



Indian River
State College

DISTRICT BOARD OF TRUSTEES

SUMMARY OF ITEM FOR
INFORMATION

TOPIC: Academic Affairs & Charter Schools Governance Committee Meeting Report

REGULAR AGENDA OR COMMITTEE: Regular Agenda

SUBMITTED FOR: X ACTION/VOTE
 INFORMATION
 DISCUSSION

SUMMARY:

Report on the Academic Affairs & Charter Schools Governance Committee Meeting held earlier in the day. Will recommend approval for any items needing a vote.

COMMITTEE RECOMMENDATION: Trustee Milo Thornton

DATE: 9/23/25

BOARD ACTION: Approved

DATE: 9/23/25



**DISTRICT BOARD OF TRUSTEES MEETING
Academic Affairs & Charter Schools Governance Committee
Indiantown High School, a Public Charter School of IRSC
Science Lab, Room 127
Charles & Sandy Johnston Campus
19000 SW Citrus Boulevard, Indiantown, FL 34956**

September 23, 2025

AGENDA

1. Call to Order – *Trustee Thornton, Chair*
2. Fiscal Year 2025 4th Quarter Summary of Revenue and Expenses for the Clark Advanced Learning Center Operating, PECO and Local Capital Improvement Revenue Funds (*Information Only*) – *Dr. Leslie Judd*
3. Request approval of the following 2024/25 Budget Amendment – *Dr. Leslie Judd*
 - a. No. 2 – Clark Advanced Learning Center - Current Fund – Restricted
4. Fiscal Year 2025 4th Quarter Summary of Revenue and Expenses for Indiantown Charter High School Operating, PECO and Local Capital Improvement Revenue Funds (*Information Only*) – *Lisa Davenport*
5. Request approval of the following 2024/25 Budget Amendment – *Lisa Davenport*
 - a. No. 2 – Indiantown High School – Current Fund - Restricted
6. Request approval of the Classroom Teacher and Other Instructional Salary Allocation Plans for the Clark Advanced Learning Center and Indiantown High School – *Dr. Stephanie Etter*

7. Request approval of the Transportation Services Agreement with The School Board of Martin County, Florida for Indiantown High School after school sports and activities – *Lisa Davenport*
8. Request approval of the 2025-2026 Services Agreement with Boys & Girls Clubs of Martin County and Indiantown High School – *Lisa Davenport*
9. Adjourn

**ACADEMIC AFFAIRS & CHARTER SCHOOLS
GOVERNANCE COMMITTEE MEETING
MINUTES**

Members Present: Milo Thornton presiding; Susie Caron, Jose Conrado, Vicki Davis, Tony George, Melissa Kindell, Christa Luna, Brant Schirard, Dr. Angela Browning, Leslie Judd, Lisa Davenport & Dr. Stephanie Etter, Caroline Valentin and Suzanne Parsons, recording

Absent: Dr. Tim Moore

Others Present: Alessandra Thompson, Dr. Heather Belmont, Beth Gaskin, Edith Pacacha, Annabel Robertson, Azzam Abdur-Rahman, Kathleen Walter, Eric Morgan, Alisa Brown, Calvin Williams, Emily Mass, Floralba Arbelo Marrero, Emily Mass, Chris Puorro, Kathleen Walter, Don Bergmann, Lou Caprino, Vonrick Alexander, and Andy Treadwell

Milo Thornton called the meeting to order.

Dr. Leslie Judd presented to the Committee, for its information, the Fiscal Year 2025 4th Quarter Summary of Revenue and Expenses for Clark Advanced Learning Centers Operating, PECO and Local Capital Improvement Revenue Funds.

Dr. Leslie Judd presented to the Committee, for its approval, the following 2024/25 Budget Amendment:

- a. No. 2 – Clark Advanced Learning Center, Current Fund – Restricted

On a motion made by Susan Caron, seconded by Tony George and passed by the Committee, Budget Amendment No. 2 for the Clark Advanced Learning Center, Current Fund – Restricted was approved.

Lisa Davenport presented to the Committee, for its information, the Fiscal Year 2025 4th Quarter Summary of Revenue and Expenses for Indiantown High Schools Operating, PECO and Local Capital Improvement Revenue Funds.

Lisa Davenport presented to the Committee, for its approval, the following 2024/25 Budget Amendment:

- a. No. 2 – Indiantown High School, Current Fund – Restricted

On a motion made by Brant Schirard, seconded by Tony George and passed by the Committee, Budget Amendment No. 2 for Indiantown High School, Current Fund – Restricted was approved.

Dr. Stephanie Etter presented to the Committee, for its approval, the Classroom Teacher and Other Instructional Salary Allocation Plans for the Clark Advanced Learning Center and Indiantown High School.

On a motion made by Jose Conrado, seconded by Tony George and passed by the Committee, the Classroom Teacher and Other Instructional Salary Allocation Plans for the Clark Advanced Learning Center and Indiantown High School were approved.

Lisa Davenport presented to the Committee, for its approval, a Transportation Services Agreement with The School Board of Martin County, Florida for Indiantown High School after school sports and activities.

On a motion made by Jose Conrado, seconded by Vicki Davis and passed by the Committee, the Transportation Services Agreement with The School Board of Martin County, Florida for Indiantown High School after school sports and activities was approved.

Lisa Davenport presented to the Committee, for its approval, the 2025/26 Services Agreement with Boys & Girls Clubs of Martin County and Indiantown High School.

On a motion made by Susan Caron, seconded by Jose Conrado and passed by the Committee, the 2025/26 Services Agreement with Boys & Girls Clubs of Martin County and Indiantown High School was approved.

Lisa Davenport presented to the Committee, for its approval, the Indiantown High School 2025-26 Schoolwide Improvement Plan.

On a motion made by Tony George, seconded by Jose Conrado and passed by the Committee, the Indiantown High School 2025-26 Schoolwide Improvement Plan was approved.

AGENDA ITEM NO. 11
September 23, 2025

There being no further business, the meeting was adjourned at 11:35 AM.



TOPIC: Fiscal Year 2025 4th Quarter Summary of Revenue and Expenses for the Clark Advanced Learning Center Operating, PECO and Local Capital Improvement Revenue Funds

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance Committee

SUBMITTED FOR: ☐ ACTION/VOTE
☒ INFORMATION
☐ DISCUSSION

SUMMARY:

Operating:

- Clark's Operating revenue for FY25 fourth quarter was \$2,541,930 or 112% of budgeted revenues; expenses totaled \$2,521,664 or 92% of budgeted expenses.

PECO & LCIR:

- Clark's capital revenue for FY25 fourth quarter was \$172.3k from PECO and \$271.6k for LCIR. Expenses totaled \$161,261 from PECO and LCIR.

ALTERNATIVE(S): N/A

FISCAL IMPACT: N/A

PRESIDENT'S RECOMMENDATION: N/A

SUBMITTED BY: Dr. Leslie Judd

DATE: 9/4/25

BOARD ACTION: None Required

DATE: 9/23/25

**Clark Advanced Learning Center Charter High School
at Indian River State College
Summary of Revenues and Expenses - Operating Fund (Unaudited)
For the Period Ending 6/30/2025**

	Present Budget FY 24/25	Budget Amendments Q4	Current Operations Budget	Year-to-Date Revenues & Expenses	Remaining Budget Balance	Percentage Budget Remaining
Revenues						
State FEFP and Local	\$ 2,170,282	\$ -	\$ 2,170,282	2,398,936	\$ (228,654)	-11%
State Categorical Funding	7,560	5,772	13,332	13,332	-	0%
IRSC Operating Expense Contribution	-	-	-	-	-	0%
Interest and Other Income	80,000	-	80,000	129,662	(49,662)	-62%
Total Revenues	\$ 2,257,842	\$ 5,772	\$ 2,263,614	\$ 2,541,930	\$ (278,316)	-12%
Budgeted Fund Balance Reserves	\$ 482,680	\$ 2,100,061	\$ 2,582,741	\$ -	\$ 2,582,741	100%
Total Revenues and Fund Balances Reserves	\$ 2,740,522	\$ 2,105,833	\$ 4,846,355	\$ 2,541,930	\$ 2,304,425	48%
Expenses						
Personnel						
Salaries	\$ 1,501,829	\$ (74,000)	\$ 1,427,829	\$ 1,365,493	\$ 62,336	4%
Benefits	583,652	74,000	657,652	658,822	(1,171)	0%
Total Personnel	\$ 2,085,481	\$ -	\$ 2,085,481	\$ 2,024,315	\$ 61,165	3%
Books, Supplies & Curriculum						
Instructional Books, Materials and Supplies	\$ -	\$ 100,000	\$ 100,000	\$ 66,931	\$ 33,069	33%
Instructional Support	220,000	(42,600)	177,400	175,170	2,230	1%
Curriculum Development & Software	\$ 50,000	\$ (40,000)	10,000	\$ 7,200	2,800	28%
Total Books, Supplies & Curriculum	\$ 270,000	\$ 17,400	\$ 287,400	\$ 249,301	\$ 38,099	13%
Categoricals						
Transportation	\$ 7,560	\$ 5,772	\$ 13,332	\$ 13,332	\$ -	0%
Dual Enrollment Instructional Materials	-	-	-	-	-	0%
Total Categoricals	\$ 7,560	\$ 5,772	\$ 13,332	\$ 13,332	\$ -	0%
Services, Insurance & Development						
Transportation	\$ -	\$ 37,272	\$ 37,272	\$ 28,450	\$ 8,822	24%
Services	104,500	(26,772)	77,728	47,573	30,155	39%
Insurance	80,000	(39,500)	40,500	39,286	1,214	3%
Professional Development	9,500	4,500	14,000	9,577	4,424	32%
Administrative Fee	45,000	-	45,000	41,026	3,974	9%
Total Services, Insurance & Development	\$ 239,000	\$ (24,500)	\$ 214,500	\$ 165,912	\$ 48,589	23%
Facilities, Capital & Contingency						
Facility Maintenance & Utilities	\$ 95,501	\$ 6,000	\$ 101,501	\$ 57,725	\$ 43,776	43%
Technology, Equipment, and Repairs	16,000	1,100	17,100	11,079	6,021	35%
Contingency	26,980	-	26,980	-	26,980	100%
Total Facilities, Capital & Contingency	\$ 138,481	\$ 7,100	\$ 145,581	\$ 68,804	\$ 76,777	53%
Total Expenses	\$ 2,740,522	\$ 5,772	\$ 2,746,294	\$ 2,521,664	\$ 224,630	8%

Clark Advanced Learning Center Charter High School
at Indian River State College
Summary of Revenues and Expenses - PECO and Local Capital Improvement Revenue (Unaudited)
For the Period Ended 6/30/2025

CHARTER SCHOOL PECO

	Present PECO Budget	Budget Amendments	Amended PECO Budget	Year-to-Date Revenues & Expenditures	Remaining Budget Balance	Percentage Budget Remaining
PECO Revenues and Fund Balance						
Beginning Fund Balance, July 1, 2024	\$ 320,608		\$ 320,608	\$ -	\$ 320,608	100%
Estimated State Charter School PECO Funding FY 25 Funding	140,000	\$32,325	172,325	172,296	29	0%
Total Charter School PECO Beginning Fund Balance & Revenue	\$ 460,608	\$ 32,325	\$ 492,933	\$ 172,296	\$ 320,637	65%
PECO Expenditures						
Facility Renovation, Repair, and Maintenance	\$ 460,608	\$ 32,325	\$ 492,933	\$ 161,261	\$ 331,672	67%
Ending Fund Balance, June 30, 2025	-	-	-	-	-	-
Total Charter School PECO Expenditures and Ending Fund Balance	\$ 460,608	\$ 32,325	\$ 492,933	\$ 161,261	\$ 331,672	67%

CHARTER SCHOOL LOCAL CAPITAL IMPROVEMENT-LCIR

	Present LCIR Budget	Budget Amendments	Amended LCIR Budget	Year-to-Date Revenues & Expenditures	Remaining Budget Balance	Percentage Budget Remaining
LCIR Revenues and Fund Balance						
Beginning Fund Balance, July 1, 2024	\$ 56,112	271,635.00	\$ 327,747	\$ -	\$ 327,747	100%
Estimated State Charter School LCIR Funding	-		-	271,635	(271,635)	
Total Charter School LCIR Beginning Fund Balance and Revenue	\$ 56,112	\$ 271,635	\$ 327,747	\$ 271,635	\$ 56,112	17%
LCIR Expenditures						
Capital Expenditures	\$ 56,112	271,635.00	\$ 327,747		\$ 327,747	100%
Ending Fund Balance, June 30, 2025	-	-	-	-	-	-
Total Charter School LCIR Expenditures and Ending Fund Balance	\$ 56,112	\$ 271,635	\$ 327,747	\$ -	\$ 327,747	100%



TOPIC: 2024/25 Budget Amendment No. 2 – Clark Advanced Learning Center – Current Fund
- Restricted

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance
Committee

SUBMITTED FOR: X ACTION/VOTE
 INFORMATION
 DISCUSSION

SUMMARY:

Operating Budget Amendment No. 2 – to reallocate \$206,600 of budget to specific operational line items. Additionally, to reallocate an additional \$5,772 in Categorical revenue and expenditures, as actual receipts exceeded initial projections.

ALTERNATIVE(S): N/A

FISCAL IMPACT: Reallocation of budget for specific operational expenses.

PRESIDENT’S RECOMMENDATION: Recommend approval

SUBMITTED BY: Dr. Leslie Judd / Dr. Stephanie Etter

DATE: 9/4/25

BOARD ACTION: Approved

DATE: 9/23/25

BUDGET AMENDMENT REQUEST
CLARK ADVANCED LEARNING CENTER CHARTER HIGH SCHOOL
at Indian River State College

Amendment Number: 2

Fiscal Year: 2024-2025

The District Board of Trustees of Indian River State College hereby approves the amendments to the Clark Advanced Learning Center budget for the fiscal year as follows:

Fund Name: Clark Advanced Learning Center - Current Fund - Restricted

Fund Number: Two

	<u>Original Budget</u>	<u>Prior Budget Amendments</u>	<u>Budget</u>	<u>Current Budget Amendment Increase</u>	<u>Decrease</u>	<u>Current Budget</u>
Beginning Fund Balance	\$ 482,680	\$ 2,100,061	\$ 2,582,741	\$ -	\$ -	\$ 2,582,741
Revenues (Detail Attached)	\$ 2,257,842	-	2,257,842	5,772	-	2,263,614
Total to be Accounted for	<u>\$ 2,740,522</u>	<u>\$ 2,100,061</u>	<u>\$ 4,840,583</u>	<u>\$ 5,772</u>	<u>\$ -</u>	<u>\$ 4,846,355</u>

Personnel Expenses (Detail Attached)	\$ 2,085,481	\$ -	\$ 2,085,481			\$ 2,085,481
Books, Categoricals, and Services (Detail Attached)	516,560	(13,500)	503,060	44,672		547,732
Facilities, Capital, and Contingency (Detail Attached)	138,481	13,500	151,981		38,900	113,081
Ending Fund Balance	-	2,100,061	2,100,061	-	-	2,100,061
Total to be Accounted for	<u>\$ 2,740,522</u>	<u>\$ 2,100,061</u>	<u>\$ 4,840,583</u>	<u>\$ 44,672</u>	<u>\$ 38,900</u>	<u>\$ 4,846,355</u>

Justification: To reallocate funds from fund balance due to changes in operational needs.

Certified: _____

President

Date: 9-23-25

**Clark Advanced Learning Center Charter High School
at Indian River State College
Budget Amendment Number 2 - Detail
For the 2024-2025 Fiscal Year**

Revenues	Original Budget	Prior Budget Amendments	Budget	Current Budget Amendment		Current Budget
				Increase	Decrease	
State FEFP and Local Funding	\$ 2,170,282	\$ -	\$ 2,170,282	\$ -	\$ -	\$ 2,170,282
State Categorical funding	7,560	-	7,560	5,772	-	13,332
IRSC Operating Costs for CLARK	-	-	-	-	-	-
Interest and Other Income	80,000	-	80,000	-	-	80,000
Total Revenues	\$ 2,257,842	\$ -	\$ 2,257,842	\$ 5,772	\$ -	\$ 2,263,614
Budgeted Fund Balance Reserves for Operating Expenses	\$ 482,679	\$ 2,100,061	\$ 2,582,741	\$ -	\$ -	\$ 2,582,741
Total Revenues and Fund Balance Reserves	\$ 2,740,522	\$ 2,100,061	\$ 4,840,583	\$ 5,772	\$ -	\$ 4,846,355
Expenses						
Personnel						
Salaries	\$ 1,501,828	\$ -	\$ 1,501,828	\$ 43,000	\$ 43,000	\$ 1,501,828
Benefits	583,653	-	583,653	31,000	31,000	583,653
Total Personnel	\$ 2,085,481	\$ -	\$ 2,085,481	\$ 74,000	\$ 74,000	\$ 2,085,481
Books, Supplies & Curriculum Development						
Instructional Materials and Supplies	\$ 50,000	\$ 10,000	\$ 60,000	\$ 90,000		\$ 150,000
Instructional Support - Dual Enrollment Tuition	220,000	(10,000)	210,000		32,600	177,400
Total Books, Supplies & Curriculum Development	\$ 270,000	\$ -	\$ 270,000	\$ 90,000	\$ 32,600	\$ 327,400
Categoricals						
Transportation	\$ 7,560		\$ 7,560	\$ 5,772	\$ -	\$ 13,332
Instructional Materials	-		-	-	-	-
Dual Enrollment Instructional Materials	-	-	-	-	-	-
Total Categoricals	\$ 7,560	\$ -	\$ 7,560	\$ 5,772	\$ -	\$ 13,332
Transportation, Services, Insurance & Development						
Transportation	\$ -	\$ -	\$ -	\$ 40,000		\$ 40,000
Services	104,500		104,500		37,000	67,500
Insurance	80,000	(16,500)	63,500		23,000	40,500
Professional Development	9,500	3,000	12,500	1,500		14,000
Administrative Fee	45,000	-	45,000			45,000
Total Services, Insurance & Development	\$ 239,000	\$ (13,500)	\$ 225,500	\$ 41,500	\$ 60,000	\$ 207,000
Facilities, Capital & Contingency						
Facility Maintenance & Utilities	\$ 95,501	\$ 6,000	\$ 101,501	\$ 1,100	\$ 40,000	\$ 62,601
Technology, Equipment, and Repairs	16,000	7,500	23,500			23,500
Contingency	26,980	-	26,980			26,980
Total Facilities, Capital & Contingency	\$ 138,481	\$ 13,500	\$ 151,981	\$ 1,100	\$ 40,000	\$ 113,081
Total Expenses	\$ 2,740,522	\$ -	\$ 2,740,522	\$ 212,372	\$ 206,600	\$ 2,746,294



TOPIC: Fiscal Year 2025 4th Quarter Summary of Revenue and Expenses for Indiantown Charter High School Operating, PECO and Local Capital Improvement Revenue Funds

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance Committee

SUBMITTED FOR: ACTION/VOTE
 X INFORMATION
 DISCUSSION

SUMMARY:

Operating:

- Indiantown's Operating revenue for FY25 fourth quarter was \$1,107,364 or 54% of budgeted revenues; expenses totaled \$1,625,519 or 79% of budgeted expenses.

PECO & LCIR:

- Indiantown began receiving PECO funding during the second quarter of FY25. As of June 30th, Indiantown received \$56.4k in PECO funds and \$88.9k in LCIR revenue.

ALTERNATIVE(S): N/A

FISCAL IMPACT: N/A

PRESIDENT'S RECOMMENDATION: N/A

SUBMITTED BY: Lisa Davenport

DATE: 9/4/25

BOARD ACTION: None Required

DATE: 9/23/25

Indiantown High School
at Indian River State College
Summary of Revenues and Expenses - Operating Fund (Unaudited)
For the Period Ending 6/30/2025

	Present Budget FY 24/25	Budget Amendments Q4	Current Operations Budget	Year-to-Date Revenues & Expenses	Remaining Budget Balance	Percentage Budget Remaining
Revenues						
State FEEP and Local	\$ 627,000	\$ -	\$ 627,000	\$ 805,812	\$ (178,812)	-29%
State Categorical Funding	2,700	(2,700)	-	\$ -	-	0%
IRSC Operating Expense Contribution	300,000	-	300,000	\$ 300,000	-	0%
Interest and Other Income	1,120,835	-	1,120,835	\$ 1,552	1,119,283	100%
Total Revenues	\$ 2,050,535	\$ (2,700)	\$ 2,047,835	\$ 1,107,364	\$ 940,471	46%
Budgeted Fund Balance Reserves	\$ 565,638	\$ -	\$ 565,638	\$ -	\$ 565,638	100%
Total Revenues and Fund Balances Reserves	\$ 2,616,173	\$ (2,700)	\$ 2,613,473	\$ 1,107,364	\$ 1,506,109	58%
Expenses						
Personnel						
Salaries	\$ 1,007,632	\$ (12,500)	\$ 995,132	\$ 923,943	\$ 71,189	7%
Benefits	418,053	9,750	427,803	\$ 389,384	38,419	9%
Total Personnel	\$ 1,425,685	\$ (2,750)	\$ 1,422,935	\$ 1,313,327	\$ 109,608	8%
Books, Supplies & Curriculum						
Instructional Books, Materials and Supplies	\$ 46,000	\$ -	\$ 46,000	\$ 44,501	1,499	3%
Instructional Support	15,000	-	15,000	-	15,000	100%
Total Books, Supplies & Curriculum	\$ 61,000	\$ -	\$ 61,000	\$ 44,501	\$ 16,499	27%
Categoricals						
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	0%
Instructional Materials	-	-	-	-	-	0%
Dual Enrollment Instructional Materials	2,700	(2,700)	-	-	-	0%
Total Categoricals	\$ 2,700	\$ (2,700)	\$ -	\$ -	\$ -	0%
Services, Insurance & Development						
Transportation	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ 65,000	0%
Services	93,400	-	93,400	23,007	70,393	75%
Insurance	50,000	-	50,000	13,285	36,715	0%
Professional Development	6,900	-	6,900	4,016	2,884	42%
Administrative Fee	31,350	-	31,350	31,304	46	0%
Total Services, Insurance & Development	\$ 246,650	\$ -	\$ 246,650	71,612	\$ 175,038	71%
Facilities, Capital & Contingency						
Facility Maintenance & Utilities	\$ 231,000	\$ 2,750	\$ 233,750	\$ 182,986	\$ 50,764	22%
Technology, Equipment, and Repairs	33,500	-	33,500	13,093	20,407	61%
Contingency	50,000	-	50,000	-	50,000	100%
Total Facilities, Capital & Contingency	\$ 314,500	\$ 2,750	\$ 317,250	\$ 196,079	\$ 121,171	38%
Total Expenses	\$ 2,050,535	\$ (2,700)	\$ 2,047,835	\$ 1,625,519	\$ 422,316	21%

Indiantown Charter High School
at Indian River State College
Summary of Revenues and Expenses - PECO (Unaudited)
For the Period Ended 6/30/2025

CHARTER SCHOOL PECO

	Present PECO Budget	Budget Amendments	Amended PECO Budget	Year-to-Date Revenues & Expenditures	Remaining Budget Balance	Percentage Budget Remaining
PECO Revenues and Fund Balance						
Beginning Fund Balance, July 1, 2024	\$ -	\$ -	\$ -	\$ -	\$ -	
Estimated State Charter School PECO Funding FY 25 Funding	36,000	\$20,431	56,431	56,421	10	0%
Total Charter School PECO Beginning Fund Balance & Revenue	\$ 36,000	\$ 20,431	\$ 56,431	\$ 56,421	\$ 10	0%
PECO Expenditures						
Facility Renovation, Repair, and Maintenance	\$ 36,000	\$ 20,431	\$ 56,431	\$ -	\$ 56,431	100%
Ending Fund Balance, June 30, 2025	-	-	-	-	-	
Total Charter School PECO Expenditures and Ending Fund Balance	\$ 36,000	\$ 20,431	\$ 56,431	\$ -	\$ 56,431	100%

CHARTER SCHOOL LOCAL CAPITAL IMPROVEMENT-LCIR

	Present LCIR Budget	Budget Amendments	Amended LCIR Budget	Year-to-Date Revenues & Expenditures	Remaining Budget Balance	Percentage Budget Remaining
LCIR Revenues and Fund Balance						
Beginning Fund Balance, July 1, 2024	\$ -	-	\$ -	\$ -	\$ -	0%
Estimated State Charter School LCIR Funding	-	\$88,952	88,952	88,952	\$ -	0%
Total Charter School LCIR Beginning Fund Balance and Revenue	\$ -	\$ 88,952	\$ 88,952	\$ 88,952	\$ -	0%
LCIR Expenditures						
Capital Expenditures	\$ -	\$88,952.00	\$ 88,952	\$ -	\$ 88,952	100%
Ending Fund Balance , June 30, 2025	-	-	-	-	-	
Total Charter School LCIR Expenditures and Ending Fund Balance	\$ -	\$ 88,952	\$ 88,952	\$ -	\$ 88,952	100%



TOPIC: 2024/25 Budget Amendment No. 2 – Indiantown High School – Current Fund - Restricted

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance Committee

SUBMITTED FOR: X ACTION/VOTE
 INFORMATION
 DISCUSSION

SUMMARY:

Operating Budget Amendment No. 2 – to reallocate \$12,500 funds between expense line items due to changes in operational needs. Additionally, to reduce Categorical revenue and expenditures by \$2,700, as actual receipts did not reach the projected amounts.

ALTERNATIVE(S): N/A

FISCAL IMPACT: To reallocate \$12,500 funds between expense line items due to changes in operational needs.

PRESIDENT’S RECOMMENDATION: Recommend approval

SUBMITTED BY: Lisa Davenport / Dr. Stephanie Etter

DATE: 9/4/25

BOARD ACTION: Approved

DATE: 9/23/25

BUDGET AMENDMENT REQUEST
Indiantown High School
at Indian River State College

Amendment Number: 2

Fiscal Year: 2024-2025

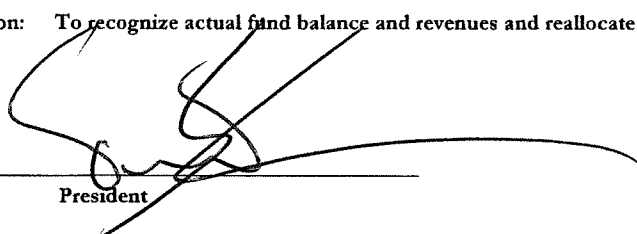
The District Board of Trustees of Indian River State College hereby approves the amendments to the Indiantown High School budget for the fiscal year as follows:

Fund Name: Indiantown High School - Current Fund - Restricted

Fund Number: Two

	Original Budget	Prior Budget Amendments	Budget	Current Budget Amendment Increase	Decrease	Current Budget
Beginning Fund Balance	\$ 293,030	\$ 272,608	\$ 565,638	\$ -	\$ -	\$ 565,638
Revenues (Detail Attached)	2,050,535	-	2,050,535	-	2,700	2,047,835
Total to be Accounted for	<u>\$ 2,343,565</u>	<u>\$ 272,608</u>	<u>\$ 2,616,174</u>	<u>\$ -</u>	<u>\$ 2,700</u>	<u>\$ 2,613,473</u>
Personnel Expenses (Detail Attached)	\$ 1,425,685	\$ -	\$ 1,425,685		\$ 2,750	\$ 1,422,935
Books, Categoricals, and Services (Detail Attached)	310,350	-	310,350	2,000	2,700	309,650
Facilities, Capital, and Contingency (Detail Attached)	314,500	-	314,500	750	-	315,250
Ending Fund Balance	293,030	272,608	565,638	-	-	565,638
Total to be Accounted for	<u>\$ 2,343,565</u>	<u>\$ 272,608.30</u>	<u>\$ 2,616,174</u>	<u>\$ 2,750</u>	<u>\$ 5,450</u>	<u>\$ 2,613,473</u>

Justification: To recognize actual fund balance and revenues and reallocate to expense budget.

Certified: 
President

Date: September 23, 2025

**Indiantown High School
at Indian River State College
Budget Amendment Number 2 - Detail
For the 2024-2025 Fiscal Year**

Revenues	Original Budget	Prior Budget Amendments	Budget	Current Budget Amendment		Current Budget
				Increase	Decrease	
State FEFP and Local Funding	\$ 627,000	\$ -	\$ 627,000	\$ -	\$ -	\$ 627,000
State Categorical funding	2,700	-	2,700	-	2,700	-
IRSC Contribution for Operating Costs	300,000	-	300,000	-	-	300,000
Interest and Other Income	1,120,835	-	1,120,835	-	-	1,120,835
Total Revenues	\$ 2,050,535	\$ -	\$ 2,050,535	\$ -	\$ 2,700	\$ 2,047,835
Budgeted Fund Balance Reserves for Operating Expenses	\$ 293,030	\$ 272,608	\$ 565,638		\$ -	\$ 565,638
Total Revenues and Fund Balance Reserves	\$ 2,343,565	\$ 272,608	\$ 2,616,174	\$ -	\$ 2,700	\$ 2,613,473
Expenses						
Personnel						
Salaries	\$ 1,007,632	\$ -	\$ 1,007,632	\$ 3,500	\$ 12,500	\$ 998,632
Benefits	418,053	-	418,053	6,250	-	424,303
Total Personnel	\$ 1,425,684	\$ -	\$ 1,425,685	\$ 9,750	\$ 12,500	\$ 1,422,935
Books, Supplies & Curriculum Development						
Instructional Materials and Supplies	\$ 46,000	\$ -	\$ 46,000	\$ -	\$ -	\$ 46,000
Instructional Support - Dual Enrollment Tuition	15,000	-	15,000	-	-	15,000
Total Books, Supplies & Curriculum Development	\$ 61,000	\$ -	\$ 61,000	\$ -	\$ -	\$ 61,000
Categoricals						
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Materials	-	-	-	-	-	-
Dual Enrollment Instructional Materials	2,700	-	2,700	-	2,700	-
Total Categoricals	\$ 2,700	\$ -	\$ 2,700	\$ -	\$ 2,700	\$ -
Transportation, Services, Insurance & Development						
Transportation	\$ 65,000	\$ -	\$ 65,000	\$ -	\$ -	\$ 65,000
Services	93,400	-	93,400	2,000	-	95,400
Insurance	50,000	-	50,000	-	-	50,000
Professional Development	6,900	-	6,900	-	-	6,900
Administrative Fee	31,350	-	31,350	-	-	31,350
Total Services, Insurance & Development	\$ 246,650	\$ -	\$ 246,650	\$ 2,000	\$ -	\$ 248,650
Facilities, Capital & Contingency						
Facility Maintenance & Utilities	\$ 231,000	\$ -	\$ 231,000	\$ 750	\$ -	\$ 231,750
Technology, Equipment, and Repairs	33,500	-	33,500	-	-	33,500
Contingency	50,000	-	50,000	-	-	50,000
Total Facilities, Capital & Contingency	\$ 314,500	\$ -	\$ 314,500	\$ 750	\$ -	\$ 315,250
Total Expenses	\$ 2,050,535	\$ -	\$ 2,050,535	\$ 12,500	\$ 15,200	\$ 2,047,835



TOPIC: Classroom Teacher and Other Instructional Salary Allocation Plans for Clark Advanced Learning Center & Indiantown High School

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance Committee

SUBMITTED FOR: X ACTION/VOTE
 INFORMATION
 DISCUSSION

SUMMARY: Salary increases for classroom teachers and other instructional personnel are guided by the legislature and funding is appropriated in the Florida Education Finance Program (FEFP). Submitted for approval is the spending plan for distribution of state-funded salary increases in K-12. Teachers and other instructional personnel at Clark and Indiantown High School did not receive the recent increase awarded at the start of the fiscal year in anticipation of this increase.

Teacher Salary Increase Allocation (TSIA) is an annual process. For the 2025-2026 fiscal year, the FEFP includes funding for the Classroom Teacher and Other Instructional Personnel Salary increase allocation. Of that funding, 6.67% is allocated to maintain the salary increases provided in previous years and .54% is provided for salary increases in the 2025-2026 year.

ALTERNATIVE(S): There is no alternative. Delay of submission of the statutorily required distribution plans to the School District may result in a request for leadership to attend a State Board of Education meeting to explain the delay.

FISCAL IMPACT: The Charter Schools' approved budgets for this fiscal year planned for a TSIA increase. The allocation provided for increasing base salaries for Teacher and Other Instructional personnel equates to salary increases for all qualified employees as follows:

Clark Advanced Learning Center: \$2,159.58

Indiantown High School: \$1,612.08

PRESIDENT'S RECOMMENDATION: Recommend approval

SUBMITTED BY: Dr. Stephanie Etter

DATE: 9/2/25

BOARD ACTION: Approved

DATE: 9/23/25

2025-26 SALARY INCREASE ALLOCATION CHARTER DISTRIBUTION PLAN TEMPLATE DUE OCTOBER 1, 2025	
Instructions: Use this template only if you are submitting a plan for a charter school. School districts should use the district-specific template. Complete the following sections in order, then review the error report at the end of the survey. DO NOT modify this template. Enter data as directed, as any modification will result in the need for a resubmission.	
Boxes with this color indicate that data should be entered. Do not modify other cells.	
Sponsoring District Name (From the Charter Plan Tab)	Martin
Charter School Number	400
Charter School Name	Advanced Learning Center
SECTION A - Allocation Data	
A1	Charter proportionate share of the Maintenance Allocation (do not include charter school funds). \$96,784
A2	Charter proportionate share of the Growth Allocation (do not include charter school funds). \$7,836
A3	Charter proportionate share of the Salary Increase Allocation from 2025-26 FEFP Conference Calculation. \$104,620
SECTION B - Maintenance Allocation: Used to maintain the salary increases provided through the Salary Increase Allocation in previous fiscal years. If the cost to maintain these increases is greater than the charter's Maintenance Allocation, other funding sources must be used to cover this difference. If the cost to maintain these increases is less than the charter's Maintenance Allocation, the remaining funds will be combined with the charter's Growth Allocation. See FAQs Q1 through Q4.	
B1	Funds available for the maintenance of prior year Salary Increase Allocation increases. \$96,784
B2	Total cost to maintain the salary increases provided through the Salary Increase Allocation in previous years (enter the total cost here, even if it exceeds the allocation). \$70,172

B3	Funds remaining from the charters's share of the 2025-26 Maintenance Allocation.	\$26,612
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SECTION C - Growth Allocation: Provided for increased personnel compensation costs or to provide salary increases to full-time classroom teachers and certified prekindergarten teachers funded in the Florida Education Finance Program with at least two years of full-time teaching experience in a Florida public school and/or other instructional personnel defined in s. 1012.01(2)(a)-(d), F.S. See FAQs Q5 through Q9.

c1	Funds available from the growth allocation and remaining maintenance allocation (A2+B3).	\$34,448
Increased Personnel Compensation Cost		
c2	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for increased employer retirement contribution.	\$3,100
c3	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for increased health insurance costs.	\$3,100
c4	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for other increased compensation costs.	\$2,100
c5	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for increased compensation costs.	\$8,300
Minimum Base Salary Figures		
c6	Minimum base salary for teachers as defined in s. 1012.01(2)(a), F.S., including certified prekindergarten teachers funded in the FEP, prior to any salary increases provided in the 2025-26 year.	\$54,276
c7	Adjusted minimum base salary for 2025-26 for full-time classroom teachers as defined in s. 1012.01 (2)(a), F.S., after implementation of the Salary Increase Allocation and any additional funding sources used.	\$56,455
c8	Increase in the minimum base salary, if any, as a result of the Salary Increase Allocation (Item C7 minus Item C6) and any additional fund sources.	\$2,179
Minimum Base Salary Expenditures		
c9	Total planned expenditure of funds <u>from the Salary Increase Allocation</u> , if any, used to increase salaries for full-time classroom teachers (with at least two years of full-time teaching experience in a Florida public school) to the minimum base salary listed in item C7.	\$0

c10	Total planned expenditure of funds from sources other than the Salary Increase Allocation, if any, used to increase salaries for full-time classroom teachers to the minimum base salary listed in item C7.	\$0
General Salary Increases		
c11	Total planned expenditure of Salary Increase Allocation funds used to provide salary increases to full-time classroom teachers with at least two years of full-time teaching experience in a Florida public school.	\$21,790
c12	Total planned expenditure of Salary Increase Allocation funds used to provide salary increases to increase full-time instructional personnel as defined by s. 1012.01(2)(b)-(d), F.S.	\$4,358
c13	Total dollar amount of unused funds (Item C1 minus Item C4, C9, C11 and C12). This cell should be zero.	\$0

Section D - Error Report: <i>The following items will indicate whether there is an error with the data entered on the report or if some data should be verified for accuracy. Do not submit this report unless item D3 in this section is marked YES.</i>		
d1	Data entered in all fields (if "No," verify that all orange boxes contain data, even if 0).	Yes
d2	The minimum base salary is greater than or equal to the previous year (if "No," please correct, as the minimum base cannot be lower than what was the previous amount).	Yes
d3	If the minimum base salary does not have an increase, there should be no cost under "Minimum Base Salary Expenditures."	Yes
d4	C9 equals zero.	Yes
d3	2025-26 Salary Increase Allocation Distribution Plan ready to submit?	Yes

**2025-26 SALARY INCREASE ALLOCATION
CHARTER DISTRIBUTION PLAN TEMPLATE
DUE OCTOBER 1, 2025**

Instructions: Use this template only if you are submitting a plan for a charter school. School districts should use the district-specific template. Complete the following sections in order, then review the error report at the end of the survey. DO NOT modify this template. Enter data as directed, as any modification will result in the need for a resubmission.

Boxes with this color indicate that data should be entered. Do not modify other cells.

Sponsoring District Name (From the Charter Plan Tab)	Martin
Charter School Number	231
Charter School Name	ndiantown High School

SECTION A - Allocation Data

A1	Charter proportionate share of the Maintenance Allocation (do not include charter school funds).	\$33,555
A2	Charter proportionate share of the Growth Allocation (do not include charter school funds).	\$2,717
A3	Charter proportionate share of the Salary Increase Allocation from 2025-26 FEFP Conference Calculation.	\$36,272

SECTION B - Maintenance Allocation: Used to maintain the salary increases provided through the Salary Increase Allocation in previous fiscal years. If the cost to maintain these increases is greater than the charter's Maintenance Allocation, other funding sources must be used to cover this difference. If the cost to maintain these increases is less than the charter's Maintenance Allocation, the remaining funds will be combined with the charter's Growth Allocation. See FAQs Q1 through Q4.

B1	Funds available for the maintenance of prior year Salary Increase Allocation increases.	\$33,555
B2	Total cost to maintain the salary increases provided through the Salary Increase Allocation in previous years (enter the total cost here, even if it exceeds the allocation).	\$18,900

B3	Funds remaining from the charters's share of the 2025-26 Maintenance Allocation.	\$14,655
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SECTION C - Growth Allocation: Provided for increased personnel compensation costs or to provide salary increases to full-time classroom teachers and certified prekindergarten teachers funded in the Florida Education Finance Program with at least two years of full-time teaching experience in a Florida public school and/or other instructional personnel defined in s. 1012.01(2)(a)-(d), F.S. See FAQs Q5 through Q9.

c1	Funds available from the growth allocation and remaining maintenance allocation (A2+B3).	\$17,372
Increased Personnel Compensation Cost		
c2	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for increased employer retirement contribution.	\$1,107
c3	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for increased health insurance costs.	\$1,073
c4	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for other increased compensation costs.	\$792
c5	Total planned expenditures of <u>Salary Increase Allocation funds</u> used for increased compensation costs.	\$2,972
Minimum Base Salary Figures		
c6	Minimum base salary for teachers as defined in s. 1012.01(2)(a), F.S., including certified prekindergarten teachers funded in the FEP, prior to any salary increases provided in the 2025-26 year.	\$51,050
c7	Adjusted minimum base salary for 2025-26 for full-time classroom teachers as defined in s. 1012.01 (2)(a), F.S., after implementation of the Salary Increase Allocation and any additional funding sources used.	\$52,650
c8	Increase in the minimum base salary, if any, as a result of the Salary Increase Allocation (Item C7 minus Item C6) and any additional fund sources.	\$1,600
Minimum Base Salary Expenditures		
c9	Total planned expenditure of funds <u>from the Salary Increase Allocation</u> , if any, used to increase salaries for full-time classroom teachers (with at least two years of full-time teaching experience in a Florida public school) to the minimum base salary listed in item C7.	\$0

c10	Total planned expenditure of funds from sources other than the Salary Increase Allocation, if any, used to increase salaries for full-time classroom teachers to the minimum base salary listed in item C7.	\$0
General Salary Increases		
c11	Total planned expenditure of Salary Increase Allocation funds used to provide salary increases to full-time classroom teachers with at least two years of full-time teaching experience in a Florida public school.	\$14,400
c12	Total planned expenditure of Salary Increase Allocation funds used to provide salary increases to increase full-time instructional personnel as defined by s. 1012.01(2)(b)-(d), F.S.	\$0
c13	Total dollar amount of unused funds (Item C1 minus Item C4, C9, C11 and C12). This cell should be zero.	\$0

Section D - Error Report: <i>The following items will indicate whether there is an error with the data entered on the report or if some data should be verified for accuracy. Do not submit this report unless item D3 in this section is marked YES.</i>		
d1	Data entered in all fields (if "No," verify that all orange boxes contain data, even if 0).	Yes
d2	The minimum base salary is greater than or equal to the previous year (if "No," please correct, as the minimum base cannot be lower than what was the previous amount).	Yes
d3	If the minimum base salary does not have an increase, there should be no cost under "Minimum Base Salary Expenditures."	Yes
d4	C9 equals zero.	Yes
d3	2025-26 Salary Increase Allocation Distribution Plan ready to submit?	Yes



TOPIC: Transportation Services Agreement with Martin County School District for Indiantown High School after school sports and activities.

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance Committee

SUBMITTED FOR: X ACTION/VOTE
 INFORMATION
 DISCUSSION

SUMMARY:

This agreement with Martin County School District provides Indiantown High School students who participate in after school athletics with transportation to their “home school” for practices and conditioning for the 25-26 school year.

ALTERNATIVE(S): The high school plans to purchase a van to provide after school activities transportation as soon as grant funding is approved.

FOR CONTRACTS:

1. **TERM: June 30, 2026**
2. **FISCAL IMPACT: Estimated up to \$150.00 weekly for two trips per week**
3. **TERMINATION TERMS: 30 days**

PRESIDENT’S RECOMMENDATION: Recommend approval.

SUBMITTED BY: Lisa Davenport

DATE: 8/14/25

BOARD ACTION: Approved

DATE: 9/23/25

TRANSPORTATION SERVICES AGREEMENT

This agreement (hereinafter "Agreement") is made and entered into this 1st day of July 2025, by and between Indian River State College District Board of Trustees, whose address is 3209 Virginia Avenue, Ft. Pierce, FL 34981 as governing board for Indiantown High School (hereinafter referred to as the "SCHOOL BUS USER"), whose address is, 19000 SW Citrus Blvd, Indiantown, FL 34956 and The School Board of Martin County, Florida (hereinafter referred to as the "SCHOOL BOARD"), whose address is 1939 SE Federal Hwy, Stuart, FL 34994 (SCHOOL BUS USER and SCHOOL BOARD hereinafter referred to collectively as "parties" and singularly as "party"). This Agreement is effective the 1st day of July, 2025 and expires on June 30th, 2026.

WHEREAS, SCHOOL BUS USER represents a number of persons residing in Martin County, Florida, who require transportation to and from locations to be designated by the parties in order to attend various programs sponsored by SCHOOL BUS USER.

WHEREAS SCHOOL BOARD agrees to arrange for such transportation services on the terms and conditions hereinafter set forth.

AND NOW, THEREFORE, in consideration of the premises and of the mutual promises and covenants herein set forth, SCHOOL BOARD and SCHOOL BUS USER mutually agree to the following:

1. TERMS OF SERVICE

- A. SCHOOL BUS USER understands, acknowledges, and agrees that SCHOOL BOARD's first priority is to fulfill its independent obligations to provide service to its own home to school and field trip transportation needs first.
- B. SCHOOL BOARD has authority in its sole and exclusive discretion to limit the number of bus(es) that SCHOOL BUS USER can request.
- C. If available, the SCHOOL BOARD shall provide up to Four (4) bus(es) with drivers per trip to transport eligible persons to and from designated locations in Martin County to attend sponsored programs. The transportation routing schedule, including pick-up and drop-off locations will be designated by mutual agreement of the parties.
- D. SCHOOL BUS USER shall, at its own expense, obtain and place signs on each school bus stating: "The bus is contracted to the SCHOOL BUS USER."
- E. SCHOOL BUS USER shall be responsible for all matters arising out of or relating to any misconduct or disciplinary action involving any person riding on the bus or participating in any part of the trip. SCHOOL BUS USER shall be solely responsible for any physical damage to the bus, including any interior or exterior damage to the bus caused by SCHOOL BUS USER or any person riding on the bus or participating in any part of the trip.
- F. SCHOOL BOARD will not be responsible or liable for any loss, damage or liability of any kind or nature whatsoever arising out of or relating to any claim or allegation that SCHOOL BOARD failed to provide a bus or driver service, such as in the event SCHOOL BOARD does not have any buses or bus drivers available.

- G. SCHOOL BUS USER will be solely responsible for scheduling each bus trip with the SCHOOL BOARD's transportation department at least twenty-one (21) days in advance of each trip. Upon scheduling a trip, the SCHOOL BUS USER shall be responsible to pay SCHOOL BOARD the Administrative Trip Charge for each scheduled bus.
- H. SCHOOL BUS USER may reschedule any bus trip with the SCHOOL BOARD's transportation department at least twenty-one (21) days in advance of each trip. Upon rescheduling a trip, the SCHOOL BUS USER shall be responsible to pay SCHOOL BOARD the Administrative Trip Charge for each rescheduled bus.
- I. SCHOOL BUS USER will be solely responsible for cancelling each trip at least one (1) business day prior to the trip's scheduled date and time. If any trip is cancelled by SCHOOL BUS USER, SCHOOL BUS USER shall pay SCHOOL BOARD the Cancellation Charge for each cancelled bus.
- J. SCHOOL BUS USER shall pay SCHOOL BOARD in accordance with the Fee Schedule, plus all expenses, tolls, meals, parking and/or entrance fees for applicable services performed, including those arising under SCHOOL BOARD Policies, Procedure Manuals, and any applicable collective bargaining agreements.

2. RATE SCHEDULE AND INVOICING

- A. SCHOOL BUS USER agrees to pay the following charges and rates for each scheduled bus:
 - 1.) The rate per mile driven and portions thereof shall be billed at \$2.00 per mile.
 - 2.) Bus Operator time shall be billed in 15-minute increments at \$41.27 per hour with a minimum trip of four (4) hours.
 - 3.) Bus Assistant time shall be billed in 15-minute increments at \$26.87 per hour with a minimum trip of four (4) hours.
 - 4.) A standard pre-trip inspection and post-trip cleaning shall be charged the sum of \$41.27 per trip (Note: additional, non-standard inspection time and clean up time shall be billed at the above rates).
 - 5.) If overtime is incurred by School Board, SCHOOL BUS USER shall pay one- and one-half times the hourly rates set forth above for each such billable hour,
 - 6.) The Cancellation Charge shall be \$250.00 per bus trip (one-way or to a destination and return).
- B. All mileage and time based charges and rates to be charged to SCHOOL BUS USER shall be calculated by reference to the Mileage Check List and Log Sheet Reports based on the rate per mile and per hour listed above. These rates are subject to change contingent on the price of fuel and other factors related to cost.
- C. Fuel Surcharges: The per-mile charges above assume diesel prices are at or below \$2.90 per gallon. Martin County School Board Transportation Department reserves the right to add a fuel surcharge to any bus trip due to the rise in cost of petroleum products without notice.
- D. The rates quoted herein are based upon a standard fuel cost of \$2.90 in the event that the cost of fuel increases or decreases by more than 10%, SCHOOL BOARD reserves the right to increase or decrease the rates quoted herein by an amount equal to the change in the price of fuel upon providing ten (10) days written notice to SCHOOL BUS USER In the event of such a change,

the increased or decreased fuel price shall be considered the new standard fuel cost, and be subject to change as provided in this paragraph.

- E. SCHOOL BUS USER shall be invoiced once per month for services rendered for the prior month. Payment shall be due within ten (10) days following the date of each such invoice. Buses will not be provided if there any outstanding invoices.

3. SOVEREIGN IMMUNITY, INSURANCE AND CONDITIONS PRECEDENT SUIT

SCHOOL BOARD is a political subdivision of the State of Florida and agrees to maintain tort liability insurance or self-insurance for no less than the maximum amount for which the Legislature waives sovereign immunity for the School Board or the State. In the event of an incident, the injured party must first look to any available insurance coverage and any collateral sources as a condition precedent to bringing or filing any action or claim against School Board.

Notwithstanding anything to the contrary in this Agreement, SCHOOL BOARD is not responsible for any damages or indemnity to SCHOOL BUS USER or any third party or any other person or entity for which SCHOOL BOARD has sovereign immunity or is otherwise protected or limited under Florida law, including but not limited to Section 768.28, Florida Statutes. SCHOOL BOARD intends to avail itself of the benefits of Section 768.28, Florida Statutes, and of other statutes and common law governing sovereign immunity to the fullest extent possible. In no event will SCHOOL BOARD's liability under this Agreement either be expanded in scope or exceed the amounts for which SCHOOL BOARD has immunity. Nothing in this Agreement is intended to inure to the benefit of any third party for the purpose of allowing any claim which would otherwise be barred under the doctrine of sovereign immunity or by operation of law. This section controls over all other sections and provisions of this Agreement.

4. INDEMNIFICATION

SCHOOL BUS USER hereby assumes, releases and agrees to protect, defend, indemnify and hold harmless the SCHOOL BOARD, its officers, employees and agents from and against any and all claims, causes of action, suits, damages, penalties, settlements, costs, charges, and other expenses or liabilities of every and any kind, including attorney's fees, on account of injury or death of any person in connection with or arising directly or indirectly out of or related to the acts or omissions of the

SCHOOL BUS USER, its officers, employees, agents or independent contractors, in connection with the services provided by the SCHOOL BOARD pursuant to this Agreement.

5. MISCELLANEOUS PROVISIONS

- A. The SCHOOL BUS USER's contact person for this Agreement shall be:

Lisa Davenport
Principal/Executive Director
Indiantown High School
Indian River State College
19000 SW Citrus Blvd
Indiantown, Florida 34956
Telephone: 772-419-5600

- B. The SCHOOL BOARD's contact person for this Agreement shall be:

Martin County School District
Tracey Miller, Ed. D
Deputy Superintendent
1939 SE Federal Highway
Stuart, FL 34994
Telephone: (772) 219-1200 ext. 30140

- C. This Agreement may not be sold, transferred, or assigned without the written approval of SCHOOL BOARD. This Agreement may not be modified or amended except by written instrument executed by a duly authorized officer of each of the parties hereto.
- D. No waiver of either party hereto of any failure or refusal to comply with one or more of the terms and conditions of this Agreement shall be deemed a waiver of any other or subsequent failure or refusal to so comply.
- E. All Parties hereto agree that this Agreement shall be governed by and interpreted in accordance with the laws of the State of Florida without regard to conflict of law considerations, and any applicable state or federal law, act, rule or regulation. This Agreement is performable and shall be considered to be performed in Florida. In any and all disputes arising out of or related to this Agreement personal jurisdiction and venue shall be solely and exclusively proper in a court in Martin County, Florida, and the Parties hereto hereby irrevocably waive any challenge to such jurisdiction and venue. Should suit be brought in a federal court and should there not be a federal court located in Martin County, Florida, then suit shall be brought in the federal Southern District of Florida, in the location within said District that is closest, geographically, to Martin County, Florida. No suit shall be maintained: (i) in any country other than the United States of America, (ii) in any state other than the State of Florida, or (iii) in any federal or state court whose geographical jurisdiction and venue does not specifically include Martin County, Florida. The parties waive the right to raise any claims of forum non conveniences and agree that the bringing of suit in any other forum, court or tribunal would be and is improper forum shopping.
- F. This Agreement shall not be construed against the party who drafted the Agreement. Both parties have obtained legal counsel as to the legality and enforceability of this Agreement.
- G. This Agreement may be cancelled by either party upon giving the other party thirty (30) days written notice to the contact person identified above.

- H. If any portion of this Agreement or the application thereof to any person or circumstances shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforced to the fullest extent permitted by law.

6. MAINTENANCE AND PUBLIC ACCESS TO RECORDS

To the extent SCHOOL BUS USER is or acts as a "contractor" as defined under, Section 119.0701(1)(a), Florida Statutes, SCHOOL BUS USER shall comply with all applicable public records laws. SCHOOL BUS USER shall:

- A. Keep and maintain public records required by SCHOOL BOARD to perform the service.
- B. Upon request from SCHOOL BOARD's custodian of public records, provide SCHOOL BOARD with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119 or as otherwise provided by law;
- C. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the term of this Agreement and following completion of this Agreement if SCHOOL BUS USER does not transfer the records to SCHOOL BOARD; and
- D. Upon completion of this Agreement, transfer, at no cost, to SCHOOL BOARD all public records in possession of SCHOOL BUS USER or keep and maintain public records required by SCHOOL BOARD to perform the service. If SCHOOL BUS USER transfers all public records to SCHOOL BOARD upon completion of this Agreement, SCHOOL BUS USER shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If SCHOOL BUS USER keeps and maintains public records upon completion of this Agreement, SCHOOL BUS USER shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to SCHOOL BOARD, upon request from SCHOOL BOARD's custodian of public records, in a format that is compatible with the information technology systems of SCHOOL BOARD.

If SCHOOL BUS USER does not comply with a public records request, SCHOOL BOARD shall be entitled to enforce this Agreement by any legal or equitable means available, including, without limitation, damages, injunctive relief, or both.

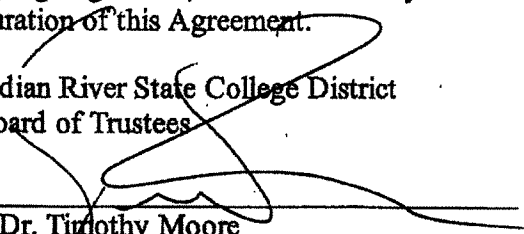
Failure of SCHOOL BUS USER to abide by the terms of this provision shall be deemed a material breach of this Agreement. This provision shall survive any termination or expiration of this Agreement. In the event a civil action is filed against SCHOOL BUS USER to compel production of public records where SCHOOL BUS USER has unlawfully refused to comply with the public records request within the time required by law, SCHOOL BUS USER will be liable for reasonable costs of enforcement, including reasonable attorney's fees as authorized by Section 119.0701, Florida Statutes.

IF VENDOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THEIR DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, VENDOR MUST CONTACT THE CUSTODIAN OF PUBLIC RECORDS FOR THE SCHOOL BOARD OF MARTIN COUNTY AT 772-219-1200, EXT. 30368 publicrecords@martinschools.org Martin County School Board, 1939 SE Federal Highway, Stuart, FL 34994.

7. ENTIRE AGREEMENT & EXECUTION

This Agreement represents the entire agreement of the parties with respect to the subject matter hereof. No other agreements, past or present, change, modify, alter, add to, or delete from the terms of this Agreement. By signing below, the Parties hereby enter into this Agreement as of the effective date hereof and for the full duration of this Agreement.

Indian River State College District
Board of Trustees


Dr. Timothy Moore
President

9-23-25
Date

School Board of Martin County, Florida


Michael Maine
Superintendent

May 14, 2025
Date

School Board Approved 5.13.25

(Item 3.14)



TOPIC: 2025-2026 Services Agreement with Boys & Girls Clubs of Martin County and Indiantown High School

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance Committee

SUBMITTED FOR: X **ACTION/VOTE**
 INFORMATION
 DISCUSSION

SUMMARY:

The attached Services Agreement allows the Boys and Girls Clubs of Martin County to offer building trades programs at Indiantown High School for the 25-26 school year.

ALTERNATIVE(S): No agreement

FOR CONTRACTS:

1. **TERM:** Through June 30, 2026
2. **FISCAL IMPACT:** None
3. **TERMINATION TERMS:** 30 days written notice

PRESIDENT'S RECOMMENDATION: Recommend approval

SUBMITTED BY: Lisa Davenport

DATE: 8/11/25

BOARD ACTION: Approved

DATE: 9/23/25

2025-2026 SERVICES AGREEMENT
BOYS & GIRLS CLUBS OF MARTIN COUNTY
AND
Indiantown High School

This Services Agreement is made and entered into on the Effective Date executed by the parties, by and between Indiantown High School at 19000 SW Citrus Blvd., Indiantown, Florida, 35956 (hereby referred to as the "Contractor") and Boys and Girls Clubs of Martin County, a nonprofit corporation having primary address at 11900 SE Federal Hwy, Hobe Sound, FL 33455 (hereby referred to as the "Client").

WHEREAS, Client desires to engage the services of Contractor and Contractor desires to provide services for the benefit of Client on the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter set forth, the parties hereby agree as follows:

1. **Description of Services.** Contractor hereby agrees to provide to Client, and Client hereby commissions Contractor to provide to Client, the services that are more specifically described in the scope of work attached hereto as Exhibit A.
2. **Contract Term**
 - 2.1. **Term of Agreement.** This Agreement shall commence on July 1, 2025, hereof and shall continue until June 30, 2026, unless earlier terminated pursuant to Section 5.
 - 2.2. **Renewal.** This Agreement may be renewed on such terms as are agreed to by the parties in writing.
3. **Independent Contractor.** Notwithstanding anything herein to the contrary, Contractor enters into this Agreement as, and shall continue to be, an independent contractor. Nothing contained herein shall be deemed to create a partnership. Under no circumstances shall Contractor look to Client as Contractor's employer and Contractor will not participate in any employee benefits. Except as specifically provided herein, neither party has any authority to bind the other party to any third party or otherwise to act as the agent or representative of such other party. Contractor shall pay all federal and state taxes, including, without limitation, income and employment taxes assessed on sums paid to and by Contractor, and Contractor shall timely and properly file appropriate tax returns with respect to all of Contractor's activities performed under this Agreement. Client understands and agrees that Contractor may hire or engage one or more subcontractors to perform any or all of its obligations under this Agreement.
4. **Contractor Representations.** Contractor hereby covenants, represents and warrants to Client that (i) Contractor has the technical expertise and general skills necessary to perform competently and professionally the Services in accordance with this Agreement, (ii) Contractor is not a party to or bound by any agreement obligation or understanding which restricts or limits in any way Contractor's right to enter into this Agreement or Contractor's right or ability to perform Contractor's obligations under this Agreement, (iii) Contractor shall not use the trade secrets, intellectual property rights, copyrights, or other proprietary rights of any third party in the performance of Contractor's obligations under this Agreement, and (iv) Contractor has the necessary equipment, facilities and workers to perform Contractor's obligations under this Agreement.
5. **Termination, Survival of Provisions**
 - 5.1. **Termination for Convenience.** Either party may terminate this Agreement without cause by providing the other party hereto with thirty days written notice.

- 5.2. Termination for Wrongdoing.** Client may terminate this Agreement, without payment or compensation of any kind to Contractor, at any time upon written notice to Contractor, if Client, in its reasonable judgment believes that Contractor or its agents, employees or representatives have. (i) made any material misrepresentations with respect to Client, its activities or any other material matter subject to this Agreement; (ii) committed a felony or misdemeanor in connection with any activities; (iii) otherwise conducted its activities in a manner or method which causes or could cause public disparagement of Client's good name or goodwill; (iv) disclosed confidential information in violation of Section 9 of this Agreement; or (v) otherwise materially breached this agreement.
- 6. Benefit.** This Agreement shall be binding upon the parties hereto and their respective heirs, successors and assigns.
- 7. Assignment.** This Agreement may not be assigned by either party without the express written consent of the other.
- 8. Entire Agreement.** This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all prior or contemporaneous oral and prior written agreements and understandings.
- 9. Confidential Information.** "Confidential Information" means information of a confidential or proprietary nature provided by one party to the other in connection with this Agreement. Except as provided herein, both parties shall use their best efforts not to disclose, in whole or in part, any confidential information related to this Agreement, unless otherwise required by law.
- 10. Amendment.** This Agreement may not be modified, amended, or otherwise altered, except by written consent signed by both parties.
- 11. Severability.** In the event that any provision of this Agreement shall, for any reason, be held to be invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid or unenforceable provision had not been included herein.
- 12. Sovereign Immunity.** The Client understands and agrees that the Contractor's liability in all instances shall be limited to the monetary limits set forth in s.768.28, Florida Statutes. Nothing contained herein shall be deemed a waiver of the Contractor's sovereign immunity, whether by contract or by law.
- 13. Governing Law.** This Agreement and the legal relations among the Signatory Parties shall be governed by and in accordance with the laws of the State of Florida applicable to contracts between Florida parties made and performed in that state, without regard to conflict of law principles. In the event it is necessary for either party to initiate legal action regarding this Agreement, venue shall be in the Nineteenth Judicial Circuit, Florida, for claims under state law and the Southern District of Florida for any claims which are justiciable in federal court.

[Remainder of page intentionally left blank; signature page follows]

EXHIBIT A

SCOPE OF WORK

1. DUTIES.

Indiantown High School shall perform the following services:

- In partnership with BGCMC, create a schedule of program offerings to be offered to students during the 25/26 school year.
- Provide classroom space for BGCMC led workforce program implementation.
- Provide an Indiantown High School staff member to support BGCMC staff during program implementation.
- Register a maximum of fifteen students that are ages 16-24 years old per class.
- Ensure all student participants complete a 25/26 BGCMC registration form.
- Submit a class roster to the BGCMC staff member at the end of each lesson to allow BGCMC to track attendance.
- Provide course credit for all students who successfully complete the program.
- Refer students to BGCMC's workforce centers located in Hobe Sound and East Stuart – allowing students to further explore careers and skilled trades of their choosing.
- Invite BGCMC to participate in applicable school-based events.

Boys & Girls Clubs of Martin County shall perform the following services:

- In partnership with Indiantown High School, create a schedule of program offerings to be offered to students during the 25/26 school year.
- Provide program descriptions to be shared with students during program recruitment and registration.
- Collect 25/26 BGCMC registration forms from all student participants.
- Provide a minimum of one staff member certified to train students in each agreed upon workforce programming area.
- Provide certification to students who successfully complete all program requirements.
- Participate in school-based events.

EFFECTIVE DATES

IN WITNESS WHEREOF, the undersigned have executed this Agreement effective July 1, 2025, hereof and shall continue until June 30, 2026.

NOTICE

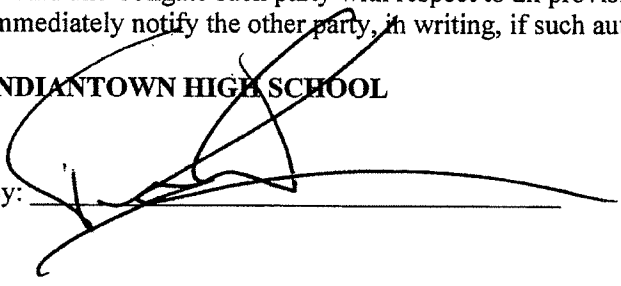
Any notice required under this agreement shall be in writing and sent to the parties at the following addresses:

Boys & Girls Clubs of Martin County
11900 SE Federal Highway
Hobe Sound, Florida 33455
772-545-1255

Indiantown High School
19000 SW Citrus Blvd.,
Indiantown, Florida, 35956
772-619-1100

SIGNATURES

I attest that I have read this Agreement and agree to abide by its terms and conditions. Each person signing this Agreement on behalf of either party individually represents and warrants to the other party that he or she has full legal authority to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement. Each party shall immediately notify the other party, in writing, if such authority is revoked or modified.

INDIANTOWN HIGH SCHOOLBy: 8/11/25

Date

BOYS & GIRLS CLUBS OF MARTIN COUNTY, INC.

By: _____

Keith Fletcher, CEO

Date



TOPIC: Indiantown High School 2025-26 Schoolwide Improvement Plan

REGULAR AGENDA OR COMMITTEE: Academic Affairs & Charter Schools Governance Committee

SUBMITTED FOR: X ACTION/VOTE
 INFORMATION
 DISCUSSION

SUMMARY:

The attached is the School Improvement Plan for Indiantown High School for the 25-26 school year. 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.

ALTERNATIVE(S): N/A

FISCAL IMPACT: N/A

PRESIDENT'S RECOMMENDATION: Recommend approval

SUBMITTED BY: Lisa Davenport / Dr. Stephanie Etter

DATE: 8/11/25

BOARD ACTION: Approved

DATE: 9/23/25

Martin County School District

INDIANTOWN HIGH SCHOOL



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

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 Indiantown High School is to provide a superior education to our students along with workforce training and college preparedness. IHS will equip and empower students for success.

Provide the school's vision statement

Indiantown High School will offer a seamless integration of traditional high school curriculum with rigorous college track courses alongside workforce ready and career technical education. At IHS students will become college and career ready global leaders!

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

Lisa Davenport

ldavenport@irsc.edu

Position Title

Principal

Job Duties and Responsibilities

Instructional Leadership

- Oversee the development and implementation of the curriculum to meet state standards.
- Support teachers through observation, feedback, and professional development.
- Analyze student performance data to improve academic outcomes.
- Foster an environment of academic rigor and high expectations despite limited resources.

Staff Management

- Recruit, hire, evaluate, and retain qualified teachers and staff.
- Provide mentorship and support, especially for early-career or non-traditionally trained teachers.
- Address staffing challenges common, such subject-area shortages.

Student Support and Discipline

- Implement policies to ensure a safe, respectful, and inclusive school culture.
- Address behavioral issues fairly and consistently, often in the absence of counseling staff.
- Support students facing poverty-related challenges, including food insecurity, housing instability, or trauma.
- Support students that have been permitted to languish in under performing district schools with significant reading deficits

Community Engagement

- Build strong relationships with parents, guardians, and local organizations.
- Advocate for student needs in the broader community (e.g., social services, extracurricular support).
- Engage community leaders and partners to provide enrichment opportunities or sponsorships.

Operational Oversight

- Ensure compliance with state and federal education laws.
- Oversee scheduling, transportation, facilities, and meal programs.
- Manage daily operations and respond to emergencies or crises.

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 development of a School Improvement Plan (SIP) is critical to ensuring the plan is comprehensive, reflective of the school community's needs, and grounded in shared ownership and accountability. Below is a description of the stakeholder involvement process at IHS:

Formation of the SIP Planning Team

The school leadership team initiated the SIP development process by forming a diverse planning committee. This team included:

- Members of the **school leadership team**
- **Teachers and school staff** representing different grade levels and departments
- **Parents and families** representing the school's demographic diversity
- **Students** (mandatory for secondary schools) selected through student government or interest-based invitations
- **Community and business leaders** with a vested interest in local education and student success

Communication and Outreach

To ensure inclusivity and transparency, the school uses multiple communication channels to inform and invite stakeholders to participate:

- School newsletters and email blasts
- Website announcements and social media posts
- Direct outreach through phone calls or personal invitations
- Parent-teacher organization (PTO/PTA) meetings

Data Review and Needs Assessment

Stakeholders participated in reviewing multiple data sources, including:

- Academic achievement data (e.g., standardized test scores, grades)
- Attendance and behavior records
- School climate surveys from students, staff, and families
- Equity and access reports

Input Use: Stakeholders identified areas of strength and areas needing improvement. Their feedback shaped the school's priority areas

Strategy Development and Review

The SIP team collaboratively developed measurable goals, strategies, and action steps based on the identified priorities.

- Teachers and staff provided feedback on feasibility and professional development needs
- Parents and students contributed perspectives on engagement strategies and school culture
- Community partners helped identify external resources and enrichment opportunities

Input Use: Stakeholder feedback refined strategies to ensure they were culturally responsive, realistic, and aligned with community values.

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)).

Regular Monitoring of SIP Implementation and Impact

1. Establishment of a SIP Monitoring Team

The school has established a SIP Monitoring Team, composed of:

- School leadership (principal, assistant principals)
- Grade-level and content-area teachers
- Intervention specialists and support staff
- Parent and community representatives
- Student representatives (for secondary schools)

This team meets regularly (e.g., monthly or quarterly) to track progress on SIP goals and implementation steps.

2. Data Collection and Progress Monitoring

The school uses a multi-tiered system of data collection to monitor academic progress and implementation fidelity:

- Academic Achievement Data: Formative and summative assessments (e.g., benchmark exams, state test scores, classroom performance)
- Disaggregated Data: Performance data is analyzed by subgroup (e.g., English Learners, students with disabilities, economically disadvantaged students, and racial/ethnic groups) to monitor equity and progress in closing achievement gaps.
- Implementation Evidence: Classroom walk-throughs, lesson plan reviews, PLC notes, and professional development participation
- Behavioral and Engagement Data: Attendance, discipline records, student and family participation rates

This ongoing review helps identify whether instructional strategies and interventions are being carried out with fidelity and are yielding intended results.

3. Progress Reporting

- The SIP Monitoring Team prepares quarterly progress reports, which are shared with all stakeholders through:
- Staff meetings and PLCs

- School newsletters and website
- Family and community engagement events

4. Stakeholder Engagement and Feedback Loops

The school provides multiple opportunities for stakeholders to provide input and reflect on the SIP's progress:

- Parent and Student Surveys to gather input on school climate, engagement, and academic support
- Teacher feedback sessions during professional learning communities (PLCs)
- Community forums or advisory group meetings to discuss outcomes and gather recommendations
- Student focus groups (secondary schools) to understand barriers and effectiveness of support systems

Feedback is reviewed by the SIP Monitoring Team and used to evaluate the impact and relevance of strategies.

Plan Revisions and Adjustments

Based on the monitoring data and stakeholder input, the SIP is revised as needed to ensure strategies remain responsive and effective. Adjustments may include:

- Modifying or intensifying interventions for underperforming subgroups
- Reallocating resources (e.g., instructional coaches, tutors, technology tools)
- Updating professional development to address emerging needs
- Strengthening family engagement practices based on community feedback

All changes are documented and communicated to stakeholders, ensuring transparency and shared accountability.

By implementing a structured system for ongoing monitoring, data-driven decision-making, and inclusive stakeholder engagement, the school ensures the SIP remains a living document that adapts to student needs—particularly for those facing the greatest academic challenges. This continuous improvement cycle supports the school's goals to close achievement gaps and meet or exceed state academic standards for all students.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	81.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: D 2022-23: D 2021-22: 2020-21:

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 (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
	9	10	11	12	
School Enrollment	27	26	26	15	94
Absent 10% or more school days	5	3	4	1	13
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	2	1	3	0	6
Course failure in Math	1	2	4	0	7
Level 1 on statewide ELA assessment	1	3	0	0	4
Level 1 on statewide Algebra assessment	5	0	0	0	5

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
	9	10	11	12	
Students with two or more indicators		14	9	8	31

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
	9	10	11	12	
Absent 10% or more school days	2	10	8		20
One or more suspensions	1	2	1		4
Course failure in English Language Arts (ELA)	1	1			2
Course failure in Math	1	2			3
Level 1 on statewide ELA assessment	2	7			9
Level 1 on statewide Algebra assessment	2				2

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
	9	10	11	12	
Students with two or more indicators	2	4	1		7

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
	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 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*	59	59	59	35	55	55	27	52	50
Grade 3 ELA Achievement									
ELA Learning Gains	77	56	58	38	54	57			
ELA Lowest 25th Percentile		55	56		52	55			
Math Achievement*	43	55	49	48	47	45	27	43	38
Math Learning Gains	40	49	47	58	46	47			
Math Lowest 25th Percentile		55	49		53	49			
Science Achievement	100	77	72	26	72	68		74	64
Social Studies Achievement*		77	75	45	67	71		69	66
Graduation Rate		96	92		93	90		94	89
Middle School Acceleration									
College and Career Acceleration		73	69		70	67		61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	54	39	52		41	49		41	45

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**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)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	373
Total Components for the FPPI	6
Percent Tested	91%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
62%	42%	27%				

* 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%
English Language Learners	45%	No		
Hispanic Students	55%	No		
Economically Disadvantaged Students	58%	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 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	59%		77%		43%	40%		100%					54%
English Language Learners	36%		64%		30%	40%							54%
Hispanic Students	62%		73%		41%	43%							54%
Economically Disadvantaged Students	72%		81%		35%	42%							

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	35%		38%		48%	58%		26%	45%				
Hispanic Students	35%		33%		41%	53%		9%					
White Students	30%												
Economically Disadvantaged Students	24%		29%		60%	70%		9%					

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	27%				27%								
Hispanic Students	30%				20%								

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	10	65%	57%	8%	58%	7%
ELA	9	62%	55%	7%	56%	6%
Biology		100%	76%	24%	71%	29%
Algebra		55%	66%	-11%	54%	1%
Geometry		37%	59%	-22%	54%	-17%

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?

Both 9th and 10th grade ELA showed significant improvement. ELA growth was our focus for the school year.

1. Targeted Instructional Strategies

We used data from previous assessments, IXL, and SAAVAS to identify students' weak areas. We used this data to design and drive our instruction and utilized the following strategies:

- Differentiated instruction
- Small-group interventions
- Peer tutoring and reading workshops

2. Professional Development for Teachers

Teachers received targeted professional development on best practices in literacy instruction, and reading across the curriculum as well as :

- Evidence-based reading strategies
- Writing across the curriculum
- Incorporating state test rubrics into classroom assignments

3. Increased Practice with Test-Like Materials

Students were regularly exposed to sample test questions that mirrored the format and rigor of the state assessments. We utilized the IXL learning platform in ELA classes, Read 180 in reading classes as well as:

- Weekly practice quizzes
- Timed writing prompts
- Reading passages followed by critical thinking questions and Socratic seminars

Lowest Performance

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

Math

1. Gaps in Foundational Math Skills

- Nearly 65% of our students entered high school without mastering basic arithmetic or pre-algebra concepts. These students needed remediation prior to entering the tested content

areas.

- **Learning loss:** the majority of our students did not remediate well, therefore making the tested content much more difficult as they did not have the basic skills required to be successful
- **Curriculum pacing:** Some curricula move too quickly, leaving behind students who need more time to grasp abstract concepts.
- **Teaching methods:** we had a new teacher in charge of remediating all lower level math students and teaching Algebra. We found that not only were the Algebra students not prepared for success in his class but the Geometry students were not prepared when they were assigned to Geometry

3. Student Engagement and Mindset

- **Fixed mindset:** If students believe they're "not good at math," they may put in less effort or give up easily.

5. External and Socioeconomic Factors

- **Attendance issues:** Frequent absences can cause students to miss critical instruction, especially in subjects like math that build sequentially.
- **Language barriers:** English learners may struggle with the vocabulary used in word problems or explanations.

Greatest Decline

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

Math, as per above:

1. Gaps in Foundational Math Skills

- Nearly 65% of our students entered high school without mastering basic arithmetic or pre-algebra concepts. These students needed remediation prior to entering the tested content areas.
- **Learning loss:** the majority of our students did not remediate well, therefore making the tested content much more difficult as they did not have the basic skills required to be successful
- **Curriculum pacing:** Some curricula move too quickly, leaving behind students who need more time to grasp abstract concepts.
- **Teaching methods:** we had a new teacher in charge of remediating all lower level math students and teaching Algebra. We found that not only were the Algebra students not prepared for success in his class but the Geometry students were not prepared when they were assigned to Geometry

3. Student Engagement and Mindset

- **Fixed mindset:** If students believe they're "not good at math," they may put in less effort or give up easily.

5. External and Socioeconomic Factors

- **Attendance issues:** Frequent absences can cause students to miss critical instruction, especially in subjects like math that build sequentially.
- **Language barriers:** English learners may struggle with the vocabulary used in word problems or explanations.

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.

Math, as per above

1. Gaps in Foundational Math Skills

- Nearly 65% of our students entered high school without mastering basic arithmetic or pre-algebra concepts. These students needed remediation prior to entering the tested content areas.
- **Learning loss:** the majority of our students did not remediate well, therefore making the tested content much more difficult as they did not have the basic skills required to be successful
- **Curriculum pacing:** Some curricula move too quickly, leaving behind students who need more time to grasp abstract concepts.
- **Teaching methods:** we had a new teacher in charge of remediating all lower level math students and teaching Algebra. We found that not only were the Algebra students not prepared for success in his class but the Geometry students were not prepared when they were assigned to Geometry

3. Student Engagement and Mindset

- **Fixed mindset:** If students believe they're "not good at math," they may put in less effort or give up easily.

5. External and Socioeconomic Factors

- **Attendance issues:** Frequent absences can cause students to miss critical instruction, especially in subjects like math that build sequentially.
- **Language barriers:** English learners may struggle with the vocabulary used in word problems or explanations.

EWS Areas of Concern

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

Attendance is a significant concern as is overall academic efficacy

Highest Priorities

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

Math proficiency and learning gains

Attendance

Reading proficiency

Student and community engagement

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.

State assessment data revealed that a significant percentage of students scored below proficiency in Algebra and Geometry. Specifically, student showed evidence of learning loss. This trend indicates a gap in instruction and student understanding, making it a critical focus area to improve overall mathematics achievement and readiness for high school level math 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.

Goal:

To increase student achievement and proficiency in mathematics across all grade levels.

Strategies and Actions:

1. Data-Driven Instruction:

- Regularly analyze student math assessment data to identify areas of strength and weakness.
- Use data to tailor instruction and provide targeted interventions for students who are struggling.
- Provide intensive remediation for semester 1 prior to entering tested content in semester 2

2. Professional Development for Teachers:

- Provide ongoing training focused on effective math teaching strategies, including differentiated instruction and the use of manipulatives and technology.
- Encourage collaboration among math teachers through professional learning communities (PLCs) to share best practices.

3. Curriculum Alignment and Resources:

- Ensure the math curriculum is aligned with state standards and incorporates critical-thinking activities.

- Incorporate technology tools such as IXL math software and online practice platforms to engage students and reinforce concepts.

4. Intervention and Support Programs:

- Implement targeted math intervention programs for students performing below grade level.
- Provide additional tutoring, after-school programs, and small group instruction to address learning gaps.

Monitoring

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

Formative Assessments: use of formative assessments like weekly quizzes, unit exams and IXL assessments will provide immediate feedback

- Summative Assessments: End of unit exams and standardized test scores will be evaluated to gauge overall achievement trends.

Classroom Observations and Walkthroughs

- Principal will conduct frequent classroom observations to monitor the use of high yield instructional strategies math instructional strategies, fidelity to the curriculum, and student engagement.
- Teacher feedback will be actionable, measurable and timely

Teacher Collaboration and Professional Development

- Bi monthly math department meetings will review student data, discuss instructional challenges, and share best practices.
- Professional development offered and monitored to ensure teachers are equipped with the best instructional methods.

Student Progress Monitoring

- Individual student progress will be monitored through data tracking systems to identify those who need additional support or enrichment.
- Intervention programs will be evaluated regularly for effectiveness based on student growth data.

Person responsible for monitoring outcome

Lisa Davenport

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:

Concrete-Representational-Abstract (CRA) Instructional Strategy The CRA approach is a structured, multiple step instructional strategy that supports students in developing deep mathematical understanding. Instruction starts with Concrete (hands-on manipulatives), progresses to Representational (visual/pictorial models), and concludes with Abstract (numerical/symbolic) representations.

Rationale:

Rated as strong evidence under the ESSA tiers (Every Student Succeeds Act) Supported by peer-reviewed studies (e.g., Witzel et al., 2003; Flores, 2010) Proven effective for diverse learners, including students with disabilities and English learners We will provide professional development for teachers in using manipulatives and visual models

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence, 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

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

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.

Being economically disadvantaged significantly affects student learning by limiting access to essential resources, increasing exposure to stressors, and reducing academic readiness. Students from low-income households often face the following challenges that hinder their educational outcomes:

1. Limited Access to Educational Resources:

Economically disadvantaged students may lack access to books, technology, stable internet, and academic enrichment opportunities outside of school, which can slow academic progress.

2. Chronic Absenteeism and Mobility:

Financial instability can result in frequent school absences due to transportation issues, family responsibilities, or housing insecurity. Higher mobility rates disrupt continuity in learning and relationships with peers and teachers.

3. Food and Health Insecurity:

Poor nutrition and limited access to healthcare negatively impact students' cognitive development, energy levels, and ability to concentrate in class.

4. Increased Stress and Trauma Exposure:

Students living in poverty are more likely to experience stressors such as family conflict, unsafe neighborhoods, or trauma. These experiences can impact executive functioning, emotional regulation, and behavior, affecting academic performance.

5. Lower Early Literacy and Numeracy Skills:

Children from low-income backgrounds often enter school with fewer pre-literacy and numeracy experiences, creating early learning gaps that may persist without targeted intervention.

6. Parental Involvement Barriers:

Economic pressures can limit families' availability for school engagement due to work schedules or limited transportation, impacting home-school communication and student support.

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.

By the end of the 2025–2026 school year, the percentage of economically disadvantaged students achieving proficiency in Mathematics will increase from 45% to 60%%, as measured by the state standardized math assessment.

By the end of the 2025–2026 school year, the percentage of economically disadvantaged students achieving proficiency in ELA will increase from 63% to %, 70as measured by the state standardized ELA assessment

Monitoring

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

No Answer Entered

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:

1. High-Impact Tutoring (Tier 2/3 Intervention) Provide small-group or one-on-one tutoring during or after school. 2. Data-Driven Instruction (DDI) Use frequent formative assessments to identify learning gaps and adjust instruction. 3. Family and Community Engagement Strengthen school-home connections to support learning outside the classroom.

Rationale:

1. Multiple studies show that high-dosage tutoring can produce large learning gains, especially for students from low-income backgrounds. 40 minute in school session a week during Pathfinder period with an additional 30 minute after session 2. Proven effective in improving outcomes in high-poverty schools when used consistently. Weekly or biweekly data reviews in PLCs. Reteaching and small-group targeting based on assessment data. Use of benchmark assessments 4-6 times per year. 3. Research shows increased parental engagement improves student achievement, especially in low-income communities. Regular communication in families' home languages. Workshops on how to support learning at home. Home visits or family liaisons.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

Person Monitoring:

By When/Frequency:

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

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.

Description:

The focus area for this year is student attendance. Chronic absenteeism is a significant barrier to student learning and achievement. Improving overall attendance rates and reducing the percentage

of chronically absent students is one of our primary objectives.

Impact on Student Learning:

Regular school attendance is a critical component of academic success. Students who are frequently absent often miss essential instruction, struggle to keep up with classroom learning, and demonstrate lower performance on assessments. Chronic absenteeism disrupts continuity in learning, weakens relationships with peers and teachers, and negatively impacts student engagement.

Rationale and Data-Based Identification:

This focus area was identified based on a thorough review of prior year data. The significant absenteeism correlates with lower performance in reading, math, and other core subjects. Attendance trends also showed a negative impact on school climate and student morale.

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.

By the end of the 2025–2026 academic year, the school will reduce the chronic absenteeism rate from 20% to 10%, as measured by attendance records indicating the percentage of students missing 10% or more of instructional days. The 2023 - 2024 absenteeism rate was near 30% so we are moving in the right direction

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.

We will review attendance rates on a weekly basis. Phone calls home after the 3rd absence, parent meetings after the 6th and reporting to truancy officers after the 10th. It is anticipated that student achievement will improve among the previously chronically absent students

Person responsible for monitoring outcome

Lisa Davenport

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:

IHS will implement the Check & Connect intervention, a nationally recognized, evidence-based program which is designed to improve student attendance, engagement, and academic progress by providing targeted, individualized support to students at risk of chronic absenteeism. Each chronically absent student will be assigned a trained mentor who will meet with them regularly (at least weekly). Student data (attendance, grades, disciplinary referrals) will be reviewed weekly to identify patterns and intervene early. Family Engagement Our program will include outreach to families to build

communication and support around student attendance. This might include home visits, family conferences, school based celebrations and parent meetings Strategies are adjusted based on student progress and needs.

Rationale:

Mentors build trust, monitor attendance and academic progress, and provide ongoing encouragement and support. A structured monitoring system helps mentors tailor interventions to specific needs. Mentors guide them through identifying barriers (e.g., transportation, family issues, motivation) and developing realistic action plans. Strategies are adjusted based on student progress and needs. Multiple peer-reviewed studies have shown that Check & Connect reduces dropout rates, improves attendance, and increases student engagement, especially among high school students. Identified as a Tier 1 or Tier 2 intervention by the U.S. Department of Education's What Works

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate 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

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)

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.

indiantownhs.irsc.edu

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)).

To fulfill the mission of IHS and support the needs of students, the school plans to build positive relationships with parents, families, and community stakeholders through a comprehensive and collaborative approach. This strategy includes the following key components:

1. Open and Consistent Communication

Regular Updates: The school will provide frequent communication through newsletters, emails, text alerts, and a dedicated parent portal to keep families informed of important dates, events, and student progress.

- Parent-Teacher Conferences: Scheduled conferences will be held at least twice a year, with additional meetings available upon request, to discuss academic performance, behavior, and growth goals.
- Language Accessibility: Communications will be translated into families' home languages to

ensure accessibility and inclusion.

2. Family Engagement Opportunities

- **Workshops and Information Sessions:** The school will offer sessions on topics such as curriculum updates, standardized testing, social-emotional learning, and strategies for supporting students at home.
- **Volunteer Opportunities:** Parents and guardians will be encouraged to participate in classroom activities, field trips, and school events, fostering a sense of shared responsibility and community.

3. Strong Community Partnerships

- **Collaboration with Local Organizations:** The school will partner with local businesses, health providers, and cultural institutions to offer resources such as mentorships, after-school programs, and family support services.
- **Community Events:** Family nights, cultural celebrations, and open houses will be hosted regularly to promote community involvement and showcase student learning.

4. Parent Leadership and Voice

- **Parent Advisory Council:** Parents will have the opportunity to participate in a PAC to share feedback, help shape school policies, and advocate for student needs.
- **Surveys and Feedback Loops:** The school will routinely solicit parent input through surveys and focus groups to inform decision-making and improve practices.

5. Student Progress Monitoring

- **Online Gradebooks and Portals:** Parents will have real-time access to attendance, assignments, and grades via an online system.
- **Progress Reports and Report Cards:** These will be sent home regularly, with personalized comments and next steps to support student growth.

By fostering transparent communication, promoting active engagement, and building trust, the school aims to create a supportive network that empowers families and strengthens the educational experience for all students.

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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)).

IHS is committed to strengthening its academic program by implementing a multi-faceted approach focused on rigor, equity, and student achievement. Key strategies include:

1. Strengthening the Academic Program

- **Curriculum Alignment and Coherence:** The school will review and align the curriculum across grade levels and subjects to ensure coherence with state standards. Special emphasis will be placed on incorporating evidence-based instructional practices and ensuring vertical alignment, especially in core subjects such as math and English Language Arts (ELA).
- **Data-Driven Instruction:** Teachers will receive professional development in analyzing formative and summative assessment data to tailor instruction to student needs. Instructional planning will be guided by regular data cycles to identify learning gaps and adjust strategies in real time.
- **Targeted Support for Struggling Students:** The school will implement Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) frameworks to provide differentiated academic support, particularly in math and literacy.

2. Increasing the Amount and Quality of Learning Time

- **Extended Learning Time:** The school will offer extended day programs, including before- and after-school tutoring in core academic areas, with a focus on math enrichment and intervention.
- **Pathfinder Period:** A robust extended period will be introduced to provide students with opportunities to recover credits, accelerate learning, and reinforce foundational skills, particularly in math and reading.
- **Professional Learning Communities (PLCs):** Teachers will collaborate regularly to share best practices, analyze student work, and plan lessons that maximize instructional time and engagement.

3. Enriched and Accelerated Curriculum

- **Advanced Coursework and Enrichment:** The school will expand access to advanced courses such as college level dual enrollment and establish enrichment clubs such as math leagues, STEM competitions, and coding workshops.
- **Project-Based Learning and Cross-Disciplinary Units:** Curriculum will include integrated projects that connect math with real-world applications in science, technology, and engineering. This will promote critical thinking and problem-solving skills.
- **Support for Diverse Learners:** The school will provide accelerated pathways for gifted and high-achieving students, while also scaffolding content for English Language Learners and students with special needs to ensure equitable access to enrichment opportunities.

Mathematics as a Focus Area

- **Math Intervention and Acceleration:** A math interventionist will support students below grade level, while enrichment opportunities will be provided for those ready for more advanced content.

- **Instructional Coaching in Math:** Teachers will work with math coach to enhance instructional strategies, including the use of manipulatives, technology tools, and conceptual problem solving.
- **Assessment and Progress Monitoring:** Frequent math benchmarking will be conducted to monitor student progress and inform instruction, with adjustments made based on student growth data.

Through these comprehensive strategies, the school aims to elevate the quality of instruction, increase student engagement, and ensure every learner has access to a rich and challenging academic experience.

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)).

This plan is developed through a comprehensive and collaborative process that ensures meaningful coordination and integration with other federal, state, and local services, resources, and programs. Stakeholders, including families, educators, community partners, and agency representatives, are engaged to align efforts that support the whole child and promote academic achievement.

Specifically, IHS coordinates with the following programs and services:

- **Programs Supported Under the Elementary and Secondary Education Act (ESEA):** The schoolwide plan integrates Title I services with other ESEA-funded initiatives, including Title II (professional development), Title III (support for English learners), and Title IV (student support and enrichment), to provide coherent, aligned instruction and support services.
- **Violence Prevention Programs:** The plan aligns with local Safe and Supportive Schools initiatives and coordinates with school-based social-emotional learning programs and community-based violence prevention coalitions to promote a safe and inclusive school climate.
- **Nutrition Programs:** In partnership with MCSD's Child Nutrition Services, the plan supports the National School Lunch and Breakfast Programs to ensure all students have access to healthy meals. Coordination with nutrition education programs is included to promote student wellness.
- **Housing Programs:** The plan includes collaboration with local housing authorities and McKinney-Vento liaisons to identify and support students experiencing homelessness,

ensuring immediate enrollment, transportation access, and wraparound support services.

- Career and Technical Education (CTE) Programs: The plan aligns with local and regional CTE programs to expand students' access to career exploration, dual credit opportunities, and work-based learning
- Schools Identified for Comprehensive or Targeted Support and Improvement (CSI/TSI): the plan aligns with state- and district-required CSI/TSI improvement plans. This includes evidence-based interventions, frequent progress monitoring, and targeted professional development to address identified areas of need.

By coordinating these programs and resources, IHS ensures a cohesive approach to improving student outcomes, closing achievement gaps, and supporting family and community engagement in school improvement efforts

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)).

IHS implements a multi-tiered system of support to ensure that students receive comprehensive services that go beyond academic instruction.

1. Counseling Services

Licensed School Counselors: Schools employ certified counselors who provide individual and group counseling to address social, emotional, behavioral, and academic concerns.

- **Preventative Programs:** Counselors run programs on topics such as conflict resolution, peer relationships, time management, and stress reduction.
- **Crisis Intervention:** Immediate support is available for students dealing with trauma, grief, or personal crises.

2. School-Based Mental Health Services

- **On-site Mental Health Professionals:** we partner with local health agencies and our guidance counselor is also a licensed mental health counselor
- **Early Identification and Referral:** Teachers and staff are trained to recognize signs of mental health issues and refer students to appropriate services.
- **Confidential Support Spaces:** Safe, private spaces are available on campus for students to access mental health care discreetly.

3. Specialized Support Services

- **Individualized Education Plans (IEPs):** For students with disabilities, we have developed tailored plans that include specialized support from educators and therapists.
- **504 Plans:** Students with medical or psychological conditions that impact learning receive accommodations under Section 504 of the Rehabilitation Act.
- **Behavioral Intervention Plans (BIPs):** For students exhibiting behavioral challenges, personalized intervention strategies are created and implemented.

4. Mentoring Services

- **Peer Mentoring:** Older students or trained peers support younger students through structured mentoring programs.
- **Adult Mentors:** Staff, community members, or volunteers are matched with students to provide guidance, encouragement, and a positive role model.
- **Targeted Support Programs:** Mentoring initiatives often focus on at-risk populations, such as first-generation students or those experiencing poverty or trauma.

5. Social-Emotional Learning (SEL) Programs

- **Curriculum Integration:** SEL is embedded in daily lessons to help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Classroom Activities:** Teachers use morning meetings, group projects, and reflective discussions to reinforce SEL.
- **Whole-School Approach:** SEL principles are reinforced throughout the school environment, including during extracurricular activities and interactions with staff.

6. Community and Family Engagement

- **Parent Workshops and Resources:** IHS offers training and materials to help families support students' mental health and personal growth at home.
- **Community Partnerships:** Collaborations with nonprofits, clinics, and agencies expand access to services and resources.
- **Cultural and Linguistic Support:** Services are often provided in multiple languages and are sensitive to diverse cultural backgrounds.

7. Enrichment and Extracurricular Activities

- **Clubs and Sports:** Participation in arts, athletics, and interest-based clubs builds teamwork, leadership, and self-confidence and all students are encouraged to participate in the community or at their home school. IHS also offers several after school clubs and activities
- **Leadership Opportunities:** Student government, ambassador programs, and service-learning projects foster civic engagement and responsibility.
- **Life Skills Workshops:** Topics may include financial literacy, college and career readiness, nutrition, and digital citizenship.

Summary

By providing these layered and interconnected services, IHS aims to develop the *whole child*, addressing mental, emotional, and social development alongside academic success. These strategies create a supportive environment where our students can thrive personally and academically.

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)).

1. Career Exploration and Counseling:

- IHS provides students with guidance and resources to explore a multitude of postsecondary pathways, including college, vocational training, military, apprenticeships, and direct entry into the workforce.
- Career counseling helps students understand their interests, strengths, and the labor market demands, enabling informed decisions about their future.

2. Career and Technical Education (CTE) Programs:

- CTE programs offer specialized training that prepares students for specific trades, professions, or technical fields, blending academic knowledge with practical skills. IHS offers culinary, welding, health sciences, and marketing
- Our programs partners with local businesses to ensure curriculum relevance and provide hands-on learning experiences and internships
- Our CTE pathways can lead to certifications, licenses, or credentials that enhance employability immediately after high school and provide a strong foundation for further education.

3. Dual Enrollment and Postsecondary Credit Opportunities:

- our dual enrollment programs enable students to take courses at Indian River State College that count toward both high school graduation and postsecondary degrees.

4. Workforce Readiness Skills Development:

- In addition to technical skills, IHS emphasizes critical workplace competencies such as communication, teamwork, problem-solving, digital literacy, and time management.
- Our courses Blueprint for Career Success and Entrepreneurship integrate soft skills training with career technical education to prepare students for successful transitions into the workforce.

5. Collaboration with Postsecondary Institutions and Employers:

- Our partnership with IRSC and local employers facilitate seamless transitions from high school to further education or employment.
- Our collaborations may include articulation agreements, apprenticeships, mentorships, and career pathway programs tailored to local and regional economic needs.

6. Equity and Access Initiatives:

- IHS strives to ensure all students, especially those from underrepresented or disadvantaged backgrounds, have equitable access to CTE programs and dual-credit courses.
- Our efforts focus on reducing barriers such as transportation, fees, scheduling conflicts, and lack of information to promote broad participation

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)).

Implementation Steps

1. **Established Leadership Team:** Includes principal, ESE staff, guidance counselor, school social worker, teachers, behavior specialist, and families.
2. **Define Behavioral Expectations and Data Systems:** We developed clear expectations and methods to collect behavioral data schoolwide including referrals, BIRs, classroom observation data and EWS reports
3. **Train Staff:** We provide ongoing professional development on the tiered model of support and evidence-based practices.
4. **Deliver Tier 1 Supports:** Schoolwide teaching of expectations and reinforcement systems.
5. **Implement Tier 2 Supports/EIS:** Identify at-risk students, provide targeted group interventions, and track progress.
6. **Provide Tier 3 Supports:** Conduct FBAs and create individualized plans for students with persistent problem behavior.
7. **Coordinate with IDEA Requirements:** Use IDEA funds as appropriate for early intervening services, ensuring alignment and smooth transitions between general and special education supports.
8. **Evaluate and Refine:** Continuously monitor data, evaluate effectiveness, and make adjustments

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)).

1. Ongoing Professional Development on Data-Driven Instruction

- **Regular Data Analysis Workshops:** Teachers will participate in scheduled sessions focused on interpreting student academic assessment data. We will teach them how to use data to identify student learning gaps, inform differentiated instruction, and monitor progress.
- **Collaborative Data Teams:** Established subject-area teams that meet regularly to review

assessment data, share best practices, and develop targeted instructional strategies.

2. Instructional Improvement Through Targeted Professional Learning

- **Content-Specific Workshops:** We offer ongoing, research-based professional development tailored to high-need subjects (e.g., Math, special education, ELA). These sessions emphasize evidence-based instructional strategies and the integration of technology to engage diverse learners.
- **Instructional Coaching and Peer Observations:** Implemented peer coaching cycles where teachers provide personalized feedback and model effective teaching practices. Our peer observations foster a collaborative culture of continuous improvement.

Mentoring and Induction Programs: New teachers, especially those in high-need subjects, are paired with experienced mentors who provide guidance, support, and professional advice throughout their first years.

- **Supportive Work Environment:** Foster a positive school culture that values collaboration, recognizes achievements, and prioritizes work-life balance.

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)).

N/A

VI. ATSI, TSI and CSI Resource Review

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.

NA

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).

NA

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/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00