Ben Gamla Charter School South Broward

2021-22 Schoolwide Improvement Plan

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Ben Gamla Charter School South Broward

6501 W SUNRISE BLVD, Plantation, FL 33313

bengamlaplantation.org

Demographics

Principal: Emily Rosenstein

Start Date for this Principal: 9/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (57%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	82%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Ben Gamla Charter School provides a safe environment for innovative instructional practices that continually light the path toward maximum student achievement and personal growth. As the first English-Hebrew Charter School in the United States, Ben Gamla Charter School integrates Hebrew instruction giving our students a useful tool in our global society.

Provide the school's vision statement.

Ben Gamla Charter School is a community of learners that honors individual student needs, varied modalities of instruction, and nurtures character traits that help to develop good citizenship.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rosenstein, Emily	Principal	-Ensures that academic policies and curriculum are followed -Maintains compliance with reports and protocols -Develops and tracking benchmarks for measuring institutional success -Conducts teacher observations, evaluations, and helping teachers maximize their teaching potential -Participates in and guides Professional Learning Communities -Ensures compliance with grants and other financial matters -Meets and listens to concerns of stakeholders on a regular basis -Encourages, guides, and assists student leaders and teachers -Enforces discipline when necessary -Oversees and plans school-based programming -Provides an atmosphere free of any bias in which students can achieve their maximum potential -Monitors student achievement -Revises policies and procedures -Interviews, hires, and monitors staffing as well as certification requirements, where applicable -Oversees facilities and safety/emergency response procedures -Supervises student enrollment, records, attendance, and health requirements -Motivates employee performance and enhances morale -Supervises and managing site operation to assure safety and efficiency
Seiden, Ellen	Assistant Principal	-Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs -Oversees curriculum, namely literacy as the Literacy Coach -Monitors, tracks, and analyzes student data -Oversees progress monitoring expectations and data -Maintains Charter Tools -Conducts teacher observations, evaluations, and helping teachers maximize their teaching potential -Participates in and guides Professional Learning Communities -Oversees requirements for Professional Learning Communities through the District -Works to arrange and coordinate school-wide programming -Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school -Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal -Oversees school discipline and behavior management -Develops master schedules and calendars which maximize the possible achievement of program objectives. -Performs other related duties as needed
Thomas, Gipty	Other	-Serves as ESE Specialist -Serves as 504 Liaison -Serves as RtI Coordinate

Name	Position Title	Job Duties and Responsibilities
		-coordinates meeting, schedules, and overall compliance for aforementioned roles

Demographic Information

Principal start date

Thursday 9/23/2021, Emily Rosenstein

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

279

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

7

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	68	60	47	45	34	0	0	0	0	0	0	0	313
Attendance below 90 percent	9	20	9	11	3	8	0	0	0	0	0	0	0	60
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Number of students with a substantial reading deficiency	3	12	19	13	9	7	0	0	0	0	0	0	0	63

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	6	4	4	4	10	0	0	0	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	2	2	2	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 9/25/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	58%	61%	59%	57%	60%
ELA Learning Gains				56%	58%	59%	61%	57%	57%
ELA Lowest 25th Percentile				62%	52%	54%	65%	49%	52%
Math Achievement				54%	58%	62%	56%	58%	61%
Math Learning Gains				59%	58%	59%	58%	56%	58%
Math Lowest 25th Percentile				44%	51%	52%	56%	49%	52%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Science Achievement				41%	51%	56%	45%	52%	57%
Social Studies Achievement					74%	78%		75%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	60%	-5%	58%	-3%
Cohort Comparison						
04	2021					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-55%				
05	2021					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-45%				
06	2021					
	2019	46%	57%	-11%	54%	-8%
Cohort Comparison		-59%				
07	2021					
	2019					
Cohort Comparison		-46%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	65%	-15%	62%	-12%
Cohort Comparison						
04	2021					
	2019	51%	67%	-16%	64%	-13%
Cohort Comparison		-50%				
05	2021					
	2019	39%	64%	-25%	60%	-21%
Cohort Comparison		-51%				
06	2021					
	2019	75%	58%	17%	55%	20%
Cohort Comparison		-39%				
07	2021					
	2019					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-75%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	37%	49%	-12%	53%	-16%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-37%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten: FLKRS, letter names, letter sounds, concepts of print, BAS, and i-Ready
First Grade-Fifth Grade: LLI (AP1 & AP2), BAS (AP3), and i-Ready

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	28%	67%
	Economically Disadvantaged	12%	19%	67%
	Students With Disabilities	0	0	33%
	English Language Learners	0	21%	53%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	31%	49%
	Economically Disadvantaged	2%	32%	42%
	Students With Disabilities	0	0	20%
	English Language Learners	13%	17%	31%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62%	20%	39%
	Economically Disadvantaged	18%	18%	34%
	Students With Disabilities	17%	20%	20%
	English Language Learners	10%	11%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	51%	63%
	Economically Disadvantaged	30%	43%	51%
	Students With Disabilities	10%	10%	20%
	English Language Learners	7%	9%	27%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	15%	6%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	27		36	20						
ELL	34	50		41	26		24				
BLK	22	31		27	24		23				
HSP	38	47		38	28						
WHT	67	69		63	38						
FRL	32	41	15	33	24	21	20				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	67		53	67						
ELL	26	53	69	45	59	46					
BLK	53	48	50	53	61	40	25				
HSP	40	57		50	57	60					

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	61	69		59	55		75				
FRL	50	56	59	50	58	46	31				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	50		61	67						
ELL	40	67	73	33	45	60					
BLK	49	60	58	51	60	41					
HSP	64	76		56	61						
WHT	68	54		59	54		64				
FRL	56	64	70	54	55	54	36				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Overall, we notice a decline in student performance from AP1 to AP3 which we mainly attribute to beginning the 2020-2021 school year remotely where many parents overly assisted students despite overt direction to do otherwise. Additionally, many of our subgroups, our ESE and ELL populations, performed with a 0% proficiency level throughout the year. Moreover, in looking at each subgroup, there are very few levels that reach or exceed 50% proficiency. In this respect, the lack of personnel and the inability to pull small groups due to social distancing measures impeded delivery of the necessary supports these students needed. More specifically, the data from last year through this year's AP1 reflects weaknesses in decoding and phonics in Kindergarten-Third Grade while comprehension was more of a struggle for Fourth and Fifth Grade classes. In fact, consistent with data from last year, AP1 performance during the fall of 2021 suggests students struggle to pull information from a text that accurately aligns with what reading comprehension questions are asking. These areas of challenge are even more flagrant among our ESE and ELL populations.

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

In reviewing data from both progress monitoring and FSA, there are a few areas we identify as most in need of improvement. Unfortunately, we discern a deficit among students across grade levels in fundamental skills of decoding and phonics which detrimentally impact students' ability to progress properly with their reading. Without the necessary phonics skills, students are not fluent readers and their ability to comprehend text is directly affected. In fact, comprehension of informational text is also a data component our students struggle with historically in Second Grade and above. Finally, vocabulary is a significantly weak skill, especially for our ESOL population which is a significant percent of our total student body.

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

There are a number of factors that have contributed synergistically to our students' low reading performance. These factors, individually and collectively, help to explain, not excuse, the key areas in need of improvement and focused attention. First of all, our ESOL population is a significant demographic among our school population, and this number only seems to grow each year. These students require specialized support and the home supports are often lacking due to language restraints. The ability to practice and reinforce lessons from the school in the home is simply not feasible for many of these families which curtails some children's ability to adequately progress. To address this need for improvement, our goal this year is provide greater consistency and support for our ELL students with push-in and pull-out services from our school's ESOL Specialist. Additionally, we are more closely monitoring the usage of Imagine Learning for our ELL students as well.

Another factor that significantly contributed to our areas of need emerged from having 40% of our student population learning virtually between March 2020 and August 2021. Even when given the chance and the recommendation to return to the building, many families opted to keep children home for safety reasons. The pandemic also led many families to exercise a laissez-faire attitude regarding general attendance for their children due to personal convenience. Now, due to the State's Executive Order and our own attendance tracking measures, we are determined to limit and control attendance delinquencies as a factor in student performance.

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

Looking at our progress monitoring data and FSA results helps to identify a few areas that have shown improvement over the past two plus years. For instance, we have identified growth in phonological awareness. Additionally, we have also noticed a consistent area of strength surrounding student performance with language and editing tasks.

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

One factor that has contributed to students' growth with language and editing can be linked to our increased attention on teaching writing. Moreover, our school purchased the Top Score Writing program beginning with our Second Grade students. With the adoption of this program, we also began the first school year with an in-house professional development from the company. Our teachers feel very comfortable using the curriculum as it is user-friendly and replete with resources for each step of the instructional program. Additionally, the use of this program also provides a common language and approach for teaching writing in every class and every grade, which greatly enables teachers to capitalize on the learning from the previous year.

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

During various professional development meetings as well as data chats, we discussed different strategies and plans to accelerate learning. One strategy discussed related to the use of the SPREE strategy for reading across every grade level. While this strategy has been introduced in the past, it was not consistently used within or across classes. Plus, the implementation lacked sufficient modeling and reinforcement that will be enforced and closely monitored this year. Another strategy that will be implemented this year is the return of a program we initiated right before the pandemic called Phonics Friday. As such, teachers in grades K-2, allot a period of time on Fridays for phonics practice similar to center rotations yet students actually move from room to room. In each room, teachers are working on the same skill but the method of instruction is different. In this way, students engage in high-interest activities related to specific phonics skills and given the varied modalities, students gain greater, varied exposure to the critical skill. For this school year, we intend to introduce this initiative earlier than in the past to best accelerate student learning. And we will reinforce this strategy in small groups with our ESE and ELL students.

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

In order to accelerate learning and improve areas of need, our teachers began the 2021-2022 school year with professional development inspiring and guiding them to accelerate student learning rather than remediate learning gaps. During Start-Up, teachers also participated in another professional development led by our Literacy Coach where they evaluated the new B.E.S.T standards and analyzed the changes and gaps compared to the Common Core State Standards. These trainings laid the initial foundation for this school year followed by data meetings with each grade level to review data, identify strengths and weaknesses, and discuss strategies to foster student success. These data meetings, also known as our Professional Learning Communities, will occur weekly to focus on the specific needs of different grades and personalized needs of specific students. Additionally, we have another scheduled professional development training with Benchmark Education trainers; Benchmark is the new reading adoption in Broward County which we have adopted. The training is scheduled to occur on the first Employee Planning Day of the school year which provides teachers the time to become better acquainted with the new materials and guide the training in a way that addresses their focused questions developed over the first many weeks of the school year. Together these trainings and weekly meetings ensure our Leadership Team is privy to

areas of strength and concern, can monitor student performance, and relatedly, offer and provide supports for our teachers. Much of this focused support centers around our student subgroups and their related needs.

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

In addition to the professional development training with Benchmark Education, we are closely monitoring our teachers to accelerate their completion of endorsement coursework. This not only serves a compliance piece but also positions teachers to be even more so on the cutting edge of strategies to best accelerate student learning and meet various learning needs of our diverse population of students. Additionally, we are very pleased to have properly budgeted and arranged for multiple paraprofessionals to follow a prescribed schedule of support to our students. Teachers worked collaboratively with Administration to coordinate these supports to best fit their schedules and student needs. In fact, our two pool subs are also providing extra supports on days they are not subbing. These additional services have been implemented in an effort to address learning gaps and better enable students to attend to grade-level material with confidence and success.

Lastly, this year through our Education Service Provider, Academica, Administrators and Literacy Coaches are participating in trainings to share best practices across networks. Engaging in these trainings opens a very critical dialogue that benefits our staff and students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Reviewing our progress monitoring data and FSA results illuminates the need to refocus and restructure our instructional practice in our English Language Arts classes. Additionally, these findings are also evidenced during PLC meetings, RtI meetings, and classroom observations.
Measurable Outcome:	Increase percentage of Kindergarten-Second Grade students meeting promotion criteria in 2022 by 3 percentage points. Increase percentage of Third-Fifth Grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3 percentage points. Increase percentage of ELL students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3 percentage points. Increase percentage of ESE students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3 percentage points.
Monitoring:	This area of focus will be monitored through data analysis during our weekly PLC meetings, our monthly RtI meetings, our monthly Leadership Meetings, and through observations. Together, our Leadership Team will continuously monitor student performance, implementation of strategies in the classroom, and efficacy of the various implemented supports, such as our paraprofessional push-in and pull-out schedules. Special attention will be given to monitoring our ELL and ESE subgroups. In fact, our ESOL and ESE Specialists are critical members of our Leadership Team who attend weekly meetings with teachers and participate in the monitoring process for these subgroups. Additionally, our data forms include specific denotation of student subgroups to help zero in on specific needs and make plans for intervention. Another important note is that our ESOL Specialist closely monitors student usage of Imagine Learning so the ELL students are being exposed to the material they need to fill gaps.
Person responsible for monitoring outcome:	Ellen Seiden (eseiden@bengamlaplantation.org)
Evidence-based Strategy:	The main evidence-based strategy being implemented for this area of focus revolves around small group work. Every day, our teachers are expected to pull at least one small group during their ELA block. Additionally, our paraprofessionals follow a prescribed schedule to provide additional supports in small groups to students identified as needing this extra support. In fact, the new reading adoption through Benchmark Universe includes specific materials targeted for small groups which will help to guide the implementation of this strategy. Finally, our teachers utilize a specific RtI block each day where Tier 2, small group attention is provided for students who need this assistance. Together, the use of small group cooperative learning is a documented, evidence-based strategy proven to assist students accelerate learning in reading. Further, these strategies are research based and provide the right pathway to assist ELL and ESE students not to mention the mainstream student.

Rationale for Evidence-based Strategy:	Upon desegregation of the data, we were able to identify 0% proficiency levels among our ELL and ESE subgroups. This data plainly indicates the need for more targeted instruction in small groups to address those specific learning needs and work with these subgroups. We are implementing this strategy through a tri-fold system to provide the maximum supports available for our students. Small groups occur during the daily reading block with the classroom teacher, via small group push-in and pull-out services from paraprofessionals, and during our RtI block with the classroom teacher. For ESE students, these services occur with the ESE support teacher. Teachers decide what their small literacy groups focus on based on three factors: the education standards, where each child is in relation to those standards, and which research-supported instructional practices will help children progress. Those factors, together, drive the group formation and the focus of instruction.

Action Steps to Implement

1. Paraprofessional schedule for push-in and pull-out: teacher selection of times, needs, and students for small group support
-NOTE: Our ESOL Specialist is actually providing personalized small group support and working with other paraprofessionals to ensure usage of ESOL strategies.

Person Responsible	Ellen Seiden (eseiden@bengamlaplantation.org)

2. Benchmark Education professional development training

Person Responsible	Ellen Seiden (eseiden@bengamlaplantation.org)

3. Weekly PLC meetings

Person Responsible	Ellen Seiden (eseiden@bengamlaplantation.org)

4. Monthly RtI meetings

Person Responsible	Gipty Thomas (gthomas@bengamlaplantation.org)

5. Teacher observations

Person Responsible	Emily Rosenstein (charter5392@browardschools.com)

Additional Schoolwide Improvement Priorities

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

N/A