

Alachua County Public Schools

North Central Florida Public Charter School



2018-19 Schoolwide Improvement Plan

North Central Florida Public Charter School

1000 NE 16TH BLVD BLDG C, Gainesville, FL 32601

ncfcharter.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	83%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for North Central Florida Public Charter School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of North Central Florida Public Charter School, Inc. (NCF) is to reengage dropouts or potential dropouts in the educational process so that they may complete the requirements for a high school diploma.

b. Provide the school's vision statement.

North Central Florida Public Charter School's vision is to prepare students to be productive members of society while obtaining their high school diploma.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Each student that enrolls at NCF completes an application packet which includes their commitment to their success. For those students that have a parent/guardian, the parent/guardian commits to supporting the success of their student. The majority of our students are identified as at-risk. Establishing a successful connection to school is a top priority for them. Students begin forming that connection in the required new student orientation that takes place before entering classes. Our school success model is based on establishing relationships with students. Due to our small school size and the need for multiple credits in core subject areas, students can spend multiple periods with the same teacher. This allows for the building and strengthening of relationships among students and staff.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

All students at NCF are required to attend a new student orientation before enrolling in school. In this new student orientation, the relationship is begun between staff, student and parent. Students are given a copy of the student handbook and the orientation leader goes through it with them. When students complete the orientation, all aspects of school life including safety expectations are clear.

NCF promotes safety by encouraging all students, parents, and school staff to notify administration of any inappropriate language or behaviors noticed before, during and after school. Due to the Florida statute requirement, the school has hired a School Guardian. He is a constant presence on campus. He patrols all buildings, hallways, restrooms, classrooms and grounds. He too will strive to establish relationships with students which will allow him to know the pulse of the campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school wide behavioral system required by Florida Statute 1006.07(2) is to assist students, parents, teachers, and school administrators with ensuring a safe and orderly working and learning environment. All students are expected to follow the student code of conduct that is covered in the new student orientation process. Parents and students must sign a form acknowledging they read the

student handbook.

In order to minimize classroom distractions, students are not allowed to bring cell phones, backpacks or purses into the building. Students are provided lockers to store these items and must clear a metal detector upon entry to the school. The Internet has filters in place to block social media websites and leading proxies.

Staff receives professional development during preplanning and throughout the school year in positive behavior supports. All teachers are trained on classroom interventions and behaviors as it relates to students' academic achievement.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

NCF ensures that students' social-emotional needs are met by providing an academic and socially safe learning environment. Ensuring that this environment is nurtured and maintained is first met by teachers and staff. Our school is built on the relationship model. All teachers and staff are responsible for building those relationships with students as the first point of contact. All staff also have a group of students assigned to them for mentoring. The school has a referral system in place with Sinfonia Family Services of Florida to provide mental health services.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance monitoring is a major focus at NCF. Poor attendance is the main reason the majority of our students are here. Teachers are responsible for contacting students and or parents for absences. When students reach 10 or more unexcused absences, they are referred to the assistant principal. Meetings with parents and attendance contracts are put in to place. For those students still bound by compulsory attendance, truancy guidelines set down by Alachua School District and the state are followed.

Academic progress monitoring is the pillar of success at NCF. Teachers maintain a daily observance of student progress. Weekly staff progress monitoring meetings are held to discuss barriers and strategies for student progress.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	29	24	27	31	77	188
One or more suspensions	0	0	0	0	0	0	0	0	27	21	8	13	6	75
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	7	28	29	37	20	121

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	22	18	16	13	11	80

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Weekly progress monitoring meetings look at student academic progress, attendance, and behavior. Students who exhibit one or more academic warning indicators, as identified by the early warning system, are flagged for interventions. Interventions can include: attendance contract, behavior contract, parent conference, adjustments to schedule, referral to the IEP team for a change to accommodations, referral for behavioral counseling services, and administrative conferencing. Intervention strategies in place in the classroom include: Title I math and reading tutors, small group instruction, computer assisted technology. Extended day after school tutoring is available daily.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/648779>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

NCF Charter has a very active board and board chair. The board has established community partnerships with multiple organizations throughout Alachua county for the support of the school and students. These partnerships include: Alachua Public Libraries, Ameris Bank, United Way, Catholic Charities, Gainesville Police Department, Alachua County Sheriff's Office, Bread of the Mighty Food Bank, Sinfonia Family Services of Florida, Career Source of North Central Florida, Department of Children and Families, Santa Fe College and Juvenile Justice.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Starling, Randy	Principal
Barnett, Daniel	Assistant Principal
Smith, Tiffany	Teacher, ESE
Hunt, Delia	Registrar

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Each member of the team is responsible for taking an active role in student achievement. The team along with teachers monitor both academic progress and student behavior. Group decisions are made about the best interventions needed for individual students during weekly monitoring meetings.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team is constantly monitoring student outcomes. Changes and additions are made school wide when processes or procedures currently in place are not generating desired outcomes. All resources are focused on the one school wide goal of graduation.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Randy Starling	Principal
Daniel Barnett	Education Support Employee
Dennis Harsh	Teacher
Sheila Nickerson	Parent
Shayla Nickerson	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

No state School Improvement Plan was done for 2017-18.

b. Development of this school improvement plan

Members of the SAC committee provide ongoing dialogue with feedback to the Principal regarding educational processes, initiatives and results.

c. Preparation of the school's annual budget and plan

The budget and plan is shared with and reviewed by the SAC committee.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

No funds were allocated last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Barnett, Daniel	Assistant Principal
Giles, Brian	Teacher, K-12
Hunter, Scott	Teacher, K-12
Swanson, Edwin	Teacher, K-12
Warren, Nicole	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets twice weekly to monitor student progress in the areas of academics, behavior, and attendance. For those students not making adequate progress, intervention plans are created to promote literacy and progress.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

NCF Charter implements Professional Learning Communities so that teachers can collaborate on student academic progress, Rtl, and address any concerns. Teachers and staff under the direction of the Assistant Principal meet twice a week. Any suggestions are given to the Principal that address any concerns about the school community, instruction, and data. Teachers are given common planning time to participate in these PLCs.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

NCF begins the process of attaining highly qualified and effective teachers by advertising across several different mediums including social media. Applicants proceed through a lengthy interview process that involves stakeholder representatives including students. NCF offers a competitive salary and benefit

package as well as sign on bonuses. Each new teacher is mentored by the Assistant Principal and an assigned mentor teacher. Effective mentoring and coaching promotes retention of new teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Beginning teachers to NCF participate in the Alachua County School District Beginning Teacher Program. The Assistant Principal at NCF provides the onsite mentoring and support of the beginning teacher through observations, conferences, professional development and written and oral feedback. Beginning teachers are also paired with a veteran teacher to provide direction in the school's curriculum and pupil progression.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

NCF uses the Apex Learning System which has been approved by the State of Florida as being aligned and meeting the Florida standards for the core curriculum. All teachers use the Apex Learning System as the basis for ensuring all Florida standards are met. Teachers collaborate on best practices for the the instructional delivery of Apex in weekly PLCs.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

NCF uses state testing data and classroom progress data to guide all instruction. Teachers and staff meet twice a week to share data and provide interventions for struggling students. Differentiated instruction in the content areas is part of the blended learning model at NCF. For our ESE students that meet the requirements, state Access points in the standards are utilized. NCF uses Reading Plus to assist students struggling with reading.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 4,800

20 four-hour days summer school session to extend student opportunities for achievement.

Strategy Rationale

To provide students supplemental, differentiated instruction in order to increase student achievement in all areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Barnett, Daniel, daniel.barnett@ncfcharter.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Prior state assessment and classroom student data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

NCF provides a mandatory one day New Student Orientation for all incoming students. In this orientation, students learn about graduation requirements, curriculum used, self-paced learning, and time management. This helps new students when entering their classrooms. NCF is an accelerated program allowing students to complete credits throughout the school year. Students are not constrained by the traditional school calendar. They can be promoted or graduated anytime during the school year.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Dual enrollment opportunities are offered through an articulation agreement with Santa Fe College. College and career days are presented at school. Santa Fe College also host students on field trips to the local satellite campus. NCF also partners with the local Career Work Source office. Bethune Cookman University also presents on campus and helps students complete their applications for entry.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Through the dual enrollment opportunity with Santa Fe College, students can participate in the CTE programs that lead to industry certification in that area. <https://www.sfcollge.edu/programs/index#p-by-type5>

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

As part of their academic schedule, students can integrate the following CTE courses into their high school requirements. Health Science Foundations, Accounting Applications, Marketing Applications, Legal Aspects of Business, management and Human Resources, Intro to Business and Technology, Digital Information Technology, Information Technology Applications, Computer Applications, and Business Applications.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Intensive Math, Intensive Reading, and test prep courses are offered to improve student readiness for post secondary entry. At NCF we strive to decrease the number of students needing remedial college courses.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** NCF will increase learning gains for English Language Arts and Mathematics by 5% as evidenced by the School Improvement Rating report issued for 2018-19 by the Florida Department of Education.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. NCF will increase learning gains for English Language Arts and Mathematics by 5% as evidenced by the School Improvement Rating report issued for 2018-19 by the Florida Department of Education. **1a**

 G100748

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	35.0
Math Gains	53.0

Targeted Barriers to Achieving the Goal **3**

- Students struggling with reading and students with large gaps in math progression need more individualized tutoring in classes.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Utilize Title I funding to place highly qualified paraprofessionals in reading and math classes to tutor struggling students.

Plan to Monitor Progress Toward G1. **8**

Exam scores on the FLA, Algebra 1 EOC and concordant exams will be collected and monitored throughout the school year to determine progress toward the goal.

Person Responsible

Daniel Barnett

Schedule

Quarterly, from 8/27/2018 to 5/31/2019

Evidence of Completion


Exam scores on the FLA, Algebra 1 EOC and concordant exams.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. NCF will increase learning gains for English Language Arts and Mathematics by 5% as evidenced by the School Improvement Rating report issued for 2018-19 by the Florida Department of Education. **1**

 G100748

G1.B1 Students struggling with reading and students with large gaps in math progression need more individualized tutoring in classes. **2**

 B271772

G1.B1.S1 Highly qualified reading and math tutors will be added to classrooms. **4**

 S287738

Strategy Rationale

Students struggling in reading and math will have greater access to individualized tutoring in class.

Action Step 1 **5**

Highly qualified reading and math paraprofessionals to tutor in classes will be hired.

Person Responsible

Randy Starling

Schedule

Monthly, from 8/22/2018 to 4/1/2019

Evidence of Completion

Completed hiring documents with Title I and Alachua School District.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly walk through of classes to monitor student tutor interaction.

Person Responsible

Daniel Barnett

Schedule

Weekly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Notated records of student tutor interaction walk through.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers and administration will closely monitor and support tutors with their interaction with students.

Person Responsible

Daniel Barnett

Schedule

Weekly, from 8/27/2018 to 5/31/2019

Evidence of Completion

Feedback will be notated from students and teachers as to the effectiveness of tutors with students.

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Highly qualified reading and math paraprofessionals to tutor in classes will be hired.				\$60,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	150-Aides	1003 - North Central Florida Public Charter School	Title, I Part A		\$60,250.00
					Total:	\$60,250.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S1.A1 A390279	Highly qualified reading and math paraprofessionals to tutor in classes will be hired.	Starling, Randy	8/22/2018	Completed hiring documents with Title I and Alachua School District.	4/1/2019 monthly
G1.MA1 M426699	Exam scores on the FLA, Algebra 1 EOC and concordant exams will be collected and monitored...	Barnett, Daniel	8/27/2018	Exam scores on the FLA, Algebra 1 EOC and concordant exams.	5/31/2019 quarterly
G1.B1.S1.MA1 M426697	Teachers and administration will closely monitor and support tutors with their interaction with...	Barnett, Daniel	8/27/2018	Feedback will be notated from students and teachers as to the effectiveness of tutors with students.	5/31/2019 weekly
G1.B1.S1.MA1 M426698	Weekly walk through of classes to monitor student tutor interaction.	Barnett, Daniel	8/27/2018	Notated records of student tutor interaction walk through.	5/31/2019 weekly