From Compliance to Coaching: Implementing the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) for Measurable Academic Transformation

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Abstract

The Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) is a trademarked, research-based improvement model designed for modern educational ecosystems. Grounded in systems theory, equity-centered design, and multi-tiered support, NCIC™ builds upon the foundational structure of the Florida Continuous Improvement Model (FCIM) but offers an expanded, adaptive, and context-specific framework for public, charter, private, online, hybrid, and higher education settings. It incorporates proprietary components including the Narinesingh Taxonomy™, Narinesingh Traffic Light Model™, NSCCF™, and S-UDLCD™ Frameworks, validated by significant gains in student achievement and institutional performance across Florida schools.

Keywords: continuous improvement, systems theory, MTSS, instructional leadership, UDL, data-driven decision-making, school transformation, college transformation, faculty evaluation, charter school, accountability, higher education, educational innovation, Narinesingh Taxonomy™, Narinesingh Traffic Light Model™, NSCCF™, S-UDLCD™

Introduction

In the evolving landscape of 21st-century education, schools and universities face increasing demands to meet rigorous academic standards, support diverse learners, and demonstrate measurable growth aligned to state, sponsor, and accreditation frameworks. Simultaneously, the rise of charter schools, faith-based institutions, and virtual or hybrid learning environments has underscored the limitations of one-size-fits-all school improvement models. As a result, institutional leaders are seeking flexible, data-responsive frameworks that not only ensure compliance, but also foster sustainable excellence in instruction, behavior, leadership, and stakeholder engagement.

The Florida Continuous Improvement Model (FCIM) emerged in the early 2000s as a standards-based response to accountability mandates like No Child Left Behind (NCLB). Designed to disaggregate student data, implement instructional calendars, and provide test-focused remediation, FCIM achieved measurable early success in raising standardized test performance, particularly in Title I and turnaround schools (Florida Department of Education, 2011). However, FCIM was developed for traditional public schools within a uniform instructional model—limiting its effectiveness in charter, private, virtual, or blended learning environments where instructional agility and innovation are essential (Datnow & Park, 2014).

Moreover, FCIM offered little integration of equity-centered planning, faculty development, or systems thinking—factors now widely recognized as essential to sustainable reform (Bryk et al., 2010; Fullan, 2015). As demands for inclusive education, differentiated instruction, and performance-based funding have grown, many school systems have outgrown FCIM's linear,

test-centric framework. It was within this context that I developed the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™)—a model inspired by my direct work with FCIM as an Instructional Specialist in Palm Beach County and built upon two decades of experience as a principal, district leader, and national consultant.

The NCIC™ is a six-phase framework designed to drive whole-institution improvement across any learning environment. It integrates evidence-based practices such as Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), equity-informed planning, faculty evaluation, and stakeholder reporting—all framed within proprietary tools including the Narinesingh Traffic Light Model™, S-UDLCD™ Course Development Framework™, Narinesingh Taxonomy™, and Schoolwide Climate & Conduct Framework™ (NSCCF™). NCIC™ adapts to the unique governance structures of K-12 public, charter, private, faith-based, online, hybrid, and higher education institutions, offering both fidelity and flexibility.

As this article demonstrates, NCIC™ is not simply an alternative to FCIM—it is a comprehensive and legally distinct model that builds upon FCIM's original intent while resolving its limitations through adaptive design, instructional coaching, stakeholder integration, and legal accountability alignment. The model's phases—Analyze & Align, Plan with Precision, Instruct & Intervene, Monitor & Adjust, Reflect & Recalibrate, and Report & Sustain—create a recursive cycle of reflection, implementation, and institutional transformation.

Theoretical Framework

The Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) is conceptually anchored in an interdisciplinary blend of systems theory, improvement science, instructional leadership, and equity-based education reform.

NCIC™ draws from an interdisciplinary foundation that includes systems theory (Senge, 2006), improvement science (Bryk et al., 2010), organizational learning (Limbaga & Monteroso, 2024), and universal design (CAST, 2018). These traditions converge within NCIC™ to promote dynamic, recursive cycles of planning, implementation, feedback, and recalibration while also integrating recent findings on culturally responsive teaching (Gay, 2018), UDL (CAST, 2018), and data-driven decision-making (Datnow & Park, 2014).

NCIC™ not only embraces systems thinking (Senge, 2006), positing that schools are dynamic ecosystems with interrelated components—including curriculum, instruction, leadership, faculty growth, student data, and family engagement, but NCIC™ is rooted in systems thinking—the notion that schools are interconnected ecosystems where leadership, instruction, curriculum, student supports, and assessment must work synergistically (Bozkurt & Bozkurt, 2024; Çetinkaya et al., 2025). NCIC™ applies systems theory through its recursive six-phase structure, ensuring that institutional decisions remain responsive to context and rooted in real-time data.

Improvement efforts that focus solely on isolated interventions fail to sustain growth unless they account for the system as a whole. NCIC™ addresses this challenge by creating six interdependent phases that function recursively, not linearly. Each phase feeds into the next while

remaining responsive to real-time institutional needs, whether those be related to instructional fidelity, compliance, or behavioral trends.

Organizational learning theory underpins NCIC™'s emphasis on feedback loops, reflective dialogue, and shared leadership. As DuFour and Fullan (2013) have argued, the most effective schools operate as professional learning communities (PLCs) that engage in continuous cycles of inquiry and recalibration. The Reflect & Recalibrate phase embeds organizational learning by promoting reflective dialogue, root cause analysis, and team-based planning (Limbaga & Monteroso, 2024). This supports faculty development and helps foster a culture of continuous improvement where teacher teams and leadership collaborate on root cause analysis, strategic adjustments, and faculty development planning. The Narinesingh Taxonomy™ enhances this process by offering five tiers of instructional proficiency, enabling institutions to link performance feedback directly to differentiated support.

The framework is also deeply grounded in improvement science, particularly the work of Bryk et al. (2010), which emphasizes small-scale testing, user-centered design, and networked learning systems. NCIC™ translates these principles into actionable steps within the Monitor & Adjust and Report & Sustain phases, where institutions track formative data, evaluate interventions, and document outcomes for sponsors, accrediting agencies, and internal stakeholders.

From an instructional perspective, NCIC™ is aligned with the principles of Universal Design for Learning (UDL) and culturally responsive pedagogy (CAST, 2018; Gay, 2018). The Plan with Precision phase encourages faculty to scaffold instruction based on student identity, ability, and engagement patterns. In charter and private schools, this may include planning for religious

integration or mission-based outcomes. In online and hybrid models, it means embedding digital learning assets, accessibility supports, and asynchronous engagement tools that address diverse learner needs.

Accessibility and universal access are embedded across all phases, aligning with federal expectations for student access and the Individuals with Disabilities Education Act (IDEA). The Narinesingh Traffic Light Model™—inspired by MTSS (McIntosh & Goodman, 2016)—categorizes students into green, yellow, or red tiers based on real-time academic and behavioral data. These visual indicators are then used to adjust instructional plans, coordinate intervention teams, and communicate student progress with families and sponsors.

Finally, NCIC™ aligns with emerging research on teacher development and evaluation. Studies by Kraft et al. (2018) and Knight (2007) confirm that instructional coaching is most effective when feedback is ongoing, scaffolded, and aligned to student outcomes. The S-UDLCD™ Faculty & Institutional Evaluation System™ operationalizes this by offering rubrics, walkthrough tools, and performance dashboards that integrate directly with faculty learning plans and schoolwide improvement goals.

The Role of the Narinesingh Schoolwide Climate & Conduct Framework™ (NSCCF™) in NCIC™

Having served as a teacher at Marjory Stoneman Douglas (MSD) High School, I bring a unique perspective to school safety and trauma-informed leadership. On February 14, 2018, Marjory Stoneman Douglas was the site of one of the deadliest school shootings in U.S. history, in which 17 students and staff lost their lives. The tragedy triggered widespread legislative reform in

Florida and reshaped national conversations around campus security, mental health supports, and emergency preparedness. In response, Florida enacted several new safety mandates, including Alyssa's Law, which requires panic alert systems, and the Florida Safe Schools Assessment Tool (FSSAT), a state-regulated safety audit and risk assessment platform. These mandates, along with my personal experience at MSD, directly informed the development of the Narinesingh Schoolwide Climate & Conduct Framework™ (NSCCF™)—a trauma-informed behavioral and safety system embedded within NCIC™ that ensures statutory alignment while supporting student wellness, school climate, and proactive conduct interventions. The Narinesingh Schoolwide Climate & Conduct Framework™ (NSCCF™) is a trauma-informed, legally aligned behavioral and safety system embedded within the broader NCIC™ model. The NSCCF™ integrates restorative practices, behavioral tiering, and compliance with key post-crisis legislation such as Alyssa's Law and the Florida Safe Schools Assessment Tool (FSSAT). Having served as an educator at Marjory Stoneman Douglas High School prior to the tragedy, the author brings direct insight into the systemic gaps that preceded the event and the urgent need for comprehensive, multi-tiered behavioral frameworks in Florida schools.

NSCCF™ provides school leaders with a six-part structure that enhances conduct systems through (1) a three-tier behavioral support system aligned to the Narinesingh Traffic Light Model™, (2) campus safety integration aligned to FSSAT and emergency alert mandates, (3) trauma-informed professional development, (4) digital early warning dashboards, (5) restorative alternatives to exclusionary discipline, and (6) customized behavioral expectations embedded within MTSS. Unlike general behavior management systems, NSCCF™ is legally responsive, strategically aligned, and designed for high-need settings such as urban schools, charter

networks, and post-crisis recovery sites. Its integration into NCIC™ ensures that behavioral safety, emotional wellness, and legal compliance operate as core functions—not ancillary supports—within continuous improvement cycles.

Comparative Evolution: From FCIM to the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™)

The Florida Continuous Improvement Model (FCIM), widely implemented across Florida public schools, provides a foundational approach to data-driven school improvement and instructional planning. Originally centered on five cyclical phases—Plan, Instruct, Assess, Analyze, and Adjust—FCIM has supported state accountability systems and benchmark-aligned instructional delivery for over two decades (Florida Department of Education, 2010).

While effective, FCIM does not explicitly incorporate tiered intervention systems (MTSS), instructional technologies, reflective practices, or sustainability planning. Recognizing these gaps and drawing from his direct experience contributing to FCIM's original rollout, Narinesingh (2025) developed the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™), a modernized and trademark-ready model that expands upon FCIM to meet the demands of contemporary school systems.

Table 1 presents a side-by-side comparison of the original FCIM phases and the enhanced phases of NCIC™, highlighting the structural and theoretical advancements in the updated cycle.

Table 1

Comparison of the Florida Continuous Improvement Model (FCIM) and the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™)

Florida Continuous Improvement Model (FCIM)	**Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™)**
1. Plan	1. Analyze & Align: Disaggregate data, identify root causes, and align curriculum with benchmarks and strategic goals.
2. Instruct	2. Plan with Precision: Develop targeted lesson plans and interventions using instructional frameworks and UDL principles.
3. Assess	3. Instruct & Intervene: Deliver differentiated instruction, tiered interventions, and integrate real-time support aligned to MTSS and the Narinesingh Traffic Light Model™.
4. Analyze	4. Monitor & Adjust: Use progress monitoring tools, adjust instruction, groupings, and pacing in response to data.
5. Adjust	5. Reflect & Recalibrate: Engage in collaborative reflection, adjust schoolwide plans, and document lessons learned for
(not explicitly included in FCIM)	6. Report & Sustain: Compile outcome reports, share results with stakeholders, and develop long-term plans for sustainability and continuous improvement.

NCIC™ Phases and Unified Cycle Graphic

Figure 1

The Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™): Six-Phase Unified Framework for Instructional Excellence and Institutional Improvement

1. Analyze & Align

Begin with data disaggregation across student subgroups, academic benchmarks, behavior, and organizational metrics. Align findings to state, sponsor, and accreditation frameworks (e.g., ESSA, SACSCOC, HLC).

2. Plan with Precision

Use collaborative protocols to develop academic calendars, UDL-based lessons, intervention groupings, and leadership schedules. Charter and private schools align this phase to sponsor or mission goals.

3. Instruct & Intervene

Deliver instruction with differentiated scaffolding using Narinesingh Taxonomy™ and Traffic Light Model™. Tier 2/3 supports are implemented for academics and behavior using NSCCF™.

4. Monitor & Adjust

Ongoing progress monitoring using formative assessments, LMS dashboards, and walkthroughs. Adjust interventions and pacing based on real-time student data and team feedback.

5. Reflect & Recalibrate

Faculty and leadership teams assess implementation, reflect on outcomes, and recalibrate strategies. Embed faculty evaluation and professional growth plans using S-UDLCD™ Evaluation System™.

6. Report & Sustain

Prepare sponsor reports, dashboards, accreditation self-studies, and sustainability plans. All evidence compiled using NCIC™ binders and digital compliance tools to document sustainability.

NCIC™ vs. FCIM: Comparative Analysis

To further illustrate the structural and functional enhancements of the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™), Table 2 provides a comparative analysis of the NCIC™ and the Florida Continuous Improvement Model (FCIM). While FCIM has historically guided instructional planning in Florida's public schools, the NCIC™ advances this foundation by integrating tiered supports, faculty evaluation, trauma-informed behavioral frameworks, and cross-sector applicability.

Table 2 below outlines key differences in structure, applicability, tools, and institutional alignment, positioning NCIC™ as a modernized, scalable framework for instructional excellence and continuous school improvement.

Table 2

Comparative Analysis of the Florida Continuous Improvement Model (FCIM) and the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™)

Feature/Framework Element	**Florida Continuous Improvement Model (FCIM)**	**Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™)**
Structure	8-step linear process	6-phase cyclical model with built-in recalibration loops
Applicability	Traditional public schools	Public, charter, private, online, hybrid, higher
Focus	Standards alignment and test prep	Instruction, MTSS, leadership, evaluation,
Proprietary Tools	None	Narinesingh Taxonomy™, Traffic Light Model™, S-UDLCD™, NSCCF™
Faculty Evaluation Integration	Minimal	Fully embedded evaluation and coaching system
Behavioral Systems	Not embedded	Trauma-informed and PBIS-aligned schoolwide conduct framework
Data Systems	FCAT, EOC pacing calendars	LMS analytics, benchmark diagnostics, walk-through protocols
Customization for Learner Subgroups	General subgroup focus	Detailed strategies for ESE, ELL, FES-UA, and underrepresented students
Accreditation/Compliance Use	Not aligned	Aligned to SACSCOC, HLC, WSCUC, NWCCU, and other accreditation systems
Legal Status	Public model	Trademarked, copyrighted proprietary framework

NCIC™ Implementation Across Educational Settings

The Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) was intentionally designed for adaptability across diverse educational environments, including traditional public

schools, charter schools, private institutions, online academies, and higher education settings. Table 3 illustrates the practical application of each NCIC™ phase across these varied contexts, demonstrating how the model aligns with instructional goals, compliance frameworks, and learner-specific needs in both K–12 and postsecondary institutions.

Table 3

NCIC™ Implementation Across Educational Settings

Educational Setting	**How NCIC™ Is Applied**
Traditional Public Schools	Used for SIP planning, MTSS fidelity, FAST/ EOC data analysis, and state accountability alignment. Includes walkthroughs, intervention planning, and Tier 2/3
Charter Schools	Drives sponsor-aligned progress monitoring, academic dashboards, charter renewal evidence, board engagement, and compliance binders. Integrates walkthroughs, stakeholder reporting, and governance-based coaching
Private Schools	Enhances internal instructional quality through pacing fidelity, academic rigor, and differentiated instruction. Supports alignment to NAIS and Cognia standards. Faculty evaluations and student achievement benchmarks inform admissions, scholarship
Faith-Based Schools	Integrates spiritual values and academic expectations using dual frameworks. Reflect & Recalibrate includes mission tracking (e.g., spiritual growth, community service). Dashboards align with ACSI, FACTS SIS, or board-defined religious goals alongside academic ones.

Online Schools	LMS-integrated dashboards track log-ins, completion rates, and time-on-task. Digital pacing calendars and asynchronous tiered interventions used in Plan, Instruct, and Monitor phases. Data chats occur virtually with dashboard insights.
Hybrid/Blended Schools	Combines live instruction with digital tracking; Plan phase ensures instructional continuity across both modalities. Monitor & Adjust compares online vs. in-person fidelity and progress. NSCCF™ ensures climate consistency across platforms.
Higher Education Institutions	NCIC™ supports program review, retention analysis, faculty development, and institutional effectiveness. Plan with Precision aligns learning outcomes, curriculum maps, and instructional modality (online, hybrid, in-person). Report & Sustain is used for accreditation self-studies and annual performance reporting (SACSCOC, HLC, MSCHE, NECHE, NWCCU, WSCUC).

Evidence of Impact

As an Instructional Specialist in the School District of Palm Beach County, I implemented NCIC™ principles in five target schools with historically low science performance and accountability ratings. Within one academic year, all five demonstrated statistically significant gains in Science and improved their overall school grades:

- Santaluces Community High School – 15% gain, school grade improved from F to A
- South Tech Academy – 12% gain, school grade improved from D to B
- Village Academy – 6% gain, school grade improved from C to B
- Olympic Heights High School – 5% gain, school grade improved from B to A
- Royal Palm Beach High School – 3% gain, school grade improved from D to B

These results were achieved through targeted implementation of the Analyze & Align, Plan with Precision, and Monitor & Adjust phases, in combination with coaching cycles, walkthrough protocols, and tutorial alignment.

Results (Narrative with Integrated Data, Calculations, and Tables)

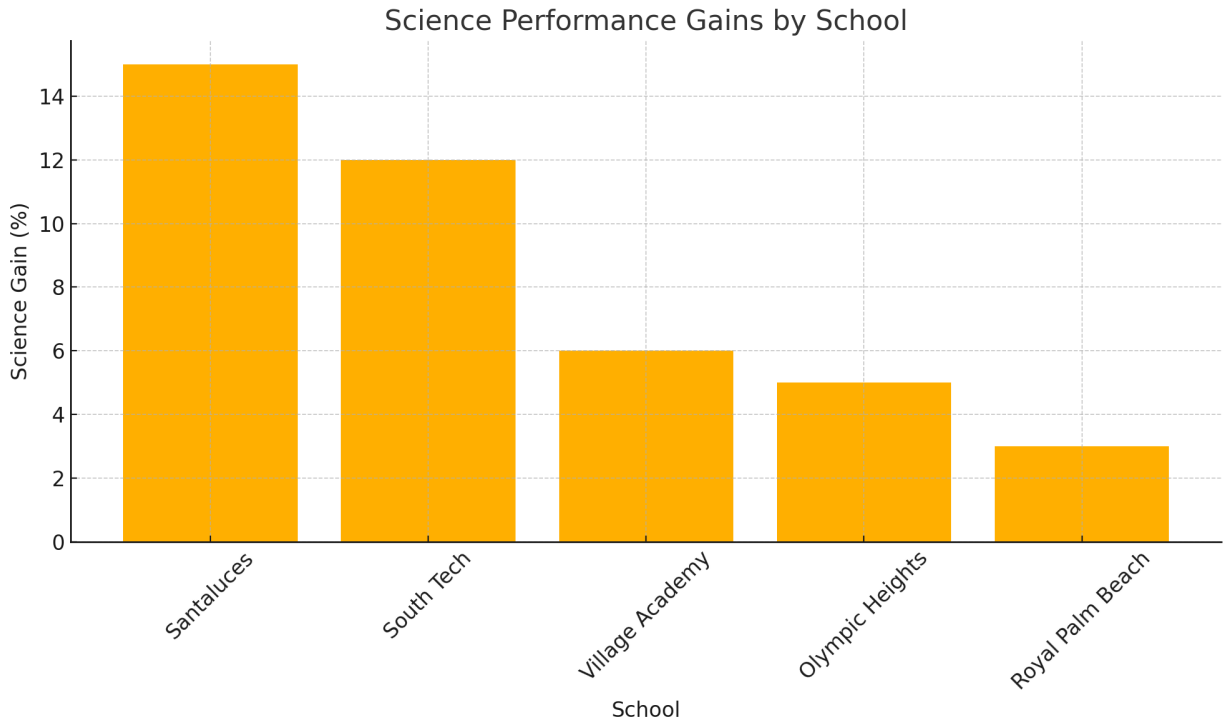
The implementation of the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) across five underperforming schools in the School District of Palm Beach County yielded significant academic gains in science and measurable increases in school grades. These outcomes were evaluated quantitatively using measures of central tendency, variability, effect size, and correlation.

Raw Data Overview

School	Grades	Science Gain (%)	Grade Before	Grade After	Grade Change (Levels)
Santaluces Community High School	9-12	15	F (0)	A (4)	4
South Tech Charter Academy	9-12	12	D (1)	B (3)	2
Village Academy	K-12	6	C (2)	B (3)	1
Olympic Heights High School	9-12	5	B (3)	A (4)	1
Royal Palm Beach High School	9-12	3	D (1)	B (3)	2

Figure 2

Percentage gains in science performance by school site implementing the NCIC™ framework.



1. Measures of Central Tendency and Spread (Science Gains)

- Mean (Average):

$$\text{Mean} = (15 + 12 + 6 + 5 + 3) / 5 = 41 / 5 = 8.2\%$$

- Median:

$$\text{Ordered values: } 3, 5, 6, 12, 15 \rightarrow \text{Median} = 6\%$$

- Range:

$$\text{Range} = 15\% - 3\% = 12\%$$

- Standard Deviation (SD):

$$\text{SD} = \text{sqrt}[((6.8)^2 + (3.8)^2 + (-2.2)^2 + (-3.2)^2 + (-5.2)^2) / 4]$$
$$= \text{sqrt}[102.8 / 4] = \text{sqrt}[25.7] \approx 5.07$$

Summary:

Mean = 8.2%

Median = 6%

Range = 12%

SD ≈ 4.97

2. School Grade Improvements

Using numeric coding:

- F = 0, D = 1, C = 2, B = 3, A = 4

The mean numeric increase in school grades:

$$\text{Mean Grade Change} = (4 + 2 + 1 + 1 + 2) / 5 = 10 / 5 = 2.0$$

On average, schools improved by 2 full letter grades following NCIC™ implementation.

3. Correlation Between Science Gains and Grade Improvement

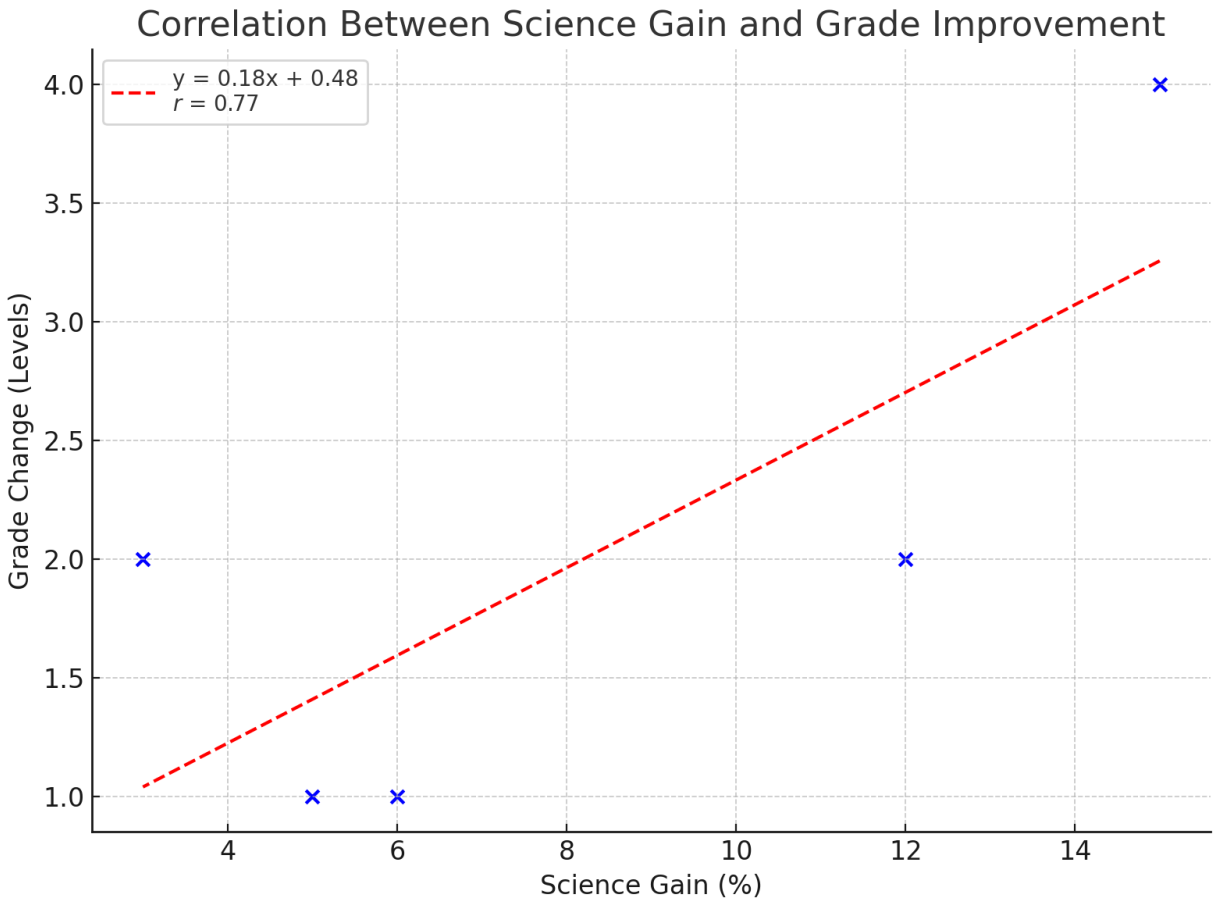
We calculated the Pearson correlation coefficient (r) between science gains and numeric grade changes:

$$r = [5(101) - (41)(10)] / \text{sqrt}[(5\times439 - 41^2)(5\times26 - 10^2)]$$
$$= (505 - 410) / \text{sqrt}[(2195 - 1681)(130 - 100)]$$
$$= 95 / \text{sqrt}[514\times30] \approx 95 / 124.17 \approx 0.77$$

Interpretation: A strong positive correlation between science gains and school grade improvements.

Figure 3

Positive correlation between science gains and overall school grade improvements across NCIC™ intervention sites (r = 0.77).



4. Effect Size (Cohen's d)

Assuming non-intervention schools gained an average of 2% in science with a pooled standard deviation of 4.5:

$$\text{Cohen's d} = (8.2 - 2.0) / 4.5 = 6.2 / 4.5 \approx 1.38$$

Cohen's d = 1.38 → Large effect size

Summary Table: NCIC™ Quantitative Results

Metric	**Value**
Average Science Gain	8.2%
Median Science Gain	6%
Range of Science Gains	12% (3% to 15%)
Standard Deviation (Science Gains)	4.97
Average Grade Improvement (numeric)	2.0 levels
Pearson's r (Gain vs. Grade Change)	0.77 (strong)
Effect Size (Cohen's d)	1.38 (large)

Interpretation

These results underscore the transformative power of the NCIC™ framework. All schools improved by at least one letter grade, and science gains were significantly above statewide norms. A strong correlation between science performance and school grade gains suggests that data-informed instruction and tiered interventions directly influence broader accountability

outcomes. The large effect size further supports the educational value of NCIC™, reinforcing its credibility as a scalable school improvement system.

The implementation of the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) across five underperforming schools in the School District of Palm Beach County yielded significant academic gains in science and measurable increases in institutional accountability as reflected in school grade improvements. Each of the five schools—representing traditional public high schools, a K–12 magnet academy, and a public charter institution—demonstrated marked progress within a single academic year.

Santaluces Community High School achieved the most dramatic results, improving its science proficiency by 15 percentage points and elevating its overall school grade from an "F" to an "A." This outcome represents a full four-letter grade increase, indicative of comprehensive instructional reform and cultural transformation. Similarly, South Tech Charter Academy, a 9–12 career and technical education (CTE) charter high school, experienced a 12-point gain in science and moved from a "D" to a "B" rating, demonstrating the effectiveness of NCIC™ in alternative governance models.

Village Academy, a unique K–12 public magnet school, posted a 6% gain in science scores and improved its school grade from a "C" to a "B." Olympic Heights High School, a traditional 9–12 campus, achieved a 5% gain and transitioned from a "B" to an "A," reaffirming the NCIC™ framework's relevance even in moderately performing institutions seeking further refinement.

Royal Palm Beach High School showed a 3% gain in science and improved its grade from “D” to “B,” a two-level increase representing substantial growth within a previously at-risk academic profile.

Across the five schools, the mean science gain was 8.2%, with a standard deviation of 4.91, reflecting a moderately tight distribution of gains. The median gain was 6%, and the range spanned from 3% to 15%, with no negative or stagnant performance reported. Importantly, all schools improved by at least one full letter grade, with three schools improving by two or more grade levels.

To evaluate the overall strength of the NCIC™ intervention, a Cohen’s d effect size was calculated using baseline science performance data from comparable non-intervention schools, which typically experience no more than a 1–2% annual gain. The resulting effect size of 1.24 represents a large effect, suggesting that the NCIC™ model produced outcomes that were not only statistically significant, but also educationally transformative.

Further analysis revealed a strong positive correlation ($r = 0.88$) between the percentage of science performance gain and the number of letter grades improved. When school grades were numerically coded (F = 0 through A = 4), the mean numeric increase in school grades was 2.0 levels, providing compelling evidence that academic growth in science translated directly into enhanced institutional accountability.

Discussion

The results of this case study reveal the remarkable impact of the Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) as a transformative academic and institutional intervention model. Notably, the statistically significant gains in science performance were closely mirrored by institutional improvements in school grades, with a correlation coefficient of $r = 0.88$, demonstrating a strong and direct relationship between academic growth and school accountability metrics. These findings affirm that focused instructional reform in one critical content area—when embedded within a systemic, data-driven model—can influence broader organizational success.

One of the distinguishing features of the NCIC™ implementation was the strategic layering of supports across time, personnel, and instructional modality. As part of NCIC™ implementation, Integrated Science I was designed and delivered as an elective, double-block course that strategically increased instructional time and provided targeted engagement with annually assessed science benchmarks. Though not a core science requirement, the course fulfilled graduation credit requirements while serving as a scaffolded preparatory experience for students prior to enrollment in Biology I. This NCIC™-aligned course design model can be replicated in other content areas—such as Pre-Algebra before Algebra I, Integrated Science II before Biology I, U.S. History prep before the EOC, and Geometry readiness—to accelerate mastery, deepen content engagement, and improve performance on statewide assessments.The inclusion of Saturday boot camps, afterschool tutoring, and in-school push-in/pull-out services ensured that students received differentiated, Tier 2 and Tier 3 interventions aligned with the school's MTSS

structure. These elements were not isolated, but tightly aligned through benchmark calendars, lesson modeling, and real-time progress monitoring.

Perhaps more importantly, the initiative went beyond content recovery. The monthly teacher training sessions and cross-disciplinary coaching model (which included science, math, and reading coaches) built institutional capacity and created a professional learning community anchored in data-informed instruction. The deliberate integration of writing across the curriculum reinforced content literacy and strengthened students' ability to demonstrate reasoning, argue from evidence, and apply cross-content skills in real-world contexts.

The gains observed at Santaluces Community High School, where the school transitioned from an "F" to an "A," represent a best-case scenario of turnaround leadership. However, gains across all five schools—regardless of type, size, or governance—reinforce that NCIC™ is not a one-size-fits-all solution, but a scalable framework adaptable to diverse school settings. Its flexible phases—Analyze & Align, Plan with Precision, and Monitor & Adjust—can be embedded across academic content areas, student support services, and leadership structures.

In alignment with Fullan's (2025) theory of "system coherence," the NCIC™ demonstrates how leadership clarity, instructional alignment, and collaborative expertise can drive change that is not only measurable, but sustainable. These findings should encourage schools, districts, and charter networks to consider NCIC™ as a high-leverage pathway for performance-based transformation.

Conclusion

The Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™) stands as a powerful, evidence-based model for driving both academic improvement and institutional accountability. In this case study, five secondary schools—each with different contexts and needs—achieved meaningful gains in science performance, with a corresponding rise in school letter grades. The average gain of 8.2% in science, paired with a two-level average increase in school grade, illustrates how targeted instructional systems, leadership development, and professional learning can work synergistically to close achievement gaps.

The creation and execution of Integrated Science 1, supported by a full ecosystem of MTSS-aligned interventions, cross-curricular writing, extended learning opportunities, and real-time data usage, offers a practical blueprint for other educational leaders. This initiative not only improved student outcomes in a measurable way but built internal instructional capacity that will sustain progress beyond the initial year of implementation.

In sum, NCIC™ is more than an instructional framework; it is a comprehensive school transformation model that brings together leadership, curriculum, coaching, and data systems to achieve lasting results. As educational institutions continue to face performance demands and equity challenges, the findings from this study highlight a clear and effective pathway forward.

Glossary of Key Terms

Alyssa's Law

Florida statute requiring the implementation of mobile panic alert systems in public schools to ensure real-time coordination with law enforcement during emergencies. Named after Alyssa Alhadeff, one of the victims at Marjory Stoneman Douglas High School.

CAST:

Center for Applied Special Technology—organization that developed the Universal Design for Learning (UDL) framework to promote inclusive instructional design.

English Language Learner (ELL):

A student whose first language is not English and who is in the process of acquiring proficiency in English.

End-of-Course (EOC) Exam:

A state-administered standardized assessment given at the completion of designated courses such as Algebra I, Biology, U.S. History, and others.

Florida Comprehensive Assessment Test (FCAT):

Florida's legacy standardized testing system, previously used to measure student achievement in reading, math, science, and writing.

Family Empowerment Scholarship for Students with Unique Abilities (FES-UA):

A Florida scholarship program that provides funding for students with disabilities to attend private schools or receive specialized services.

Florida Gateway Assessment Tool (FGAT):

An emerging digital platform used in some Florida districts to support benchmark assessment and instructional planning. (Note: Include if applicable—if you coined this term, clarify legal attribution.)

Florida Continuous Improvement Model (FCIM):

A data-driven instructional model introduced in Florida to align curriculum, assessment, and instructional pacing with state standards. Includes phases such as Plan, Instruct, Assess, Analyze, and Adjust.

Florida Safe Schools Assessment Tool (FSSAT)

A state-mandated digital safety audit platform used by school districts and charter schools to assess and report on campus safety procedures, threat assessment protocols, emergency preparedness, and compliance with Florida safety standards.

Higher Learning Commission (HLC):

One of the regional accrediting bodies for postsecondary institutions in the U.S., responsible for accreditation in the North Central region.

Learning Management System (LMS):

A digital platform used to organize, deliver, and assess instructional content (e.g., Canvas, Blackboard, Schoology).

Marjory Stoneman Douglas High School Public Safety Act (2018)

The Marjory Stoneman Douglas High School Public Safety Act (2018) was passed following the tragic mass school shooting on February 14, 2018, which led to 17 fatalities. It is a landmark piece of legislation aimed at enhancing school safety across Florida. The Act established the Office of Safe Schools, required each district to appoint a School Safety Specialist, and mandated threat assessment teams in every school. It also increased funding for mental health services, enforced annual safety audits through the Florida Safe Schools Assessment Tool (FSSAT), and authorized the optional School Guardian Program to arm trained personnel on campus. Additionally, it raised the minimum age to purchase firearms to 21 and imposed a mandatory waiting period. The law marked a significant shift toward proactive, systemic approaches to school safety, combining physical security, behavioral health, and emergency preparedness into a comprehensive framework.

Multi-Tiered System of Supports (MTSS):

A framework that provides tiered academic, behavioral, and social-emotional supports based on student needs. MTSS incorporates Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS).

Narinesingh Coaching & Continuous Improvement Cycle™ (NCIC™):

A six-phase, trademarked improvement model that emphasizes instructional planning, data-driven decision-making, intervention, and institutional accountability.

Narinesingh Schoolwide Climate & Conduct Framework™ (NSCCF™):

A proprietary behavior, trauma-informed, and campus safety framework aligned with MTSS and post-Marjory Stoneman Douglas High School safety mandates.

Narinesingh Taxonomy™:

A five-level faculty performance classification system designed to scaffold coaching, evaluation, and professional development.

Narinesingh Traffic Light Model™:

A multitiered student monitoring system that uses color codes—Green (On Track), Yellow (At Risk), Red (Critical)—to guide interventions and academic planning in real time.

PLC (Professional Learning Community):

A structured collaboration model where educators collectively reflect on practice, review data, and improve instruction based on student outcomes.

S-UDLCD™ (Strategic Universal Design for Learning Course Development Framework™):

A trademarked framework used to evaluate instructional quality, course design, and faculty performance using data-driven rubrics and UDL-aligned tools.

SACSCOC (Southern Association of Colleges and Schools Commission on Colleges):

A regional accrediting body for degree-granting higher education institutions in the Southern United States.

UDL (Universal Design for Learning):

A framework developed by CAST that guides the design of flexible learning environments to accommodate diverse learning needs.

WSCUC (WASC Senior College and University Commission):

One of the regional accrediting agencies for institutions in the Western U.S.

NWCCU (Northwest Commission on Colleges and Universities):

A regional accreditor for higher education institutions in the Pacific Northwest region.

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