

Alachua County Public Schools

North Central Florida Public Charter School



2019-20 Schoolwide Improvement Plan

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North Central Florida Public Charter School

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

ncfcharter.org

Demographics

Principal: Randy Starling

Start Date for this Principal: 7/1/2011

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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

ncfcharter.org

School Demographics

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

School Grades History

Year
Grade

School Board Approval

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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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|-----------------|---------------------|--|
| Starling, Randy | Principal | 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. |
| Barnett, Daniel | Assistant Principal | 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. |
| Smith, Tiffany | Teacher, ESE | 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. |
| Hunt, Delia | Registrar | 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. |

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|----|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 11 | 20 | 33 | 30 | 107 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 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 | 0 | 0 | 0 | 0 | 0 | | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 9 | 13 | 8 | 35 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)

7

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | | |

Prior Year - Updated**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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 59% | 56% | 0% | 57% | 53% |
| ELA Learning Gains | 0% | 52% | 51% | 0% | 54% | 49% |
| ELA Lowest 25th Percentile | 0% | 39% | 42% | 0% | 42% | 41% |
| Math Achievement | 0% | 54% | 51% | 0% | 47% | 49% |
| Math Learning Gains | 0% | 54% | 48% | 0% | 41% | 44% |
| Math Lowest 25th Percentile | 0% | 48% | 45% | 0% | 32% | 39% |
| Science Achievement | 0% | 68% | 68% | 0% | 65% | 65% |
| Social Studies Achievement | 0% | 75% | 73% | 0% | 74% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 11 (0) | 20 (0) | 33 (0) | 30 (0) | 94 (0) |
| Attendance below 90 percent | 0 () | 0 () | 0 () | 0 () | 0 (0) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | 7% | 60% | -53% | 55% | -48% |
| | 2018 | 8% | 58% | -50% | 53% | -45% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 0% | 55% | -55% | 53% | -53% |
| | 2018 | 21% | 60% | -39% | 53% | -32% |
| Same Grade Comparison | | -21% | | | | |
| Cohort Comparison | | -8% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 5% | 66% | -61% | 67% | -62% |
| 2018 | 5% | 68% | -63% | 65% | -60% |
| Compare | | 0% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 14% | 71% | -57% | 70% | -56% |
| 2018 | 12% | 71% | -59% | 68% | -56% |
| Compare | | 2% | | | |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 56% | -56% | 61% | -61% |
| 2018 | 8% | 60% | -52% | 62% | -54% |
| Compare | | -8% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 48% | -48% | 57% | -57% |
| 2018 | 0% | 63% | -63% | 56% | -56% |
| Compare | | 0% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | | | | | | | | | | | |
| BLK | | | | | | | | | | 20 | |
| WHT | | | | | | | | | | 17 | |
| FRL | | | | | | | | 7 | | 18 | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 6 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 35 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 79% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 0 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 4 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|--|-----|
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 17 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 5 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

10th Grade ELA & Algebra EOC were the lowest performers. The greatest contributing factor to low performance for our school is student attendance. The majority of our students have a history of poor school attendance. Due to poor attendance, there are large skill gaps that contribute to the low performance on state exams.

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

10th Grade ELA had the greatest decline from the prior year. No one factor can be identified that caused the decline. Because of being an alternative school that targets dropouts, our 10th grade population fluctuates greatly from year to year. The school's focus mainly targets state exam retakes that are required for graduation. More attention will be given this year to our 9th and 10th grade first time test takers and ensuring they are better prepared for the exams.

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.

10th Grade ELA & Algebra EOC both had the greatest gap when compared to the state average. As discussed in 1a above, attendance is the greatest contributing factor to low performance on state exams.

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

The History EOC is the data component that showed the most improvement. No new actions were taken to achieve this improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our area of most concern is student attendance followed by ELA and math learning gains.

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

1. Improve average daily attendance.
2. Improve ELA learning gains and proficiency achievement on the 10th grade ELA.
3. Improve math learning gains and proficiency achievement on the Algebra EOC.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title ELA Learning Gains

Rationale

Improving ELA learning gains will directly impact achievement proficiency on ELA state assessments. ELA learning gains are also used in the computation for determining the school's School Improvement Rating.

State the measurable outcome the school plans to achieve

NCF Charter School will increase the possible number of points on the School Improvement Rating matrix for ELA gains by 3 points for the 2019-20 school year.

Person responsible for monitoring outcome

Randy Starling (randy.starling@ncfcharter.org)

Evidence-based Strategy

NCF Charter School will use Title I dollars to employ highly qualified paraprofessionals to provide one-on-one tutoring in English Language Arts.

Rationale for Evidence-based Strategy

Students that struggle with reading need more individualized instruction/tutoring than the classroom teacher can provide. Title I dollars will be used to place highly qualified paraprofessionals in the intensive reading classroom to provide one-on-one instruction for struggling readers.

Action Step

Description

1. Employee Highly Qualified paraprofessionals.
2. Administer the STAR exam to intensive reading students to determine skill level.
3. Identify low level readers in intensive reading class.
4. Assign paraprofessional to identified students.
5. Reassess quarterly.

Person Responsible

Daniel Barnett (daniel.barnett@ncfcharter.org)

| #2 | |
|---|---|
| Title | Math Learning Gains |
| Rationale | Improving math learning gains will directly impact achievement proficiency on the algebra state assessment. Math learning gains are also used in the computation for determining the school's School Improvement Rating. |
| State the measurable outcome the school plans to achieve | NCF Charter School will increase the possible number of points on the School Improvement Rating matrix for math gains by 3 points for the 2019-20 school year. |
| Person responsible for monitoring outcome | Randy Starling (randy.starling@ncfcharter.org) |
| Evidence-based Strategy | NCF Charter School will use Title I dollars to employ highly qualified paraprofessionals to provide one-on-one tutoring in math. |
| Rationale for Evidence-based Strategy | Students that struggle with math need more individualized instruction/tutoring than the classroom teacher can provide. Title I dollars will be used to place highly qualified paraprofessionals in the math classroom to provide one-on-one instruction for struggling students. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Employee Highly Qualified paraprofessionals. 2. Administer the STAR exam to all math students to determine skill level. 3. Identify low level math students. 4. Assign paraprofessional to identified students. 5. Reassess quarterly. |
| Person Responsible | Daniel Barnett (daniel.barnett@ncfcharter.org) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The school leadership team feels that improving average daily attendance will spill over to improvement in all areas of the school.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

NCF Charter School has as a priority the establishment of positive relationships with parents, families, and community. The Parent and Family Engagement Plan is uploaded and outlines the steps the school will take.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), which is available at the school site.

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 Charter School has elected to follow the Alachua School District Mental Health Plan. Students will be monitored at the school and referred to the district if services are needed. Student mentoring is a continual part of the relationship driven model the school uses to reengage students in the academic process.

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

Because NCF Charter School is an alternative school focusing on dropout recovery, there are continual promotions from one school level to another throughout the school year. Students seamlessly transition from one grade level to the next as credits are recovered or obtained. Students entering the school for the first time regardless of grade level are required to attend a new student orientation before starting classes.

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 NCF Charter School Board of Directors holds an annual finance workshop every May/June. In that finance workshop, the school principal and CPA present the board with budgetary recommendations for the coming school year. The principal along with his leadership team has reviewed the expenditures from the current year and discussed school needs for the upcoming year. FTE projections are made based on past enrollment trends to determine the available funds for the upcoming school year. School academic data is used to prioritize funds for the next school year. The principal, leadership team, and CPA meet every other month and are always working to allocate resources that will generate the best return on investment for students. Personnel is the greatest resource available to the school. Every effort is made by the board and principal to retain highly qualified personnel. The middle and high school curriculum is provided by one vendor and is delivered online. This curriculum is evaluated each year according to student outcomes and a decision is made as to retain the curriculum or make a change.

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

NCF Charter School has a dual enrollment agreement in place with Santa Fe College. Students that meet the requirements for dual enrollment are encouraged to participate. Career counseling and college awareness increases as students get closer to graduation. Seniors enrolled in electives classes are required to do interest inventories and a college search as part of the class. Organized student field trips to Santa Fe College for post-secondary career awareness are planned each school year. The US Army, Navy and Marines are on campus throughout the school year meeting with interested students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | | | | |
|---------------|---------------|--|--|-----------------|-----|--------------------|
| 1 | III.A. | Areas of Focus: ELA Learning Gains | | | | \$22,125.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 150-Aides | 1003 - North Central Florida Public Charter School | Title, I Part A | 1.0 | \$22,125.00 |
| 2 | III.A. | Areas of Focus: Math Learning Gains | | | | \$22,125.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 150-Aides | 1003 - North Central Florida Public Charter School | Title, I Part A | 1.0 | \$22,125.00 |
| Total: | | | | | | \$44,250.00 |