

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup 16
 - E. Grade Level Data Review 19
- III. Planning for Improvement 20
- IV. Positive Culture and Environment 23
- V. Title I Requirements (optional) 26
- VI. ATSI, TSI and CSI Resource Review 30
- VII. Budget to Support Areas of Focus 31

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Randy Starling

Position Title

Director

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Delia Hunt

Position Title

Assistant Director

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Tiffany Smith

Position Title

ESE Specialist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Dennis Harsh

Position Title

Testing Specialist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #5

Employee's Name

Stephen Coleman

Position Title

Behavior Specialist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Peggy Stanwix-Hay

Position Title

Math Interventionalist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Taylor Evans

Position Title

Reading Interventionalist

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Jerleesha Law

Position Title

Registrar

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 8-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	84.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days									5	5
One or more suspensions									6	6
Course failure in English Language Arts (ELA)									8	8
Course failure in Math									10	10
Level 1 on statewide ELA assessment									9	9
Level 1 on statewide Math assessment									12	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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									10	10

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year									12	12
Students retained two or more times									12	12

Prior Year (2023-24) As Last 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 school days									14	14
One or more suspensions									5	5
Course failure in ELA										0
Course failure in Math									3	3
Level 1 on statewide ELA assessment									6	6
Level 1 on statewide Math assessment									4	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year									7	7
Students retained two or more times									7	7

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	6	12	19	33	70
One or more suspensions	5	9	14	15	43
Course failure in English Language Arts (ELA)	5	12	15	27	59
Course failure in Math	8	18	23	47	96
Level 1 on statewide ELA assessment	10	13	18	22	63
Level 1 on statewide Algebra assessment	9	16	18	31	74

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	9	16	19	33	77

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	6	56	55	2	53	50	0	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	53	57	57				10		
ELA Learning Gains Lowest 25%		53	55						
Math Achievement *	0	45	45	0	48	38	2	30	38
Math Learning Gains		47	47						
Math Learning Gains Lowest 25%		38	49						
Science Achievement *	0	72	68		66	64	3	48	40
Social Studies Achievement *	7	72	71	12	65	66	7	47	48
Graduation Rate	37	89	90	47	89	89	46	65	61
Middle School Acceleration								40	44
College and Career Readiness	8	68	67	2	66	65	11	71	67
ELP Progress		48	49		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	16%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	111
Total Components for the FPPI	7
Percent Tested	77%
Graduation Rate	37%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
16%	13%	11%	20%		6%	16%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	33%	Yes	5	
Black/African American Students	17%	Yes	5	5
Economically Disadvantaged Students	17%	Yes	5	5

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%
Students With Disabilities	21%	Yes	4	4
Black/African American Students	14%	Yes	4	4
Economically Disadvantaged Students	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%
Students With Disabilities	25%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	11%	Yes	3	3
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	40%	Yes	3	
Economically Disadvantaged Students	15%	Yes	3	3

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	6%		53%		0%			0%	7%		37%		8%
Students With Disabilities	0%		60%								65%		8%
Black/African American Students	5%		56%		0%			0%			34%		5%
Economically Disadvantaged Students	7%		55%		0%			0%	9%		38%		9%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	
Students With Disabilities	0%										64%	0%	
Black/African American Students	4%				0%				15%		48%	3%	
Economically Disadvantaged Students	0%				0%				13%		47%	3%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	
Students With Disabilities					0%						50%		
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	0%		10%		3%			0%	5%		46%	11%	
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students											40%		
Economically Disadvantaged Students	0%				4%			9%	14%		51%	11%	

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	7%	52%	-45%	53%	-46%
Ela	8	0%	50%	-50%	51%	-51%
Ela	9	21%	54%	-33%	53%	-32%
Math	8	0%	58%	-58%	54%	-54%
Biology		25%	69%	-44%	67%	-42%
Algebra		0%	53%	-53%	50%	-50%
Geometry		0%	52%	-52%	52%	-52%
History		14%	69%	-55%	67%	-53%
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	19%	-19%	16%	-16%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

ELA Learning Gains was the data component that showed the most improvement followed closely by ELA Achievement. This held true for the three ESSA Subgroups as well with Students with Disabilities having the most improvement in ELA gains.. Last year was the first year that i-Ready was introduced into the school curriculum. Students at level 1 and 2 were scheduled into an additional time period of intensive reading with i-Ready reading and a highly qualified paraprofessional. Because of this success, we will continue with i-Ready this year and introduce an intensive reading teacher to increase the success with ELA Achievement.

Lowest Performance

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

Math Achievement continues to be the lowest performance. 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.

Greatest Decline

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

The data component with the greatest decline was Graduation rate. NCF is an alternative education school meaning that students enrolling are behind in credits and are not on track to graduate with their 9th grade cohort. NCF is also an open entry open exit school meaning that students can enroll at anytime during the school year. While always the goal, seniors in their cohort year that enroll second semester and are credit deficient may not have sufficient time to complete graduation requirements. NCF does not have a traditional set of cohort students from 9th through 12th grade for the four years of high school. The school's graduation rate is dependent in large part on the seniors that enroll in the current school year and their current credit and testing status. NCF graduates a

large percentage of 5th and 6th year seniors which provides an invaluable service to not only the student but the community as well.

Greatest Gap

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.

EWS Areas of Concern

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. Also, the number of students that have two of the early warning indicators or more is a high number. NCF monitors those indicators with each student.

Highest Priorities

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

NCF's highest priorities for the 2024-25 school year will continue to be Math and ELA learning gains and achievement. Attendance will also be a priority for the school as well. It is a given that the school's focus will be on the three ESSA Subgroups of Black/African American, Economically Disadvantaged and Students with Disabilities. The school's population is 85% Black/African American, 100% Economically Disadvantaged and 28% of the students have active IEPs with another large percent that should have an IEP.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA, Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improving ELA and Math learning gains will directly impact achievement proficiency on ELA state assessments. Learning gains are also used in the computation for determining the school's School Improvement Rating. All three ESSA Subgroups of Black/African American, Economically Disadvantaged and Students with Disabilities make up the majority of the school population. The school's population consist of 85% Black/African American, 100% Economically Disadvantaged and 28% of the students have active IEPs with another large percent that should have an IEP.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The ELA gain for the 2024 school year was 46. NCF Charter School will increase the possible number of points on the School Improvement Rating matrix by 3 points to 49 for the 2024-25 school year. The Math gain for the 2024 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 2024-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The three progress monitoring exams for the school year will be used to assess the increase in learning gains for ELA and 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, Taylor Evans, Dennis Harsh

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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

Rationale:

Because of our students low reading and math 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:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

i-Ready Implementation

Person Monitoring:

Delia Hunt

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

NCF Charter school purchased the software Branching Minds last school year 2023-24. 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 used Branching Minds as our early warning system. NCF set two goals last year one for an improvement in average daily attendance and one for a reduction in the number of referrals students receive. The school met the goal of a 5% decrease in the number of referrals received by students. The increase in average daily attendance goal was not met. NCF will continue to use Branching Minds to maintain the improvement in student discipline. The school focus for 2024-25 will be to improve average daily attendance.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Average daily attendance is a major barrier to student progress. NCF is an alternative education charter school. The majority of students that attend count poor daily attendance as a major factor in their enrollment at the school. For 78% of the students enrolled, the average daily attendance hovers at 48%.. The goal for the 2024-25 school year is to increase average daily attendance to 52% and to maintain the improvement in discipline.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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. Teachers and administration will meet twice monthly to discuss progress and interventions needed.

Person responsible for monitoring outcome

Delia Hunt

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

In order to reach the goal better attendance and to maintain the improved level of discipline, 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 2024-25 School year. Title I Parent engagement will be an integral part of this process as well.

Rationale:

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:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Actions steps for student attendance and discipline using Branching Minds.

Person Monitoring:

Delia Hunt

By When/Frequency:

August 5, 2024/ Twice Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Branching Minds software will be renewed for the 2024-25 school year and refresher professional development presented during preplanning. Student data from last school year is maintained and rolled forward to this school year and new students are uploaded. Teachers monitor student data by accessing their dashboard in the software weekly. Admin meets twice monthly with teachers to monitor student data and address student issues.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 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 continuation of i-Ready reading and math, the employment of the highly qualified math/English intervention instructors, the highly qualified paraprofessional, and in the use of the new MTSS software Branching Minds.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

In developing the plan, UniSIG funds will be used for the reading teacher position and i-Ready reading software for level 1 and 2 students. Title I funds will be used for the intensive math teacher and the highly qualified paraprofessional positions that will be using the i-Ready math software also for level 1 and 2 students. The Title II funds will be providing the staff professional development needed for the i-Ready reading and math.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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 partners with Chrysalis Health, Alachua Co Teen Court and Alachua Co Juvenile Justice Council to provide on campus services as well.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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.

Strategies to Assist Preschool Children

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

NCF is a secondary school. This sectional not applicable.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Administration and staff will meet on a biweekly basis to analyze the progress monitoring data generated by i-ready in both reading and math. Recommendations will be made to adjust schedules as needed to allow more intervention time for those students not making adequate progress. Additional interventions may be added as necessary according to instructor, assistant principal or ESE staff.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

UniSIG will fund the salary of an English instructor to provide ELA intervention using i-Ready and direct instruction. UniSIG will also fund the purchase of i-Ready. Title I will fund the salary of a math instructor to provide math intervention using i-Ready and direction instruction. Title I will also fund a highly qualified paraprofessional to provide support for i-ready student learning. Data shows that more than 50% of NCF students enter school with a reading and math level of 5th grade. Reading and math intervention is a necessity if students are to have any chance of completing high school in their four year cohort.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs		7200/790	UNISIG	0.0	4,999.38
<i>4.21% Allowable Indirect Costs</i>					
Total	Indirect Costs				4,999.38
Areas of Focus	Instructional Practice - ELA - Math	5100/394	UNISIG	1.0	67,459.00
<i>Charter School Reimbursement for Instructional Salary and Benefits 1, 1.0 FTE Title I</i>					
<i>Intervention Teacher 7.5 hours daily X 196 days X \$32.31/hour = \$47,50.00 Retirement</i>					
<i>benefits @ 13.63% = \$6,474.00 SSI Benefits @ 7.65% = \$3,634.00 Group Insurance =</i>					
<i>\$9,851.00 Total cost = \$67,459.00</i>					
Areas of Focus	Instructional Practice - ELA - Math	5100/369	UNISIG	0.0	8,420.00
<i>Technology Related Rentals - i-Ready Reading and Math Site License for up to 200 students</i>					
Areas of Focus	Instructional Practice - ELA - Math	6400/310	UNISIG	0.0	4,400.00
<i>Contracted Services for Staff Training - i-Ready Reading and Math - Staff Training 2 days @</i>					
<i>\$2,200/day.</i>					
Areas of Focus	Instructional Practice - ELA - Math	5100/369	UNISIG	0.0	8,756.00
<i>Technology Related Rentals - HMH Into Literature with Writable and Social Studies Web-</i>					
<i>based Program Licenses 40 license @ \$34.20 each for Literature Solutions for 6th - 8th</i>					
<i>grades 1 Teacher license for Literature Solutions @ \$211.00 for 6th - 8th grades 140 license</i>					
<i>@ \$34.20 each for Literature Solutions for 9th - 12th grades 1 Teacher license for Literature</i>					
<i>Solutions @ 321.00 for 9th - 12th grades 20 license @ \$26.00 each for Social Studies</i>					
<i>Solutions for 6th - 8th grades 1 Teacher license for Social Studies @ \$150.00 for 6th - 8th</i>					
<i>grades 80 license @ \$26.00 each for Social Studies Solutions for 9th - 12th grades 1 Teacher</i>					
<i>license for Social Studies @ \$150.00 for 9th - 12th grades</i>					
Areas of Focus	Instructional Practice - ELA - Math	5100/310	UNISIG	0.0	17,252.62
<i>Contracted Services for Math Tutoring and Intervention 720 total hours of contracted services</i>					
<i>@ \$23.96/hour</i>					
Total	Areas of Focus				106,287.62
Positive Culture and Environment	Student Attendance	5100/369	UNISIG	0.0	5,863.00
<i>Technology Related Rentals - Branching Minds Digital Platform License - This platform is</i>					
<i>designed to support schools in doing the work of MTSS.</i>					
Positive Culture and Environment	Student Attendance	6400/310	UNISIG	0.0	1,600.00
<i>Contract Services for Staff Training - Branching Minds Digital Platform 1 day @ \$1600.00/</i>					
<i>day.</i>					
Total	Positive Culture and Environment				7,463.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					118,750.00