

Alachua County Public Schools

North Central Florida Public Charter School



2020-21 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: 8/24/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 was approved by the Alachua County School Board on 10/6/2020.

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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	%
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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SIP Authority

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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, position title, and job duties/responsibilities 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	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.

Demographic Information

Principal start date

Monday 8/24/2020, Randy Starling

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

7

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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 .	

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	16	22	16	33	51	138	
Attendance below 90 percent	0	0	0	0	0	0	0	0	6	12	13	17	31	79	
One or more suspensions	0	0	0	0	0	0	0	0	4	6	5	6	8	29	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	11	13	9	18	28	79	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	15	10	19	29	73	

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	9	12	10	11	14	56	

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		

Date this data was collected or last updated

Monday 8/24/2020

Prior Year - As Reported

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		
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		

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	

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		
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		

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	

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	
	(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.

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%	2
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	2
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%	0
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%	0
Pacific Islander Students	
Federal Index - 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%	0
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%	2
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%	2

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?

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. Instructional Practice specifically relating to ELA

Area of Focus Description and 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.
Measurable Outcome:	NCF Charter School will increase the possible number of points on the School Improvement Rating matrix for ELA gains by 3 points for the 2020-21 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 Steps to Implement

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. Instructional Practice specifically relating to Math

Area of Focus Description and 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.
Measurable Outcome:	NCF Charter School will increase the possible number of points on the School Improvement Rating matrix for math gains by 3 points for the 2020-21 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 a highly qualified intensive math teacher to serve level 1 and level 2 students. Highly qualified paraprofessionals to provide one-on-one tutoring in math will also be employed.
Rationale for Evidence-based Strategy:	Level 1 and 2 students need a direct instruction intensive math teacher to close achievement gaps before they can successfully move on to high math courses. Title I dollars will be used for that intensive math teacher. Students that struggle with math also 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 Steps to Implement

1. Employee Highly Qualified intensive math teacher and 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

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

NCF Charter School values the opinions and suggestions of all of our stakeholders. The school's primary focus is always continual improvement. Continual growth and improvement would not be possible without the input and perspective of stakeholders. For this coming school year, a new staff position has been created to grow and develop our pool of stakeholders and to increase the school's community and parental involvement.

Starting this school year, parents are encouraged to attend monthly virtual meetings. These meetings are designed to keep parents abreast of what's currently happening at school and allow interaction with their student's teachers. Parents and students will be surveyed each month to ascertain needs, likes and dislikes. The school will use this data to improve our services.

NCF will grow our community partner base this year as well. Community partners are crucial in helping to meet the needs of our students and parents. This will also help increase the awareness of the school in the community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$42,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	1003 - North Central Florida Public Charter School	Title, I Part A	1.0	\$15,883.00
	5100	120-Classroom Teachers	1003 - North Central Florida Public Charter School	Title, I Part A	1.0	\$22,927.00
	6400	310-Professional and Technical Services	1003 - North Central Florida Public Charter School	Title, I Part A		\$3,230.00
			<i>Notes: Marzano Training</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$38,810.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	120-Classroom Teachers	1003 - North Central Florida Public Charter School	Title, I Part A	1.0	\$22,927.00
	5100	150-Aides	1003 - North Central Florida Public Charter School	Title, I Part A	1.0	\$15,883.00
Total:						\$80,850.00