 56     | 66        | 60     | 69     | 64        | 61     |        |           |        |
| Math Lowest 25th Percentile                                      | 50     | 52        | 53     | 67     | 56        | 56     |        |           |        |
| Science Achievement  | 43     | 61        | 57     | 28     | 59        | 54     | 43     | 56        | 52     |
| Social Studies Achievement*                                      | 68     | 77        | 74     | 79     | 69        | 72     | 71     | 68        | 68     |
| Graduation Rate  |        | 46        | 72     |        | 45        | 71     |        | 82        | 74     |
| Middle School Acceleration                                       | 0      | 81        | 75     | 0      | 74        | 71     | 0      | 74        | 70     |
| College and Career Acceleration                                  |        | 39        | 56     |        | 37        | 54     |        | 46        | 53     |
| Progress of ELLs in Achieving English Language Proficiency (ELP) | 60     | 62        | 61     | 64     | 60        | 59     | 51     | 55        | 55     |

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

| 2024-25 ESSA FPPI                            |      |
|--|------|
| ESSA Category (CSI, TSI or ATSI)             | ATSI |
| OVERALL FPPI – All Students                  | 46%  |
| OVERALL FPPI Below 41% - All Students        | No   |
| Total Number of Subgroups Missing the Target | 1    |
| Total Points Earned for the FPPI             | 509  |
| Total Components for the FPPI                | 11   |
| Percent Tested                               | 100% |
| Graduation Rate                              |      |

| ESSA OVERALL FPPI HISTORY |         |         |         |           |          |         |
|---------------------------|---------|---------|---------|-----------|----------|---------|
| 2024-25                   | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* | 2018-19 |
| 46%                       | 52%     | 45%     | 50%     | 46%       |          | 53%     |

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

| 2024-25 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% |
| Students With Disabilities          | 30%                             | Yes                | 4   | 1   |
| English Language Learners           | 43%                             | No                 |   |   |
| Hispanic Students                   | 44%                             | No                 |   |   |
| White Students                      | 50%                             | No                 |   |   |
| Economically Disadvantaged Students | 44%                             | No                 |   |   |

D. 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.

| 2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|--|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|  | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2023-24 | C&C<br>ACCEL<br>2023-24 | ELP<br>PROGRESS |
| All Students                                   | 49%         | 40%                    | 60%       | 42%               | 41%          | 56%        | 50%                | 43%         | 68%        | 0%           |                         |                         | 60%             |
| Students With<br>Disabilities                  | 17%         |                        | 39%       | 29%               | 20%          | 45%        | 42%                | 17%         |            |              |                         |                         | 30%             |
| English<br>Language<br>Learners                | 36%         | 36%                    | 52%       | 40%               | 37%          | 52%        | 44%                | 30%         |            |              |                         |                         | 60%             |
| Hispanic<br>Students                           | 46%         | 33%                    | 59%       | 36%               | 41%          | 57%        | 48%                | 41%         | 64%        | 0%           |                         |                         | 58%             |
| White<br>Students                              | 73%         |                        |           |                   | 27%          |            |                    |             |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 42%         |                        | 52%       | 38%               | 36%          | 47%        | 36%                | 32%         | 64%        |              |                         |                         | 52%             |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|--|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|  | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 58%         | 47%                    | 67%       | 50%               | 46%          | 69%        | 67%                | 28%         | 79%        | 0%           |                         |                         | 64%             |
| Students With<br>Disabilities                  | 22%         |                        | 53%       | 47%               | 19%          | 53%        | 70%                | 9%          |            |              |                         |                         |                 |
| English<br>Language<br>Learners                | 57%         | 43%                    | 64%       | 48%               | 46%          | 65%        | 67%                | 25%         | 77%        |              |                         |                         | 64%             |
| Hispanic<br>Students                           | 53%         | 44%                    | 67%       | 50%               | 43%          | 67%        | 67%                | 20%         | 76%        |              |                         |                         | 65%             |
| White<br>Students                              | 75%         |                        | 58%       |                   | 67%          | 75%        |                    |             |            |              |                         |                         |                 |
| Economically<br>Disadvantaged<br>Students      | 59%         | 46%                    | 63%       | 47%               | 51%          | 71%        | 64%                | 28%         | 85%        | 0%           |                         |                         | 64%             |

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| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |
|--|----------|------------------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|-------------------|--------------|
|  | ELA ACH. | GRADE 3 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                                   | 50%      | 56%              |        |             | 51%       |         |              | 43%      | 71%     | 0%        |                   |                   | 51%          |
| Students With Disabilities                     | 19%      |                  |        |             | 19%       |         |              |          |         |           |                   |                   |              |
| English Language Learners                      | 44%      | 55%              |        |             | 52%       |         |              | 35%      | 67%     |           |                   |                   |              |
| Hispanic Students                              | 43%      | 60%              |        |             | 49%       |         |              | 39%      | 60%     |           |                   |                   |              |
| White Students                                 | 67%      |                  |        |             | 40%       |         |              |          |         |           |                   |                   |              |
| Economically Disadvantaged Students            | 50%      | 70%              |        |             | 46%       |         |              | 41%      | 65%     |           |                   |                   |              |

## E. 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.

| 2024-25 SPRING |       |  |          |                   |       |                |
|----------------|-------|--|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL   | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 3     | 38%  | 59%      | -21%              | 57%   | -19%           |
| ELA            | 4     | 33%  | 58%      | -25%              | 56%   | -23%           |
| ELA            | 5     | 36%  | 57%      | -21%              | 56%   | -20%           |
| ELA            | 6     | 55%  | 59%      | -4%               | 60%   | -5%            |
| ELA            | 7     | 52%  | 55%      | -3%               | 57%   | -5%            |
| ELA            | 8     | 64%  | 53%      | 11%               | 55%   | 9%             |
| Math           | 3     | 31%  | 63%      | -32%              | 63%   | -32%           |
| Math           | 4     | 38%  | 64%      | -26%              | 62%   | -24%           |
| Math           | 5     | 32%  | 58%      | -26%              | 57%   | -25%           |
| Math           | 6     | 27%  | 60%      | -33%              | 60%   | -33%           |
| Math           | 7     | 57%  | 39%      | 18%               | 50%   | 7%             |
| Math           | 8     | 55%  | 63%      | -8%               | 57%   | -2%            |
| Science        | 5     | 32%  | 62%      | -30%              | 55%   | -23%           |
| Science        | 8     | 50%  | 52%      | -2%               | 49%   | 1%             |
| Civics         |       | 62%  | 69%      | -7%               | 71%   | -9%            |
| Algebra        |       | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

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The areas of most improvement for the 20-25 school year were Science for 8th grade and Math overall. We hired a new middle School Science teacher who is very skilled in the subject area and passionate about teaching Science. In Math we have a Math coach that works with grade 4th through 8th grade doing Math interventions to low performing students.

##### **Lowest Performance**

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

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The areas that showed the lowest performance this year were 3rd grade ELA, Math ESE students overall. The 3rd grade class had the highest number of students who from the beginning of the school year had deficiencies in Reading. Based on the beginning of the year State and local test results 10 students in that class were projected to fail the State test and not meet grade level standards. By the end of the year we were able to get 4 out of the 10 students make enough improvement to meet promotion level.

Our ESE students missed several ESE sessions due to ESE teacher illness. We believe that may have impacted the lack of progress.

##### **Greatest Decline**

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

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The area with the greatest decline from the prior year was the Math performance of the students in the low 25 percentile. We believe that our emphasis to improve the scores of ELA and Science affected the Math performance. We had done much better in Math the prior year and we did not think it would not impact Math as much as it did.

##### **Greatest Gap**

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.

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The areas with the greatest gap when compared with the State average was the ELA performance of our 3rd grade class in 3rd grade and the overall performance in Math. The 3rd grade class had the highest number of students who from the beginning of the school year had deficiencies in Reading. Based on the beginning of the year State and local test results 10 students in that class were projected to fail the State test and not meet grade level standards. By the end of the year we were able to get 4 out of the 10 students make enough improvement to meet promotion level.

The overall Math performance may have been impacted by a bigger effort to improve our ELA scores.

### **EWS Areas of Concern**

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

---

A potential area of concern based on the EWS data would be student attendance. Though the number of students with a significant attendance problem is not very high, the number of days out for those students is very high and impacts the student's performance.

### **Highest Priorities**

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

---

The top priorities for this year will be to improve student performance in the following categories:

1. Improve ELA scores: for all grades by 5%
2. Improve Math Scores for the low 25 percentile by 5%
- 3 Improve ELA score for the ESE students by 5%

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Math

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

By providing targeted support to students struggling with math, interventions help them overcome barriers to learning, develop essential skills, and improve academic performance. This proactive approach also promotes a positive attitude towards math and prevents future academic struggles.

Here's a more detailed rationale:

#### 1. Addressing Learning Gaps and Preventing Future Difficulties:

- Math interventions help identify and address specific areas where students are struggling, preventing them from falling further behind.

Early intervention is key to minimizing long-term academic struggles and fostering a positive attitude towards math.

- When students are struggling with math, it can impact their performance in other subjects, making timely intervention essential.

#### 2. Promoting Deeper Understanding and Skill Development:

- Research-based interventions provide educators with proven strategies to effectively improve student achievement and address equity in education.
- Interventions can help students develop a deeper conceptual understanding of mathematical principles, rather than just memorizing procedures.
- Targeted support can help students master specific skills and concepts, building a strong foundation for future learning.

#### 3. Fostering a Positive Learning Environment and Attitude:

- Math interventions can create a more supportive and engaging learning environment for all students.
- By providing targeted support, interventions help students feel more confident and successful in math.
- A positive attitude towards math can lead to greater engagement and improved performance.

#### 4. Supporting Diverse Learning Needs:

- Math interventions are designed to address the diverse learning needs of all students, including those with learning disabilities.
- Interventions can be differentiated to meet the specific needs of individual students, ensuring that everyone receives the support they need to succeed.
- By providing targeted support, interventions can help close the achievement gap and ensure that all students have access to high-quality math education according to Third Space Learning.

#### 5. Making Connections to Real-World Applications:

- Math interventions can help students see the practical applications of mathematics in various fields and careers.
- By connecting mathematical concepts to real-world situations, interventions can make learning more relevant and engaging

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

**Math skills:** The ESSA data reveals a weakness with basic math facts or problem-solving in 3rd through 5th grade

We will improve the Math Scores for our low 25 percentile student population by at least 5%

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Here's a breakdown of how we will be monitoring student progress:

#### 1. Tracking implementation fidelity

- Fidelity checklists and observations: Use checklists that detail the specific components of the intervention and conduct observations to ensure these are being followed consistently. This

can involve self-reporting tools.

- Documentation of activities: Maintain records of intervention sessions, noting the duration, content covered, and student engagement levels.
- Professional development and support: Provide ongoing training and support for teachers to ensure they are confident and skilled in delivering the intervention as intended.

## 2. Measuring student impact

- Progress monitoring assessments: Regularly administer brief, focused assessments targeting the specific math skills addressed in the intervention. These could be weekly or bi-weekly check-ins.
- Skill-specific reports: Generate reports that break down student performance by specific skills or standards. This helps pinpoint areas where students are making progress and identify remaining challenges.
- Data visualization tools: Utilize charts and graphs to represent student progress visually over time. This makes it easier to identify trends and adjust instruction accordingly.
- Student involvement: Share progress data with students, set goals collaboratively, and celebrate their achievements to foster motivation and ownership of their learning.
- Connecting math to real-world applications: Demonstrate how math concepts relate to everyday life, increasing student engagement and understanding.
- Pre- and post-intervention assessments: Use assessments before and after the intervention period to quantify student growth and demonstrate the intervention's effectiveness.
- Addressing challenges and adjusting interventions: Based on monitoring data, adjusting the frequency or duration of the intervention, switching to a different approach if needed, or discontinuing the intervention if the student has met their goals.

## 3. Data analysis and decision-making

- Regular data review meetings: Hold frequent meetings to discuss student progress, evaluate the impact of interventions, and make informed decisions about instructional adjustments.
- Collaboration: Work with other teachers, specialists, and parents to create a comprehensive approach to supporting struggling students.
- Adjusting strategies: Utilize assessment data to inform future instruction and intervention strategies, modifying approaches based on student feedback and progress.

### **Person responsible for monitoring outcome**

Principal, testing coordinator, ESE teacher, Regular Education Teachers, and Math Coach

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

We will utilize I-Ready Mathematics: I-Ready offers diagnostic assessments and personalized instruction, with strong supporting evidence.

**Rationale:**

Students will utilize the I-Ready intervention program to practice their math skills. The program designs a learning path based on the students results from a math diagnostic test.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

We will also utilize the supplemental program Measure Up to support the needs of our students in this area. Teacher will use Measure up during intervention time at least twice a week.

**Person Monitoring:**

Teachers, Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will review the effect of the program based on the outcome on the I-Ready diagnostic results.

**Action Step #2**

We will offer tutoring services once a week for students who are having difficulties with Math Skills.

**Person Monitoring:**

Regular education teacher, math coach, principal

**By When/Frequency:**

biweekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The regular education teachers, with the Math coach will monitor students performance in class and on the supplemental Math program I-Ready. The principal will monitor class performance on a monthly basis.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.



Reading skills: The ESSA data shows a weakness in the areas of foundational reading skills and comprehension for 3rd, 4th and 5th grade as compared to the State average. When students have difficulties with Foundational Skills students will struggle with reading skills and as a result not able to comprehend text.

### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Regular edu1. We will improve the ELA scores for our 1st students (now in 2nd grade) 3rd grade students (now in 4th grade) and our current 5th and 6th grade students by at least 5%.

We will improve the ELA scores for our ESE students by at least 5% cation students in all grades as well as ESE students will make a 3% improvement in ELA skills.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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- 1. Gather information from student testing data to identify students areas of need.
- 2. Designate the level of intervention (MTSS) to implement needed services and the intensity of intervention
- 3. Monitor progress through monthly MTSS data review and determine if changes need to be implemented.
- 4. To allocate funds to implement tutoring services for Tier 3 students.
- 5. ESE coordinator to ensure that teachers are implement the proper strategies to meet the needs of

### **Person responsible for monitoring outcome**

All ELA teachers, ESE teacher, Testing coordinator and Principal

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

We will implement: Systematic Phonics Instruction: This involves teaching the relationships between letters and sounds in a structured and sequential manner, helping students decode words. Explicit

Vocabulary Instruction: Directly teaching new vocabulary words, providing definitions, examples, and opportunities to use the words in context. Repeated Reading: Students reread passages multiple times to improve fluency and accuracy. Reader's Theater: Students practice reading aloud with expression and characterization, enhancing fluency and motivation. Technology-Assisted Reading: Utilizing educational software and apps that provide targeted practice and feedback on reading skills.

**Rationale:**

Reading interventions are crucial in the classroom to ensure all students, especially those struggling, achieve reading proficiency. Explicit, targeted instruction is necessary because reading is a learned skill, not a natural one, and some students require additional support to bridge gaps in their literacy development. Interventions help struggling readers catch up to grade level, prevent academic difficulties in other subjects, and build confidence

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Implement data analysis and intervention procedures from I-Ready results to address the needs of each student, regular and Students with Disabilities (SWD)

**Person Monitoring:**

Regular education teacher, ESE teacher, Testing coordinator and Principal

**By When/Frequency:**

Regular ed. and ESE Teacher (Weekly), Testing coordinator (bi-weekly), principal- Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To effectively monitor the performance of both regular education students and students with disabilities, educators will utilize a combination of formal assessments, informal observations, and data-driven decision-making from I-Ready. This includes tracking academic progress through curriculum-based measurement and mastery measurement, while also observing and documenting functional abilities and behaviors.

**Action Step #2**

Implement a more proactive student performance of ESE students.

**Person Monitoring:**

Regular education teacher, ESE teacher, testing coordinator and principal

**By When/Frequency:**

Regular ed. and ESE Teacher (Weekly), Testing coordinator (bi-weekly), principal- Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

For students with disabilities, IEP (Individualized Education Program) goals and objectives are crucial for tracking progress. These should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and regularly monitored using various methods of instruction with may include direct and small group instruction.

## IV. Positive Learning Environment

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### Area of Focus #1

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

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#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

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#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

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#### Person responsible for monitoring outcome

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

##### Rationale:

##### Tier of Evidence-based Intervention:

##### Will this evidence-based intervention be funded with UniSIG?

No

#### Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

#### Action Step #1

##### Person Monitoring:

##### By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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We will utilized Title I funding to purchase the license to the I-Ready program. This program will be used schoolwide. We will inform our parent where the The Parental Engagement plan is located on our website. We will notify our parents of its location via email, newsletter, Class Dojo, Google classroom and our website. On our website is under the parent information tab, followed by the Title I tab. This is the link where the plan is locate: <https://www.passportcharter.org/parents-2/title-i-information/>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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The Parent Engament Plan is located on our website:

On our website is under the parent information tab, followed by the Title I tab. This is the link where the plan is locate: <https://www.passportcharter.org/parents-2/title-i-information/>

#### Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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The school's plan to strengthen its academic program, increase learning time, and offer an enriched and accelerated curriculum focuses on a multifaceted approach, with a core Area of Focus on Literacy and Data-Driven Instruction, particularly in the context of personalized learning and student-centered experiences.

Here's how the school plans to achieve its goals:

### 1. Strengthening the academic program

- **Evidence-based Instructional Strategies:** The school will implement instructional strategies and initiatives backed by scientifically-based research. This includes focusing on engaging reading curricula for phonics, comprehension, and fluency to improve literacy and math outcomes.
- **Targeted Professional Development:** Investing in professional development for teachers is critical.
- **Curriculum Development and Review:** The school emphasizes a dynamic process of curriculum development and review, aligning teaching methods with educational standards and utilizing high-quality instructional materials. Curriculum will be tailored to meet the needs of all students, focusing on fundamental skills and concepts while incorporating advanced ideas.
- **Continuous Assessment and Feedback:** Regular assessment and evaluation are crucial to track student performance and identify challenges. This includes using formative and summative assessments to monitor progress and develop personalized learning pathways. Providing timely, personalized feedback can lead to better results.

### 2. Increasing the amount and quality of learning time

- **Efficient Classroom Environment:** Cultivating an organized and efficient classroom environment minimizes wasted time and maximizes instructional time.
- **Expanded Learning Opportunities:** The school plans to explore strategies to formally incorporate after-school hours or add days to the official school calendar, aligning rigorous academic and enrichment content with curriculum standards and student needs.
- **Smart Scheduling:** Considering the structure of daily schedules can improve learning outcomes.
- **Integrating Learning into Non-Instructional Time:** Non-instructional times can be repurposed for educational activities

### 3. Providing an enriched and accelerated curriculum

- **Enrichment Activities:** These build upon the regular curriculum by offering greater context and a deeper dive into the subject matter. Examples include project-based learning, mentorship, and after-school programs. These activities can be implemented by grouping students with

similar abilities.

- **Acceleration Options:** Acceleration refers to presenting curriculum content earlier or at a faster pace. Options can include Curriculum Compacting, Subject Acceleration, and Early Entrance/ Grade Skipping.
- **Flexible Models and Blended Approach:** The school may utilize flexible models that combine both acceleration and enrichment. This ensures the child grows academically while remaining motivated and emotionally supported.
- **Identifying Student Needs:** Decisions regarding acceleration and enrichment will be based on a child's learning style, social readiness, and interests. Open communication with parents and teachers, and a review of assessment results will help determine the best approach.

This comprehensive plan aims to create a dynamic and effective learning environment that caters to the diverse needs of all students, strengthening the academic program, maximizing learning time, and providing enriched and accelerated learning opportunities.

### **How Plan is Developed**

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

---

The primary focus will be to provide students with opportunities to delve deeper into subjects they are passionate about, and to progress at a pace that aligns with their abilities. This can involve:

- **Differentiated instruction:** Providing varied learning experiences and assignments tailored to students' needs and readiness levels.
- **Project-based learning:** Engaging students in challenging, real-world projects that encourage inquiry, critical thinking, and problem-solving skills.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

---

The school has contracted with the Orange County School District to fall under their Mental Health plan and provide a Mental Health Counselor to support our students in need of those services. Through this partnership we will ensure that our students mental health needs are met and not interfere with their learning.

#### Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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No Answer Entered

#### Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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No Answer Entered

#### Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

---

We will focus on providing professional learning and development activities for teachers and school personnel aim to enhance their knowledge, skills, and practices to improve student learning. These activities can range from formal workshops, peer collaboration, attend conferences to informal peer learning and mentorship programs. Our newer teachers will have an opportunity to observe colleagues' classrooms and receiving feedback, or being mentored by experienced educators, can

provide valuable insights and support. Experienced educators can guide and support new or less experienced teachers, sharing their knowledge and expertise. Our goal is to provide our teachers with the tools and support they need to create effective learning environments for all students.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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Not applicable to our school



## VI. ATSI, TSI and CSI Resource Review

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |