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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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CSI

\* 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](http://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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	88%

## School Grades History

Year  
Grade

## 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 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>.

## 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 provide an alternative to the traditional education system for at-risk students who are in need of a fresh approach to education. We recognize that the traditional educational system is not a perfect fit for every student, and that a deliberate, thoughtful approach to education can help each learner achieve success. We strive to create a productive, innovative environment for each of our learners not matter their individual needs, situations, or unique personal challenges.

#### **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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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 2022 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 2022 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**

7

**Total number of students enrolled at the school**

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	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	0	17	34	43	46	76	216
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	14	27	34	37	61	173
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	13	23	36	33	25	130
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	16	26	23	26	91
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	11	22	28	30	49	140

Using the table above, complete the table below with the number of students by current grade level who have 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	0	11	21	28	31	39	130

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Wednesday 9/14/2022

**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	0	13	24	28	43	54	162
Attendance below 90 percent	0	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	0	1	3	3	5	7	19
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	3	21	26	7	7	64
Number of students with a substantial reading deficiency	0	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	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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	13	24	28	43	54	162
Attendance below 90 percent	0	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	0	1	3	3	5	7	19
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	3	21	26	7	7	64
Number of students with a substantial reading deficiency	0	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	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	0
Students retained two or more times	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	51%					59%	56%
ELA Learning Gains								52%	51%
ELA Lowest 25th Percentile								39%	42%
Math Achievement		30%	38%					54%	51%
Math Learning Gains								54%	48%
Math Lowest 25th Percentile								48%	45%
Science Achievement		48%	40%					68%	68%
Social Studies Achievement		47%	48%					75%	73%

**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

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
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	66%	-61%	67%	-62%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	71%	-57%	70%	-56%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	48%	-48%	57%	-57%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD										50	
BLK		10		3				5		46	11
WHT										40	
FRL				4			9	14		51	11

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	

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	11
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	79
Total Components for the Federal Index	7
Percent Tested	62%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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	11
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	15
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

## Part III: Planning for Improvement

**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 29% gains (as of data available in 2021). 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 2022 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 get students back on track due to the COVID-19 global pandemic. Students slipped further behind during school closures requiring addition remediation strategies.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Our highest level of growth was in math learning gains as seen on the 2021-22 School Improvement Rating scores.

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

The school's Title I grant is partially used to provide an extra math teacher. This teacher strictly provides math remediation to those students at Level 1 & 2. Additional Title I money was used to hire math tutors to provide one on one redial help to students.

**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 the Florida Consortium of Public Charter Schools. 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.**

Our Behavioral Specialist will continue to support both staff and students by ramping up our existing discipline and PBIS framework. Students responded positively to PBIS last school year and discipline issues did decrease. 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. Our Title I reading instructor will implement Great Leaps in addition to already used SRA and Reading Plus for our remedial reading students. We will have a social worker in the building once a week to speak to students who request it.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

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. Based on the previous year's data, our students are still struggling with reading proficiency.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022-23 school year.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

Classroom observation as part of the evaluation process will be used to assess the quality of direct instruction in the classroom.

**Person responsible for monitoring outcome:**

Delia Hunt (delia.hunt@ncfcharter.org)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

NCF Charter School will use Title I dollars to employ a remedial reading instructor to provide one-on-one reading interventions in English Language Arts

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students that struggle with reading need more individualized instruction/ tutoring than the classroom teacher can provide. Title I dollars will be used to employ a remedial reading instructor to provide one-on-one reading interventions in English Language Arts.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Employee Highly Qualified paraprofessional/instructor.
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 for reading remediation and instruction.
5. Reassess quarterly.

**Person Responsible**

Delia Hunt (delia.hunt@ncfcharter.org)



**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022-23 school year.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Classroom observation as part of the evaluation process will be used to assess the quality of direct instruction in the classroom.

**Person responsible for monitoring outcome:**

Delia Hunt (delia.hunt@ncfcharter.org)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 intensive math students to intensive math teacher.
5. Assign paraprofessional to identified students for one on one tutoring.
6. Reassess quarterly.

**Person Responsible**

Delia Hunt (delia.hunt@ncfcharter.org)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 in person and 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 school culture and environment.

Alochua 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.

Alochua 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.

Alochua 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.

Alochua School District - Social Worker, Randi Hutchinson. Ms. Hutchinson provides social and wrap around services to NCF students for one full day a week.

Santa Fe College - School Liaison, Ms. XXXXX provides information and opportunities for NCF students to explore college and career choices offered by Santa Fe College.

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