North Central Florida Public Charter School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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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ncfcharter.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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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SIP Authority

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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.

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	Position Title	Job Duties and Responsibilities
Starling, Randy	Director	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	Assistant Director	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		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		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.
Hunter, Scott		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

Friday 7/1/2011, 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.*

1

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.*

0

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

162

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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	24	28	43	54	162
Attendance below 90 percent	0	0	0	0	0	0	0	0	5	14	19	37	42	117
One or more suspensions	0	0	0	0	0	0	0	0	1	3	3	5	7	19
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 FSA ELA assessment	0	0	0	0	0	0	0	0	9	18	17	20	26	90
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	3	21	26	7	7	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	7	9	15	25	57

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	16	18	20	27	90

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

Tuesday 10/5/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		57%	56%
ELA Learning Gains					52%	51%		55%	53%
ELA Lowest 25th Percentile					39%	42%		41%	44%
Math Achievement					54%	51%		48%	51%
Math Learning Gains					54%	48%		43%	48%
Math Lowest 25th Percentile					48%	45%		37%	45%
Science Achievement					68%	68%		67%	67%
Social Studies Achievement					75%	73%		73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	7%	60%	-53%	55%	-48%
Cohort Comparison						
10	2021					
	2019	0%	55%	-55%	53%	-53%
Cohort Comparison		-7%				

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
2021					
2019	5%	66%	-61%	67%	-62%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	71%	-57%	70%	-56%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	56%	-56%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	48%	-48%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

8 - 12: STAR, FSA, ACT, and EOC

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	5	5
	Economically Disadvantaged	4	5	5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	4	5
	Economically Disadvantaged	2	4	5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	4	6
	Economically Disadvantaged	0	4	6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	0	1
	Economically Disadvantaged	1	0	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	8	11
	Economically Disadvantaged	6	8	11
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	4	8
	Economically Disadvantaged	5	4	8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	1
	Economically Disadvantaged	0	0	1
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	7	8
	Economically Disadvantaged	7	7	8
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	8	7
	Economically Disadvantaged	6	8	7
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	3
	Economically Disadvantaged	0	0	3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD										41	
BLK								6		38	
WHT										47	
FRL								19		35	5

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	80
Total Components for the Federal Index	4
Percent Tested	30%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	15
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 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	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Due to the specific dropout prevention/recovery nature of our institution, our most consistent trend is our struggle with ELA and mathematics skill deficiencies. The average incoming student at NCF enters our program with moderate to severe deficiencies in these core academic skills. Longitudinal data from assessments of incoming students have shown us that these skill deficiencies remain one of our most pronounced issues from year to year. Longitudinal progress monitoring data shows that students who participate in our remediation programs (pullouts, intensive math and reading coursework, tutoring) in addition to individualized instruction have seen consistent gains in both reading and math abilities. State growth data shows steady increases in mathematics gains, although our ELA scores have remained fairly steady at an average of 31% gains (as of data available in 2019). Although our average incoming reading levels have decreased over the years, our graduation rate has steadily increased. Internal monitoring also shows consistent increases in both reading and math skills when measured against baseline results.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

As previously mentioned, our most consistent trend also highlights our greatest identified area of improvement. An 18-year-old student who enters our program reading at a 4th-grade level and ends the year reading at a 7th-grade level has shown substantial accelerated growth, but still possesses skill deficiencies which make inhibit success on statewide assessments and the ability to engage with grade-appropriate curriculum. Consistent internal growth does not necessarily translate to statewide assessment growth. The majority of our graduates complete alternative tests which earn concordant scores, demonstrating that our growth does translate to greater test scores but not on a time scale that necessarily aligns with state standardized assessments. Thus, our greatest need for improvement has been and remains a greater focus on core skill remediation and accelerated growth with the intention of greater success on statewide assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include severe skill deficiencies among incoming students and a high percentage of ESE and 504 students with specialized needs. NCF also struggles to address endemic socioeconomic challenges which effect all aspects of the educational process, from attendance to discipline to nutrition, and which all negatively impact skill acquisition and retention. In addition, the school year presented an unprecedented challenge as we struggled to teach the majority of our students virtually due to the COVID-19 global pandemic. We had to come up with new systems to maintain contact and engagement during distance learning, monitor the progress of students we did not see in person, and assess the impact and quality of our instructional delivery.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our highest areas of growth were in successful ACT concordant scores and reading gains as measured by the Reading Plus software.

What were the contributing factors to this improvement? What new actions did your school take in this area?

New actions we took were mostly related to the new challenges of pandemic-era education. We implemented virtual tutoring sessions via Zoom, matching high-need students with individualized assistance in virtual "breakout rooms." We created digital classrooms to house core and supplementary instructional material. We received grants to acquire and distribute laptops and prepaid internet cards to challenged families who would not have been otherwise able to afford the safety of remote education.

What strategies will need to be implemented in order to accelerate learning?

We have learned, over the years, that it is futile to play "whack-a-mole" with individual components of the broad issues facing our students. There is no single aspect that can be addressed which will translate to transformative gains for Alachua county's at-risk students. We recognize that, for at-risk populations, socioeconomic challenges cannot be disentangled from academic challenges. Therefore, we will need to continue to implement holistic improvements not only to instruction, but also to the wraparound services we provide to our students. We will have to broaden the specific services that we provide to both students and to our instructional staff. We will have to improve the quality and consistency of progress monitoring and academic remediation. We will have to help our students appreciate the value of earning their high school diploma: something that many of them have all but given up on by the time they come to us. We will have to provide targeted professional development to our staff, several of whom will be new hires for us in the coming school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Administration will continue to identify and recommend district-provided professional development opportunities via ACIIS. Instructional staff will receive training (either in-person or via virtual coaching) from Marzano Resources. Administration will develop and implement a scheduled, ongoing professional development series for teachers which will deliver focused, targeted PD either by request or as need is identified.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have a number of exciting changes in place for the coming school year. We have created three new positions: our new Behavioral Specialist will support both staff and students by maintaining robust implementation of our existing discipline and PBIS framework - something that suffered due to the challenges of teaching during the pandemic. Our Transition Specialist will work with students to identify opportunities for growth during and after high school. Our Curriculum Specialist will directly support instructional staff in the classroom by helping teachers manage the difficulties of delivering effective, genuine instruction across multiple grade levels. We have split one existing position (Electives Teacher/Testing Specialist) into two distinct positions, meaning our testing specialist will have more time to track growth and identify needs. We have also re-implemented the previous full-time Reading position, which means we will be able to provide intensive remediation to many more students. We will have a social worker in the building once a week to speak to students who request it. We are transitioning to the HMH learning platform, which includes a robust set of diagnostic and assessment tools.

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 2021-22 school year.
Monitoring:	
Person responsible for monitoring outcome:	Delia Hunt (delia.hunt@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 2021-22 school year.
Monitoring:	
Person responsible for monitoring outcome:	Delia Hunt (delia.hunt@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	Randy Starling (randy.starling@ncfcharter.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NCF Charter School uses a system called Educator's Handbook to monitor discipline. Since its implementation in the 2015-16, we have seen a steady decrease in total disciplinary referrals per year, although we did see a slight uptick during the 2019-20 school year. We attribute that to the "growing pains" associated with our move to a new building, changing and upsetting many procedures which had been comfortably in place beforehand. As with statewide data, we saw a dramatic decrease in total referrals last year - no doubt due to the number of students not attending in-person classes due to COVID-19.

We have been anticipating a number of potential issues in the upcoming school year, also related to the pandemic. Many of our students have not attended in-person classes since halfway through the 2019-20 school year, when schools shut down due to the pandemic. The students who did attend in-person classes with us last year have grown accustomed to the much smaller classroom sizes. We expect that the transition back to a structured environment will be very difficult for some of them.

Discipline at NCF is always at the forefront of our minds for a number of reasons. Our core student demographics (minority, at risk) are likely to be disproportionality subjects to discipline at school both in terms of frequency of referrals and severity of punishments. Students who have had many negative interactions with school disciplinary systems are likely to distrust educational authority. Socioeconomic and academic challenges also commonly manifest as behavioral issues.

We will continue to utilize Educator's Handbook to monitor school culture and environment. New and returning teachers will receive training and/or refreshers on how to interact with our online reporting system, which houses both positive and negative interaction records. Our new Behavior Resource Specialist will be responsible for implementing and maintaining our PBIS framework, which strives to set concrete expectations for students, establish positive connections with adult figures, and address small issues before they become serious problems. We will have a robust system of incentives and rewards for students who reinforce positive school culture. We will continue to explore alternative disciplinary actions to reduce the total number of out-of-school suspension days given to students due to referrals. Discipline data (both major referrals and minor notes) will be references against regular academic progress monitoring to help determine where academic and behavioral issues intersect.

Longitudinal data in Educator's Handbook will be used as part of an ongoing process to inform administration as to the efficacy of our PBIS system, and to pinpoint opportunities for growth and intervention on the part of staff or teachers.

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.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Alachua Sheriff's Office - Juvenile Relations Bureau, Greg Pullham. Mr. Pullham is a regular presence on campus. He comes by to check on students that he has referred to the school. He is always a positive influence on our students and culture.
Alachua School District - McKinney Vento Homeless Program & At Risk Youth Liaison, Pam Anderson. Because the majority of our population struggles with poverty, Ms. Anderson is called upon often. She always acts with discretion and confidentiality when assisting students. She presents a positive light to each student that she helps.
Alachua School District - Student Services/Behavior Specialist, Sylvester Brown. Mr. Brown not only refers students to NCF, he also advocates for their success. He assists students with mediation and dealing with life problems.

All three of these individuals promote and advocate for the school and students. Each can be relied upon to provide much needed resources to our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$29,778.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	1003 - North Central Florida Public Charter School	Title, I Part A	1.0	$29,778.00
2	III.A.	Areas of Focus: Instructional Practice: Math				$45,729.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1003 - North Central Florida Public Charter School	Title, I Part A	1.0	$45,729.00
					Total:	$75,507.00