Miami-Dade County Public Schools

J.C. BERMUDEZ DORAL SENIOR HIGH

2026-27 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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

The mission of J.C. Bermudez Doral Senior High School is to journey together as a community of learners to assist every individual in becoming aware of their infinite worth and uniqueness. We educate using reason as a way of recognizing the meaning of truth and freedom.

Provide the school's vision statement

J.C. Bermudez Doral Senior High School's vision is to educate individuals to become aware of their infinite worth and contribute to the good of society with their lives.

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

Smith, Edward

ersmith@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Mr. Edward Smith, as School Principal, oversees daily operations, manages the school budget, leads hiring processes, and ensures compliance with Miami-Dade County Public Schools policies. Mr. Edward Smith serves as the Instructional Leader responsible for overall data analysis, conducting classroom walkthroughs, and overseeing curriculum implementation. In his role supporting the School Improvement Plan, he leads administrative staff meetings, supervises school personnel, and actively collaborates with key stakeholder groups, including the Educational Excellence School Advisory

Council (EESAC) and the Parent Teacher Student Association (PTSA).

Leadership Team Member #2

Employee's Name
Iribar, Yanela

yiribar@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Ms. Yanela Iribar serves as an Instructional Leader and Professional Learning Support Team (PLST) Leader who drives data analysis with a specific focus on FAST ELA/Reading EOC results. Her SIP responsibilities include overseeing testing, curriculum, and instruction, performing classroom walkthroughs, and coordinating student services. Additionally, she facilitates the School Improvement Plan and EESAC, leads interventions in English, Reading, and ESOL, and oversees 11th and 12th-grade students.

Leadership Team Member #3

Employee's Name
Dawkins, Lenere

ljdawk@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

Mr. Lenere Dawkins serves as an Instructional Leader focused on data analysis, curriculum and instruction, and regular classroom walkthroughs. His contributions to SIP implementation involve monitoring student attendance and tardies, leading IPEGS teacher observations, and serving as the Exceptional Student Education (ESE) Local Education Agency (LEA) representative. He also collaborates with EESAC and manages 9th and 10th-grade students.

Leadership Team Member #4

Employee's Name
Quinto, Kevin

kquinto01@dadeschools.net

Position Title
Reading Teacher

Job Duties and Responsibilities

Mr. Kevin Quinto contributes to the SIP as the English/Reading Department Chair, where he leads curriculum planning, curriculum and instruction, and English/Reading targeted interventions. He is responsible for departmental data analysis, implementing differentiated instruction, and serving as a MINT Lead Mentor. Furthermore, he actively participates as a member of both the PLST and the EESAC.

Leadership Team Member #5

Employee's Name
BANNERMAN, JEREMY

jjbannerman@dadeschools.net

Position Title
Special Education Teacher

Job Duties and Responsibilities

Mr. Jeremy Bannerman supports the SIP as the ESE Department Chair and School LEA, focusing on student services and curriculum planning tailored to special education needs. He conducts data analysis, facilitates curriculum and instruction, and implements differentiated instruction to support academic growth. Additionally, he serves as an active member of the EESAC team.

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.

Involving stakeholders in the School Improvement Plan (SIP) development begins with engaging a diverse group, including school administrators, educators, parents, students, families, and community or EESAC leaders, to guide planning actively.
This collaborative process is deeply shaped by insights from the 2025–2026 School Climate Survey and professional development feedback to identify critical needs. Input is analyzed to pinpoint strengths, weaknesses, opportunities, and threats.
The leadership team and stakeholder representatives collaborate on drafting the SIP, incorporating

continuous feedback loops for revisions. Once finalized and approved, stakeholders remain actively involved in its ongoing implementation and evaluation to ensure alignment with school goals.

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)).

J.C. Bermudez will maintain a dynamic continuous improvement cycle to regularly monitor the School Improvement Plan (SIP) and drive academic growth, especially for students facing achievement gaps. The leadership team and staff will track key performance indicators using both formative and summative assessments tied to state standards. Through ongoing stakeholder meetings with parents, students, and community leaders, the team will review progress, analyze challenges, and refine strategies. If data reveals gaps in student support, the plan will be iteratively revised based on collective feedback, ensuring the SIP remains a responsive tool that adapts to the community's needs and guarantees student success.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**31.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: A** **2024-25: A** **2023-24: A** **2022-23: B** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

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.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	215	273	257	252	997
Absent 10% or more school days	44	83	101	135	363
One or more suspensions	13	11	10	6	40
Course failure in English Language Arts (ELA)	19	22	17	1	59
Course failure in Math	1	3	12	3	19
Level 1 on statewide ELA assessment	48	62	0	0	110
Level 1 on statewide Algebra assessment	16	36	2	1	55

Current Year (2026-27)

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
	9	10	11	12	
Students with two or more indicators	58	74	19	10	161

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	75	56	10	4	145

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	64	62	53	62	59	45	60	55
Grade 3 ELA Achievement									
ELA Learning Gains	55	60	59	61	60	58	57	58	57
ELA Lowest 25th Percentile	50	55	55	67	55	56	52	55	55
Math Achievement*	69	57	52	71	54	49	69	51	45
Math Learning Gains	62	47	45	65	50	47	64	50	47
Math Lowest 25th Percentile	60	47	44	72	54	49	76	56	49
Science Achievement	66	71	74	67	71	72	71	68	68
Social Studies Achievement*	81	78	76	88	78	75	78	73	71
Graduation Rate	98	95	94	97	93	92		92	90
Middle School Acceleration									
College and Career Acceleration	65	81	74	70	78	69		74	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					56	52		57	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	661
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
66%	70%	63%	65%	52%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	50%	No		
English Language Learners	63%	No		
Black/African American Students	64%	No		
Hispanic Students	66%	No		
White Students	70%	No		
Economically Disadvantaged Students	63%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	54%		55%	50%	70%	62%	60%	66%	81%		98%	65%	
Students With Disabilities	39%		48%	48%	49%	46%	48%	50%	45%		100%	29%	
English Language Learners	39%		49%	51%	66%	64%	56%	58%	77%		95%	72%	
Black/African American Students	64%												
Hispanic Students	53%		55%	51%	71%	62%	59%	66%	81%		98%	66%	
White Students	70%		50%						80%		100%	50%	
Economically Disadvantaged Students	52%		51%	41%	67%	65%	64%	59%	74%		98%	56%	

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	53%		61%	67%	71%	65%	72%	67%	88%		97%	70%	63%
Students With Disabilities	35%		49%	63%	46%	46%	32%	53%	57%		100%	42%	
English Language Learners	40%		60%	65%	69%	64%	73%	63%	79%		95%	72%	63%
Hispanic Students	52%		62%	66%	71%	65%	71%	66%	87%		96%	72%	63%
White Students	60%		67%		75%	58%					100%	54%	
Economically Disadvantaged Students	51%		63%	82%	71%	59%	68%	65%	81%		98%	65%	63%

2023-24 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 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%		57%	52%	69%	64%	76%	71%	78%				56%
Students With Disabilities	19%		32%	27%	43%	47%	45%	46%	62%				
English Language Learners	31%		57%	56%	73%	69%	79%	63%	69%				56%
Hispanic Students	44%		58%	53%	69%	64%	75%	70%	78%				55%
White Students	69%		54%		92%	70%							
Economically Disadvantaged Students	43%		44%	43%	64%	59%	74%	75%	84%				60%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	55%	63%	-8%	60%	-5%
ELA	10	49%	63%	-14%	61%	-12%
Biology	9	98%	85%	13%	87%	11%
Biology	10	81%	63%	18%	60%	21%
Biology	11	47%	54%	-7%	52%	-5%
Algebra	9	69%	49%	20%	41%	28%
Geometry	9	83%	75%	8%	75%	8%
Geometry	10	62%	43%	19%	40%	22%
History	11	80%	77%	3%	75%	5%
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	10	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

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?

Our graduation rate reached an exceptional 98% in 2026, comfortably outperforming both district (95%) and state (94%) averages. ELA proficiency showed a positive multi-year upward trend, rising from 45% in 2024 to 53% in 2025 and reaching 54% in 2026. Social studies achievement remained high at 81%, while math achievement maintained strong performance at 69%—both staying well above district and state benchmarks. These successes are attributed to strategic actions, including a greater focus on differentiated instruction during class time, expanded before- and after-school tutoring, targeted in-school interventions, and increased academic support through elective classes.

Lowest Performance

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

Our lowest performance areas, identified through recent data analysis, were in bottom-quartile growth, science achievement, and college and career acceleration. Specifically, ELA performance in the lowest 25th percentile suffered a sharp drop from 67% in 2025 to 50% in 2026, falling below the district average of 55%, while math bottom-quartile performance continued a steady multi-year decline from 76% in 2024 to 60% in 2026. Science achievement declined from 71% in 2024 to 66% in 2026, falling below state and district benchmarks, while college and career acceleration declined to 65%. Additionally, learning gains dipped in both ELA (55%) and Math (62%). Key contributing factors to these gaps likely include persistent poor student attendance and tardiness, a critical need for more individualized remediation and intervention, low participation of students in after-school tutoring, and limited enrichment opportunities for students.

Greatest Decline

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

Significantly, ELA Lowest 25th Percentile performance showed the greatest decline, dropping 17 points from 67% in 2025 to 50% in 2026 and falling below the district average of 55. The potential contributing factors for this decline mirror those affecting overall low performance: a significant

population of ESOL students facing heightened language barriers that impact reading comprehension, persistent student attendance issues disrupting learning continuity for bottom-quartile students, and an ongoing need for more systematic, individualized remediation and tiered academic interventions.

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.

In 2026, the school demonstrated exceptional strength in mathematics, with Math Achievement and Math Learning Gains tying for the largest overall positive gap above the state average by outperforming state benchmarks by +17 points each (69% vs. 52% and 62% vs. 45%, respectively). On the contrary, College and Career Acceleration represented the school's largest performance gap, marking the largest negative gap by trailing the state benchmark by -9 points (65% vs. 74%).

EWS Areas of Concern

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

Reflecting on the data, two primary areas of concern emerge: English Language Arts (ELA) performance gaps and high chronic absenteeism. Proficiency rates in reading and ELA trail behind other subjects, showing a clear achievement gap that requires targeted literacy interventions. Concurrently, elevated rates of chronic student absenteeism directly hinder continuous learning, making regular attendance tracking and engagement a critical hurdle for closing achievement gaps and ensuring all students have the opportunity to succeed.

Highest Priorities

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

Targeted Interventions for ELA Lowest 25th Percentile: Reversing the sharp 17-point drop (from 67% to 50%) in bottom-quartile ELA performance through intensive small-group reading instruction and structured tier-2/tier-3 remediation.

Expansion of College & Career Acceleration Pathways: Closing the 9-point gap against the state (65% vs. 74%) and 16-point gap against the district (81%) by expanding access to AP/Dual Enrollment courses and industry certification programs.

Targeted Interventions for Chronic Absenteeism (31+ Absences): Reversing the high 21% chronic absence rate in 2025-2026 through multi-tiered support systems (MTSS), dedicated attendance case management, and increasing student incentives.

ESOL Academic & Language Acceleration: Providing dedicated language acquisition support, vocabulary integration, and embedded scaffolding across core content areas to better serve the

school's high ESOL population and improve overall reading proficiency.

Science Curriculum Overhaul & Realignment: Stopping the continuous three-year decline in Science Achievement (from 71% in 2024 to 66% in 2026) through hands-on lab experiences, aligned instruction, and targeted EOC prep.

Expansion of College & Career Acceleration Pathways: Closing the 9-point gap against the state (65% vs. 74%) and 16-point gap against the district (81%) by expanding access to AP/Dual Enrollment courses and industry certification programs.

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 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.

After further review of our 2025-2026 assessment data, our ELA Lowest 25th Percentile suffered a sharp 17-point drop, falling from 67% in 2025 down to 50% in 2026 and trailing the district average of 55%. Although overall ELA achievement has shown steady progress—climbing from 45% in 2024 to 53% in 2025 and reaching 54% in 2026—there is still significant room for growth among our lowest-performing students. Based on this data and the identified contributing factors of a significant number of lowest-quartile readers whose foundational skills limit their ability to master grade-level tasks, along with instructional practices that require more intensive differentiation, we will implement the Targeted Element of Intervention with a focus on raising achievement for the ELA Lowest 25th Percentile.

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.

According to the 2025-2026 assessment data, our ELA Lowest 25th Percentile performance experienced a 17-percentage-point decline, falling from 67% in 2025 to 50% in 2026, which is 5 percentage points below the district average of 55%. The percentage of students in the ELA Lowest 25th Percentile demonstrating learning gains will increase from 50% to 55% by June 2027, as evidenced by the 2026-2027 PM3 state assessment. This will be achieved by implementing targeted interventions, flexible small-group reading instruction, and structured tier-2 and tier-3 remediation. The administration team will proactively track student progress through school-based assessments to identify specific skill gaps and adjust interventions for students requiring additional literacy support.

Monitoring

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

Administrators will implement a streamlined monitoring system to ensure targeted ELA interventions drive student growth. This includes bi-weekly reviews of lesson plans and data binders to verify data

chats, monthly leadership meetings to analyze formative progress monitoring data and adjust intervention groups, and regular walkthroughs to ensure small-group differentiation is actively occurring. Additionally, administrators will join collaborative planning sessions to confirm that student data directly guides lesson design and tier-2/tier-3 remediation.

Person responsible for monitoring outcome
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant 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:
Intervention is the provision of targeted, evidence-based instruction designed to address specific skill deficits and accelerate student learning. It is delivered in addition to core instruction and is aligned to identified needs through data, ensuring students receive the intensity and support necessary to meet grade-level expectations.

Rationale:
Targeted Intervention is a structured academic framework designed to support students who are struggling to meet grade-level expectations by providing individualized, data-driven instruction to address specific skill deficits. By delivering tailored support—such as intensive small-group reading, tiered remediation, and frequent progress monitoring—this approach ensures that low-performing students receive the specific tools and time required to close learning gaps, master core standards, and achieve academic growth regardless of their starting point. Research consistently demonstrates that systematic interventions effectively accelerate student learning and prevent persistent academic failure.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Formative Assessment Practices involve the ongoing use of informal and formal assessment strategies during instruction to monitor student understanding, provide feedback, and adjust teaching in real time. This process ensures that instruction is responsive and that students receive timely support to achieve mastery of grade-level standards.

Rationale:
Formative Assessment is a continuous, diagnostic instructional practice designed to evaluate student understanding during the learning process rather than at its end. By gathering immediate, actionable data through quick checks, quizzes, and exit tickets, this approach allows teachers to identify learning gaps in real time, adjust instruction to meet student needs, and provide timely feedback that guides individual progress toward mastering grade-level standards. Research consistently shows that using ongoing formative assessments accelerates student achievement and empowers learners to take ownership of their academic growth.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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
Data Analysis

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and ELA teachers will collaborate to analyze baseline assessment data and FAST PM1 results to identify students performing in the lowest 25th percentile. Teachers will utilize this data to establish flexible, small-group remediation clusters, review intervention logs, and observe small-group instructional practices during classroom walkthroughs. To monitor, administrators will review intervention logs and observe small-group instructional practices during classroom walkthroughs.

Action Step #2
Progress Monitoring Assessments

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will conduct progress monitoring assessments to track student growth on remediated literacy standards and hold individual data chats with lowest-quartile students to set personal achievement goals. The administrative and leadership teams will analyze this progress monitoring data during meetings to adjust student groupings and refine intervention strategies. To monitor, administrators will review teacher data binders and verify that instruction is continuously adapted based on student performance.

Action Step #3
Differentiated Instruction

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will incorporate targeted differentiated activities into their lesson plans to support ESE students. As a result, teachers will ensure that individualized accommodations and inclusive learning strategies are consistently implemented in class, helping ESE students improve their academic performance and master grade-level content.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Acceleration

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.

After further review of our 2025-2026 FLDOE School Grade Report, College and Career Acceleration slipped from 70% in 2025 to 65% in 2026, widening the performance gap to 9 points below the state benchmark (74%) and 16 points below the district average (81%). Based on the data and the identified contributing factors of limited student enrollment in advanced coursework, dual enrollment barriers, and gaps in industry certification pathways, we will implement the Targeted Element of increased access to Advanced Placement courses.

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.

The percentage of students earning College and Career Acceleration credit will increase from 65% to 68% by June 2027, as evidenced by the 2026-2027 FLDOE School Grade Report,. This will be achieved by expanding access to Advanced Placement (AP) and Dual Enrollment courses, streamlining course prerequisites, and integrating high-wage industry certification pathways into existing CTE programs. The administration team will proactively track student enrollment, course completion rates, and industry exam pass rates to ensure eligible students stay on track to earn qualifying acceleration credit before graduation.

Monitoring

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

Administrators will implement a streamlined monitoring system to track student participation and ensure acceleration strategies drive college and career readiness. This includes monthly reviews of AP and Dual Enrollment attendance and academic progress reports, quarterly leadership meetings to analyze industry certification practice exam data and adjust testing timelines, and regular counseling audits to ensure eligible students are actively scheduled into qualifying acceleration pathways. Additionally, administrators will participate in department planning sessions to verify that CTE and advanced course curricula align directly with industry standards and postsecondary expectations.

Person responsible for monitoring outcome

Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant 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:

Data-Driven Decision Making is a systematic process in which educators analyze multiple sources of student data (diagnostic, formative, benchmark, and summative) to inform instructional planning, intervention, and resource allocation. It ensures that decisions about teaching and learning are grounded in evidence rather than assumptions.

Rationale:

Using Data-Driven Decision Making to achieve our goal of increasing College and Career Acceleration by 3%, we will systematically expand access to advanced postsecondary pathways. Using a data-driven approach—analyzing state assessments, PSAT performance, and academic transcripts—we will identify and recruit high-potential students for Advanced Placement, Dual Enrollment, and industry certification programs. Furthermore, we will continuously monitor student performance in these courses to provide timely academic interventions, prevent attrition, and eliminate traditional barriers, ensuring equitable access and sustainable growth across all acceleration pathways.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Student Data Analysis

Person Monitoring:	**By When/Frequency:**
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)	September 25, 2026; Biweekly

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

The administrative team and guidance counselors will analyze prior-year performance metrics to compile a targeted list of students who achieved Level 4 or 5 on their state ELA/Math assessments or maintained an 'A' or 'B' average in honors coursework but are not currently enrolled in an acceleration pathway.

Action Step #2

Progress Monitoring

Person Monitoring:	**By When/Frequency:**
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)	September 25, 2026; Biweekly

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

step:
Administrators and CTE/AP department chairs will establish a progress monitoring system for all newly enrolled and high-potential acceleration students, utilizing formative course grades and industry practice exam results. Any student falling below a 'C' average or struggling on benchmark assessments will be immediately assigned to targeted academic support labs, peer-tutoring sessions, or structured AP/Dual Enrollment study blocks.

Action Step #3
Student Advisement

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Counselors will conduct individual advisement sessions with these students to present advanced options, such as second-semester Dual Enrollment, Advanced Placement courses, or industry certification pathways. During these sessions, counselors will adjust student schedules accordingly.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

The Feeder Pattern area of focus is Student Attendance. According to the 2025-2026 Student Attendance data, 55% of students accumulated 16 or more absences (34% with 16–30 absences and 21% with 31+ absences), while only 10% maintained optimal attendance of 0–5 absences. Based on this data, we will implement the Targeted Element of Student Attendance with a focus on multi-tiered attendance interventions, proactive case management, and home-school partnerships to reduce severe absenteeism and improve daily student presence.

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.

With the implementation of the Targeted Element of Student Attendance with a focus on multi-tiered attendance interventions and home-school partnerships, an additional 3% (for a total of 13%) of students will achieve optimal attendance of 0–5 absences, and the percentage of students missing 16 or more days will decrease by 3% (from 55% to 52%) on the 2026–2027 Student Attendance Report in June 2027.

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.

Administrators will implement a streamlined monitoring system to support student attendance and engagement. This includes bi-weekly attendance data reviews focused on identifying students accumulating 16 or more absences, monthly checks on Tier-2 and Tier-3 intervention progress to evaluate the effectiveness of home-school outreach, and regular leadership debriefs to assess attendance case management strategies and ensure targeted support systems are functioning in real time.

Person responsible for monitoring outcome

Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant 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:

Attendance Initiatives are proactive, multi-tiered strategies designed to improve student attendance and reduce chronic absenteeism. These initiatives involve monitoring attendance data, communicating with families, providing supports and interventions, addressing barriers to attendance, and recognizing positive attendance behaviors. Schools implement a combination of prevention, intervention, and incentive-based practices to promote consistent student engagement and access to learning.

Rationale:

Attendance Initiatives is an evidence-based multi-tiered framework designed to improve student attendance and reduce chronic absenteeism by establishing proactive, school-wide systems of support. By integrating continuous data monitoring, structured family outreach, targeted barrier-reduction strategies, and positive reinforcement, this approach shifts the school environment away from punitive enforcement toward supportive, early-intervention partnerships. Research consistently demonstrates that maintaining consistent student attendance significantly increases instructional time, mitigates academic learning gaps, and directly strengthens student engagement, social-emotional development, and overall school success.

Tier of Evidence-based Intervention:

Tier 1 – Strong 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

Establish attendance policy and procedures

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators, the leadership team, and the attendance committee will collaborate to establish clear attendance policies and procedures and make them easily accessible through the school website, social media, School Messenger, and parent-student orientations. To monitor, administrators will conduct reviews of attendance bulletin data and evaluate implementation feedback during monthly leadership meetings to track student attendance patterns and ensure consistent policy enforcement.

Action Step #2
Attendance Monitoring

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and the attendance committee will collaborate to meet to analyze student data, identify individuals with five or more unexcused absences, and establish targeted intervention plans. To monitor, administrators will review the committee's meeting logs and individual student intervention plans, while conducting direct check-ins with students on intervention plans to assess attendance progress and ensure effective implementation.

Action Step #3
Attendance Parent Conference

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators, counselors, and the attendance team will collaborate to promptly contact families regarding attendance concerns and conduct structured attendance conferences with students and parents or guardians. To monitor, administrators will review attendance contracts, committee meeting logs, and individual student intervention plans, while evaluating parent conference outcome reports during monthly leadership meetings to ensure timely family communication and track agreement resolution progress.

Area of Focus #2

Other: School Climate and Student Support

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.

According to the 2025-2026 School Climate Survey feedback from students, only 19% of students "Agreed" or "Strongly Agreed" that teachers are friendly and easy to talk to, with 52% expressing a negative perception. Based on this data, we will implement the Targeted Element of School Climate and Student Support with a focus on fostering positive, supportive teacher-student relationships to enhance student trust and overall engagement.

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.

With the implementation of the Targeted Element of School Climate and Student Support with a focus on fostering positive, supportive teacher-student relationships, an additional 3% (for a total of 22%) of students will agree or Strongly Agree that teachers are friendly and easy to talk to on the 2026-2027 Climate Survey in June 2027.

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.

Administrators will implement a streamlined monitoring system to foster positive, supportive teacher-student relationships. This includes bi-weekly classroom walkthroughs focused on teacher-student interactions and climate, monthly reviews of student feedback and climate data to evaluate perceptions of teacher approachability, and regular leadership debriefs to assess relationship-building strategies and ensure a supportive learning environment in real time.

Person responsible for monitoring outcome

Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant 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:

Staff-Student Connections are intentional practices designed to build positive, supportive relationships between students and school personnel. These connections occur through meaningful interactions beyond academic instruction and disciplinary situations, helping students feel valued, known, and supported. Strong staff-student relationships contribute to increased student engagement, attendance, motivation, social-emotional well-being, and a stronger sense of belonging within the school community.

Rationale:

Staff-Student Connections is an evidence-based relationship-building model designed to foster a positive and supportive school climate by cultivating meaningful, non-academic interactions between students and school personnel. By providing structured opportunities for intentional check-ins, active

listening, and relational mentoring outside of standard instruction and disciplinary contexts, this approach shifts the school environment away from transactional exchanges toward authentic, trust-based relationships. Research consistently demonstrates that establishing strong staff-student connections significantly enhances student engagement, improves social-emotional well-being, and directly drives a heightened sense of belonging, safety, and motivation across the entire school community.

Tier of Evidence-based Intervention:
Tier 1 – Strong 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
Establish Daily Welcomes and Increased Staff Visibility

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and teachers will collaborate to establish structured daily welcomes and increase staff visibility in hallways, doorways, and common areas during arrival, dismissal, lunch, and class transitions. To monitor, administrators will conduct regular walkthroughs during transition times and review staff feedback during leadership meetings to track positive student-staff interactions.

Action Step #2
Implementation of Collaborative Norms and Peer-Learning Structures

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and teachers will collaborate to integrate relationship-building activities and structured check-in/check-out routines during classroom time. Teachers will use this time to conduct goal-setting conversations, celebrate student accomplishments, and lead non-academic team-building activities to learn about students' strengths and challenges. To monitor, administrators will review lesson plans and observe classroom engagement practices during classroom walkthroughs.

Action Step #3
Track and Monitor Student Connections to Provide Targeted Support

Person Monitoring:
Edward Smith (Principal), Yanela Iribar (Assistant Principal), Lenere Dawkins (Assistant Principal)

By When/Frequency:
September 25, 2026; Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and teachers will collaborate to implement a review system to identify students

showing signs of low engagement or connection. Teachers and staff will utilize this data to assign dedicated staff mentors, celebrate incremental student milestones, and provide targeted relationship-building support to ensure no student goes unnoticed. To monitor, administrators will conduct classroom walkthroughs and analyze quarterly student connection data during monthly leadership meetings.

V. Title I Requirements (optional)

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.

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

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)).

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)).

No Answer Entered

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, 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.

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).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00