North Central Florida Public Charter School

2023-24

Schoolwide Improvement Plan (SIP)

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North Central Florida Public Charter School

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

ncfcharter.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

Provide the school's vision statement.

North Central Florida Public Charter School's vision is to create a productive, innovative environment for each of our learners no matter their individual needs, situations, or unique personal challenges.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.
Harsh, Dennis		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.
Coleman, Stephen		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.
Stanwix-Hay, Peggy		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.
Evans, Taylor		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

Name	Position Title	Job Duties and Responsibilities
		behavior. Group decisions are made about the best interventions needed for individual students during weekly monitoring meetings.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

NCF Charter School interacts with many stakeholders. These stakeholders are in and out of the school regularly interacting with the school leadership team. Input is requested from these individuals in regards to the SIP as well as everyday school. Parents are engaged through teacher and administrative interaction. The Title I parent engagement process is also used to facilitate parent and student input. Their input is delivered to the School Leadership Team for consideration and implementation.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

One area of focus of the SIP is monitored on a weekly basis through our early warning system. The academic areas of focus are monitored with the state progress monitoring cycle of three times a year. If progress monitoring shows that students are not showing adequate progress, the plan will be revised to change course if necessary.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* Black/African American Students (BLK)*

(subgroups below the federal threshold are identified with an asterisk)	White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	14	14
One or more suspensions	0	0	0	0	0	0	0	0	5	5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	3	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	6	6
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	4	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	14	173
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	13	130
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	91
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	11	140

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	11	130

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	14	14
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	13	13
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	11	11

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	0	0	0	0	11	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	2	53	50	0	57	51			
ELA Learning Gains				10					
ELA Lowest 25th Percentile									
Math Achievement*	0	48	38	2	30	38	18		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		66	64	3	48	40			
Social Studies Achievement*	12	65	66	7	47	48	17		
Middle School Acceleration					40	44			
Graduation Rate	47	89	89	46	65	61	42		
College and Career Acceleration	2	66	65	11	71	67	3		
ELP Progress		57	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	63
Total Components for the Federal Index	5
Percent Tested	43
Graduation Rate	47

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	11
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	79
Total Components for the Federal Index	7
Percent Tested	62
Graduation Rate	46

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL				
AMI				
ASN				
BLK	14	Yes	4	4
HSP				
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	13	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	3
ELL				
AMI				
ASN				
BLK	11	Yes	3	3
HSP				
MUL				
PAC				
WHT	40	Yes	3	
FRL	15	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	2			0				12		47	2	
SWD	0									0	3	
ELL												
AMI												
ASN												
BLK	4			0				15		3	5	
HSP												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	0			0				13		3	5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	0	10		2			3	7		46	11	
SWD				0						50		
ELL												
AMI												
ASN												
BLK	0	10		3			0	5		46	11	
HSP												
MUL												
PAC												
WHT										40		
FRL	0			4			9	14		51	11	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students				18				17		42	3	
SWD										41		
ELL												
AMI												
ASN												
BLK								6		38	0	
HSP												
MUL												
PAC												
WHT										47		

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL								19		35	5	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	14%	52%	-38%	50%	-36%
08	2023 - Spring	*	47%	*	47%	*
09	2023 - Spring	17%	52%	-35%	48%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	57%	*	55%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	52%	-50%	50%	-48%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	57%	-57%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	63%	-59%	63%	-59%

| HISTORY | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	63%	-54%	63%	-54%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our lowest performing data component was ELA Achievement. NCF is an alternative open entry open exit school meaning that a large part of our student population is new each school year. With 30 to 40 percent of our students being new each year, the curriculum is new to them. The average reading level upon entry is 5th to 6th grade which causes great skill level deficiency. Because of skill deficiency, a significant amount of time is spent in remediation as opposed to moving forward in the current grade level curriculum. Attendance is a constant issue that impedes performance.

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

Math Achievement was the greatest decline. NCF is an alternative open entry open exit school meaning that a large part of our student population is new each school year. With 30 to 40 percent of our students being new each year, the curriculum is new to them. The average math level upon entry is 5th grade which causes great skill level deficiency. Because of skill deficiency, a significant amount of time is spent in remediation as opposed to moving forward in the current grade level curriculum. Attendance is a constant issue that impedes performance.

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.

No state data given to compare.

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

College and Career Acceleration was the data component that showed the most improvement. As an alternative education school, we can take 8th graders that have been retained sometime in their educational career. In trying to complete their middle school course requirements, the 8th grader can also start a 9th grade course if room permits on their schedule. The majority of our 8th graders begin a 9th grade level course while completing middle school requirements. The number of 8th graders we receive each school can vary widely. For the 2022 data, we had more 8th graders taking 9th grade courses.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In looking at the EWS data, the biggest area of concern is attendance. NCF is an alternative education dropout recovery school. Attendance is one of the leading causes that brings students to this school. Attendance is a continual focus for students.

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

NCF's highest priorities for the 2023-24 school year are ELA and Math learning gains and achievement.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. All subgroups will be targeted and monitored.

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

The ELA gain for the 2022 school year was 27. NCF Charter School will increase the possible number of points on the School Improvement Rating matrix by 3 points to 30 for the 2023-24 school year.

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

The three progress monitoring exams for the school year will be used to assess the increase in learning gains for ELA. The i-Ready monitoring system will also be used to show learning gains and adequate progress throughout the school year.

Person responsible for monitoring outcome:

Delia Hunt (delia.hunt@ncfcharter.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will purchase i-Ready for reading that includes the diagnostic testing and curriculum. In addition to students ELA instruction, i-Ready will be used to improve reading learning gains and achievement. A highly qualified paraprofessional will be hired to assist the instructor in implementing and managing i-Ready. The paraprofessional will be responsible for keeping students focused, motivated and on task for their i-Ready assessments and remedial lessons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Because of our students low reading level upon entry, an additional intervention is needed to achieve learning gains and proficiency. i-Ready has significant evidenced based research to support the learning gains our students need.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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. i-Ready is purchased
2. Teacher/para onsite training for i-Ready
3. ELA students administered the diagnostic portion
4. Students complete customized curriculum lessons

5. Students work 20 minutes a day as part of their ELA class
6. Lowest scoring students receive remedial reading pull-out services
7. Ongoing support from the District School Improvement Principal

Person Responsible: Taylor Evans (taylor.evans@ncfcharter.org)

By When: Students will begin i-Ready once purchased. Progress monitoring will happen 3 times a year to gage ELA gains.

#2. Instructional Practice specifically relating to Math
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.
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. All subgroups will be targeted and monitored.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
The Math gain for the 2022 school year was 48. NCF Charter School will increase the possible number of points on the School Improvement Rating matrix by 3 points to 51 for the 2023-24 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
The three progress monitoring exams for the school year will be used to assess the increase in learning gains for math. The i-Ready monitoring system will also be used to show learning gains and adequate progress throughout the school year.
Person responsible for monitoring outcome:
Delia Hunt (delia.hunt@ncfcharter.org)
Evidence-based Intervention: Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)
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. In addition, i-Ready Math will be used to provide intervention curriculum support to our level 1 and 2 students. i-Ready Math will be purchased with UniSIG funds.
Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Level 1 and 2 students need a direct instruction intensive math teacher to close achievement gaps before they can successfully move on to higher 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.
Tier of Evidence-based Intervention (Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)
Tier 2 - Moderate Evidence
Will this evidence-based intervention be funded with UniSIG?
Yes
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. Teacher/para onsite training for iReady
3. Administer the i-Ready diagnostic to all math students to determine skill level.
4. Identify level 1 and 2 math students.
5. Assign students to highly qualified math teacher for intervention time..
6. Reassess at each progress monitoring window

Person Responsible: Peggy Stanwix-Hay (peggy.stanwix-hay@ncfcahrter.org)

By When: Once i-Ready is purchased, students will be tested for placement with the intensive intervention math teacher. Intervention will continue through the school year.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

NCF Charter school has purchased the software Branching Minds. This is a multi tiered system support software that brings together all student data for tracking and for early warning. Student data would include attendance, discipline/behavior, testing, grades and course failures. Teachers can login to one system and see a complete picture of student performance. NCF will use Branching Minds as our early warning system.

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

Having the ability to better track attendance and discipline data, NCF will work to improve both. The number of referrals students receive throughout the 2023-24 school year will decrease by 5% based on last year's numbers. Average daily attendance will increase from 48% to 52% for the 2023-24 school based on last year's number.

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

Teachers and administration will be in Branching Minds multiple times per week monitoring student performance. When a student is brought up, their dashboard gives immediate feedback as to thresholds that have been met or breached.

Person responsible for monitoring outcome:

Delia Hunt (delia.hunt@ncfcharter.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to reach both goals of less referrals and better attendance, NCF will implement the strategies presented in the work titled, Building Parent-Teacher Relationships, by the American Federation of Teachers. Parent engagement and commination will be the positive culture and climate focus for the 2023-24 School year. Title I Parent engagement will be an integral part of this process as well.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that effective parent communication improves all aspects of a students school experience. Better behavior and better attendance directly correlates to improved grades and proficiency on exams.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Branching Minds software purchased.
2. Professional development school wide for staff.
3. Student data migration.
4. Continual monitoring.

Person Responsible: Delia Hunt (delia.hunt@ncfcharter.org)

By When: Branching Minds ready for use by August 28.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The dissemination of information will happen throughout the school year. It will be available to parents, students and all stakeholders at every Title I Parent Involvement meeting, schoolwide open house, and student/parent workshops. The information will also be posted on the school website. www.ncfcharterschool.org

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Improved parent engagement and communication is the focus of improving our positive culture and environment. NCF also engages with many community stakeholders to fulfill our mission. NCF also has a positive relationship with the monitoring school district to provide the best possible outcomes for students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

With the interventions planned in the Area of Focus for ELA and Math, NCF will strengthen the academic program. The quality of learning will be enhanced by the introduction of i-Ready reading and math, the employment of a highly qualified math intervention instructor and highly qualified paraprofessionals, and in the use of the new MTSS software Branching Minds.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NCF Charter School participates in the Alachua School District mental health plan. The school receives mental health services, McKinney-Vento services, and system of care services. NCF also parteners with Chrysalis Health, Alachua Co Teen Court and Alachua Co Juvenille Justice Council to provide on campus services as well.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NCF Charter School employs a Transition Specialist that works with all students on career development and postsecondary awareness and opportunity. The specialist works with students on resume preparation, FASFA completion, college entrance applications and career development. NCF also partners with Santa Fe Achieve, and NEW Beginnings STEM School to provide on campus services weekly.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NCF Charter school has a PBIS plan in place at the school. Staff attends the Southeast Conference on School Climate each year for the Positive Behavior Interventions and Support and school climate component. A school committee implements and monitors the plan each year in conjunction with our ESE Specialist.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning opportunities available this school year are i-Ready math and reading, Branching Minds MTSS, PBIS Georgia Southern University, and the professional development opportunities available through our membership with the Florida Consortium of Public Charter Schools.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$74,980.61
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	110	1003 - North Central Florida Public Charter School	UniSIG	0.04	$4,099.80
			Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.			
	6300	210	1003 - North Central Florida Public Charter School	UniSIG		$556.34
			Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist			
	6300	220	1003 - North Central Florida Public Charter School	UniSIG		$313.64
			Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist			
	6300	230	1003 - North Central Florida Public Charter School	UniSIG		$339.52
			Notes: Insurance benefits for School Improvement Principal Specialist			
	6300	290	1003 - North Central Florida Public Charter School	UniSIG		$20.91
			Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist			
	5100	369	1003 - North Central Florida Public Charter School	UniSIG		$6,850.00
			Notes: Technology Related Rentals - Schoolwide license for iReady ELA web-based reading program			
	6400	310	1003 - North Central Florida Public Charter School	UniSIG		$2,000.00
			Notes: Training consultant for iReady ELA program to provide 1 full day on on-site training for staff on program guidelines, implementation strategies and data analysis.			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A	1.75	$49,848.00
			Notes: Salary Reimbursement for Charter School for 1, 8 hour and 1, 6 hour Instruction Paraprofessional to support ELA Intervention			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$6,764.37
			Notes: Retirement Reimbursement for Charter School for 1, 8 hour and 1, 6 hour Instruction Paraprofessional to support ELA Intervention			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$3,813.37
			Notes: SSI Reimbursement for Charter School for 1, 8 hour and 1, 6 hour Instruction Paraprofessional to support ELA Intervention			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$374.66
			Notes: Insurance Reimbursement for Charter School for 1, 8 hour and 1, 6 hour Instruction Paraprofessional to support ELA Intervention			
2	**III.B.**	**Area of Focus: Instructional Practice: Math**				**$91,635.64**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	1003 - North Central Florida Public Charter School	UniSIG		$6,850.00
			Notes: Technology Related Rentals - Schoolwide license for iReady Math web-based reading program			
	5100	310	1003 - North Central Florida Public Charter School	UniSIG		$2,000.00
			Notes: Training consultant for iReady Math program to provide 1 full day on on-site training for staff on program guidelines, implementation strategies and data analysis.			
	5100	394	1003 - North Central Florida Public Charter School	UniSIG	1.0	$27,756.15
			Notes: Salary Reimbursement for Charter School for 1, 8 hour Instructional Paraprofessional to support Math Intervention			
	5100	394	1003 - North Central Florida Public Charter School	UniSIG		$3,766.54
			Notes: Retirement Reimbursement for Charter School @ 13.57% for 1, 8 hour Instructional Paraprofessional to support Math Intervention			
	5100	394	1003 - North Central Florida Public Charter School	UniSIG		$2,123.35
			Notes: SSI Reimbursement for Charter School @ 7.65% for 1, 8 hour Instructional Paraprofessional to support Math Intervention			
	5100	394	1003 - North Central Florida Public Charter School	UniSIG		$10,940.00
			Notes: Insurance Reimbursement for Charter School for 1, 8 hour Instructional Paraprofessional to support Math Intervention			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A	0.81	$29,466.32
			Notes: Salary Reimbursement for Charter School for 1, 6.5 hour Intervention Teacher to support Math			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$3,998.58

			Notes: Retirement Reimbursement for Charter School for 1, 6.5 hour Intervention Teacher to support Math			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$2,254.17
			Notes: SSI Reimbursement for Charter School for 1, 6.5 hour Intervention Teacher to support Math			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$630.89
			Notes: Insurance Reimbursement for Charter School for 1, 6.5 hour Intervention Teacher to support Math			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$1,718.20
			Notes: Reimbursement for Charter School - Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.			
	5100	394	1003 - North Central Florida Public Charter School	Title, I Part A		$131.44
			Notes: Reimbursement for Charter School - SSI benefits for the Title I Lead Teacher Supplemental			
3	III.B.	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$0.00**
					Total:	**$166,616.25**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No