

Broward County Public Schools

Ben Gamla Charter School South Broward School



2023-24

Schoolwide Improvement Plan (SIP)

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Ben Gamla Charter School South Broward

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SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rosenstein, Emily	Principal	The principal oversees the entire SIP implementation process.
Seiden, Ellen	Assistant Principal	The Assistant Principal helps to oversee the SIP implementation process with special attention to monitoring the action steps and conferring with teachers.
Thomas, Gipty	Other	Our ESE Specialist helps to monitor the SIP implementation process with special attention to our ESSA subgroup, Students with Disabilities.

Stakeholder Involvement and SIP Development

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

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

Every year at Ben Gamla Charter School South Broward, Administration reflects on the previous year using both subjective and objective achievement data to identify areas of strength and areas of need. These reflections are shared with school staff during pre-planning week; together, we analyze our data to identify academic priorities for the year ahead and begin making plans for improvement. This collaborative effort, rooted in data, enables our school community to begin a new school year with shared values and shared goals. As the school year unfolds, we convene quarterly with our School Advisory Council (SAC) to discuss school happenings, to address school needs, and to discuss the academic program. Through the SAC, we provide an open forum for parents to participate actively in the meeting and communicate concerns as well as potential suggestions. SAC meetings are also critical

opportunities for our school stakeholders to discuss Title 1 compliance from our Schoolwide Plan to our School-Parent Compact. Stakeholder input is used to develop a plan of action to support students and to identify areas of concern-- concerns illuminated during SAC meetings, PTO meetings, parent conferences, or throughout our various stakeholder surveys. These results impact school improvement initiatives at various points throughout the school year and significantly inform plans for each new year as well. Additionally our School Leadership Team meets monthly to review student achievement data and school improvement initiatives. Leaders share this information during out weekly Professional Learning Community meetings. During these meetings, our staff collaborates to review areas of strength and weakness and to plan corrective action plans designed to support students in making academic progress. We also spend time specifically honing in on the performance of students in our main subgroups, students in our lowest 25%, and our target students. Community leaders, our School Social Worker, and our other support staff who coordinate programming for ESOL, ESE, Rtl, 504, and Gifted not only participate in School Leadership Team meetings as well as PLC meetings but they also play an active role in communicating with school stakeholders. All of these processes were instrumental in guiding the plans for this SIP.

SIP Monitoring

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

The School Leadership Team at Ben Gamla Charter School South Broward will regularly monitor implementation of the SIP through both our weekly PLC/Rtl meetings with grade-level cohorts and also during our monthly Leadership meetings. Additionally, we will use the aforementioned meeting times as well as additional meetings to review and analyze progress monitoring data to see where our plans for improvement are working effectively and where modification might be necessary. Undoubtedly, due to the low performance of our Students with Disabilities (SWD) subgroup, we will more closely monitor the performance of these students through the collaborative effort our School Leadership Team, classroom teachers, and ESE support teacher. We will monitor the extent to which SWD are making progress in alignment to our areas of focus from this SIP as well as in alignment with the personalized goals identified on the Individual Education Plans for each SWD student. In instances where we discover voids in our progress, we will reevaluate our selected evidence-based interventions in regard to their strength, dosage, and more. Continuous improvement will remain our target during the 2023-2024 school year and beyond.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	83%
2022-23 Economically Disadvantaged (FRL) Rate	81%
Charter School	Yes
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	3	9	5	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	20	15	6	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	8	6	8	5	4	0	0	0	36

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	1	0	3	6	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	55	53	57	57	55	36		
ELA Learning Gains				70			44		
ELA Lowest 25th Percentile				44			19		
Math Achievement*	46	52	55	51	47	42	37		
Math Learning Gains				73			28		
Math Lowest 25th Percentile				71			31		
Science Achievement*	33	50	52	25	52	54	20		
Social Studies Achievement*		68	68		64	59			
Middle School Acceleration		72	70		57	51			
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	59	53	55	65	75	70	60		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	255
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	2	
ELL	56			
AMI				
ASN				
BLK	46			
HSP	70			

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%
MUL				
PAC				
WHT	55			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	1	
ELL	55			
AMI				
ASN				
BLK	54			
HSP	54			
MUL				
PAC				
WHT	72			
FRL	56			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	57			46			33					59
SWD	11			28							3	60
ELL	56			52							4	59
AMI												
ASN												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
BLK	53			43			22				5	52
HSP	72			68							2	
MUL												
PAC												
WHT	52			43							3	70
FRL	53			41			28				5	56

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	57	70	44	51	73	71	25					65
SWD	13	50		26	63		10					63
ELL	55	74		46	70		18					65
AMI												
ASN												
BLK	45	65	43	46	75	76	30					52
HSP	66	63		49	58		9					80
MUL												
PAC												
WHT	70			70								77
FRL	54	68	44	47	74	74	22					67

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	36	44	19	37	28	31	20					60
SWD	18	27		36	20							50
ELL	34	50		41	26		24					60
AMI												
ASN												
BLK	22	31		27	24		23					62
HSP	38	47		38	28							42
MUL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
PAC												
WHT	67	69		63	38							75
FRL	32	41	15	33	24	21	20					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	56%	7%	54%	9%
04	2023 - Spring	68%	61%	7%	58%	10%
03	2023 - Spring	59%	53%	6%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	62%	-11%	59%	-8%
04	2023 - Spring	71%	65%	6%	61%	10%
05	2023 - Spring	30%	58%	-28%	55%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	46%	-13%	51%	-18%

III. Planning for Improvement

Data Analysis/Reflection

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

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

At Ben Gamla Charter School South Broward, our Students with Disabilities (SWD) subgroup performed the lowest of all our subgroups during the 2021-2022 school year. Specifically, on the English Language Arts FSA, our school achieved a total of 67% proficiency while our SWD achieved a mere 13%. An analysis of this performance is incomplete without consideration of this subgroup's historical data and school experience over the past few years. Looking back, in 2018-2019, SWD were one of the lowest performing subgroups but achieved substantial learning gains. Unfortunately, in the years since, our SWD population has been a serious outlier as their performance has been significantly lower than our total population of students achieving a 3 or higher on state assessments. It is impossible to evaluate this performance without addressing the contributing factor of the pandemic during the years between 2019-2020 and 2021-2022. Undeniably, the oscillation between learning environments resulting from remote learning, quarantines, and isolation periods made it difficult for all students to learn and grow at their optimal level; furthermore, it proved far more difficult to provide SWD the learning services they needed to succeed. In fact, in alignment with national research, our SWD suffered disproportionately from our other subgroups due to the impact on quality instructional time and disconnection from their school communities. Based on research from The Northwest Evaluation Association (NWEA), it is founded that SWD lose far more learning than their peers when they do not have the structure and support they would receive during a regular school year. Moreover, we also attribute the low performance of our SWD to the excessive turnover of our ESE support teacher. Until the pandemic, Ben Gamla Charter School South experienced great consistency in this role with a highly effective, highly qualified teacher providing services to our SWD. Her instructional support was absolutely instrumental in helping those students make progress and achieve learning gains over time. Conversely, the lack of an effective teacher providing services for our SWD for the span of two years made it even more difficult for these students to not only make progress toward achieving their goals as written in their Individual Education Plans but also recovering learning loss inflicted by the pandemic. Additionally, among our population of SWD includes students with Individual Education Plans for speech. From the spring of 2020 through the fall of 2021, SWD receiving services in speech received those services remotely. Even when our school returned to full in-person, brick and mortar instruction, speech pathologists remained virtual. While studies do show that the efficacy of telehealth speech therapy is comparable with face-to-face therapy, our students in need of speech made limited progress. Perhaps the students were disenchanted with this virtual format after their experience during the pandemic. Notwithstanding, this factor was also impactful for our Students with Disabilities and their low achievement in English Language Arts during the 2021-2022 school year.

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

During the 2021-2022 school year at Ben Gamla Charter School South Broward, the greatest decline in our achievement resulted with our Students with Disabilities (SWD) subgroup in both English Language Arts and math. This decline is most striking since our students made progress in nearly every category except for our SWD students. Specifically, on the English Language Arts FSA, our SWD students achieved (an albeit low) 18% proficiency in 2019-2020 but further decreased in 2021-2022 to 13%. On the math FSA, our SWD cohort decreased from 36% proficiency to 26%. As previously addressed, this decline is undeniably connected to the experience of our SWD students throughout the pandemic. The oscillation between learning environments resulting from remote learning, quarantines, and isolation periods made it difficult for all students to learn and grow at their optimal level; furthermore, it proved far more difficult to provide SWD the learning services they needed to succeed. In fact, in alignment with national research, our SWD suffered disproportionately from our other subgroups due to the impact on quality instructional time and disconnection from their school communities. We also attribute the low performance of our SWD to the excessive turnover of our ESE support teacher. Until the pandemic, Ben Gamla Charter School South Broward experienced great consistency in this role with a highly effective, highly qualified teacher providing services to our SWD. Her instructional support was absolutely

instrumental in helping those students make progress and achieve learning gains over time. Conversely, the lack of an effective teacher providing services for our SWD for the span of two years made it even more difficult for these students to not only make progress toward achieving their goals as written in their Individual Education Plans but also recovering learning loss inflicted by the pandemic. Additionally, among our population of SWD includes students with Individual Education Plans for speech. From the spring of 2020 through the fall of 2021, SWD receiving services in speech received those services remotely. Even when our school returned to full in-person, brick and mortar instruction, speech pathologists remained virtual. While studies do show that the efficacy of telehealth speech therapy is comparable with face-to-face therapy, our students in need of speech made limited progress. Perhaps the students were disenchanted with this virtual format after their experience during the pandemic. Notwithstanding, this factor was also impactful for our Students with Disabilities and their low achievement in English Language Arts and math during the 2021-2022 school year.

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.

Looking at the performance results for Ben Gamla Charter School South Broward during the 2021-2022 school year, our achievement data either exceeded or closely matched the State. In English Language Arts, our students achieved 57% proficiency which aligns directly with the District and the State that also achieved 57%, respectively. In fact, our students achieved 70% in English Language Arts learning gains which was higher than the State by 15%. In math, our students achieved 51% proficiency which was a mere 4% away from the State's math achievement in 2021-2022. Like English Language Arts, our math learning gains exceeded the State with 73% -- 13% higher than the State.

While our performance data in English Language Arts and math reflect promising achievement for Ben Gamla Charter School South Broward in comparison to the State, our science results showcase a less favorable data story. In science, our students' proficiency was 25% which is less than half of the State's 51%. While science has never been an academic strength for Ben Gamla Charter School South Broward, our science performance in 2021-2022 not only reflected a gap compared to the State average but also a decline in comparison to pre-pandemic data. Indisputably, the pandemic detrimentally influenced our achievement in science as it did in English Language Arts and math. During the extensive period of remote learning, science was admittedly not our main academic focus; reading and math as well as mental health awareness were the priorities in our effort to provide continuity of education to the best of our ability. Upon return to brick and mortar, combatting learning loss required sincere instructional attention to reading and math. As a result, the Fifth Grade science teacher was at a disadvantage as she worked to prepare the students for the science assessment. Moreover, due to the students' deficits in reading as well as math, their ability to access the science material posed an additional barrier. It did not help that the teacher responsible for the instruction of Fifth Grade science was new to the content area and quite inexperienced. Furthermore, these barriers were even more impactful for our Students with Disabilities as they achieved a mere 10% proficiency on the science assessment. Synergistically, these factors contributed to our school's low performance in science during the 2021-2022 school year.

Ben Gamla Charter School South Broward already internally identified this low performance. In 2022-2023, our performance improved to a level of 33% which represented an 18% gap with the State. With a new teacher, though also new to the content area and full-time teaching, she started to lead the way to growth in the area of science, and we aim to capitalize on that growth, albeit minimal, and pave the way to further improvement.

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

Based on our achievement data for the 2021-2022 school year, Ben Gamla Charter School South Broward made notable improvement in English Language Arts (ELA). Our ELA achievement improved to

57% in 2022 from 52% in 2019. Following the pandemic and in response to students' substantial learning loss, we created a multi-layered approach to improve our students' ability as readers. To prepare for the school year, student placement was designed based on a variety of needs to enable each teacher to group students effectively. Additionally, during the summer, the Principal and Assistant Principal/Literacy Coach participated in County offered trainings in the new B.E.S.T. standards to equip us with the skills to train and support our teachers. Teachers were also encouraged to enroll in trainings as a precursor to the school-based professional development. In fact, our pre-planning start-up week for staff incorporated professional development surrounding the new B.E.S.T. standards and the gaps in those standards as we transitioned from the Common Core. Relatedly, we also began the 2021-2022 school year with the adoption of the new County-adopted reading program, Benchmark Advanced. Our teachers participated in specific trainings related to Benchmark Advanced at our school during pre-planning week.

Throughout the school year, we collaborated with teachers during our weekly Professional Learning Communities (PLCs) to discuss the curriculum and student performance on their end of unit assessments. During those PLCs, we also identified areas of strength and weakness and drafted plans for corrective instruction. Those meetings also served to identify students in need of further support. From there, many action steps unfolded, including schedules for push-in and pull-out support. Our paraprofessionals as well as our ESOL coordinator provided these supports on a rotating schedule for all grade levels. Teachers were tasked with identifying students who would benefit from this support and organizing relevant materials to utilize with the small groups. During this school year, we also augmented our i-Ready program and provided professional development for teachers in each grade level to help them better utilize this research-based program in a manner that would better personalize the pathway and learning outcomes. Also, as the school year continued, we also launched intervention programs like FSA Friday, FSA Camp, Phonics Friday as well as before-and-after school tutoring to bolster student achievement and confidence around reading.

Third-Fifth Grade classes held FSA Friday where students were grouped by ability level and transitioned from class to class with different teachers from their grade level. In each class, the teachers targeted a different standard of need using various modalities of instruction and engagement techniques. Similarly, Kindergarten-Second Grade classes followed the same routine for Phonics Friday; in this design, teachers targeted specific skills related to phonics. While those programs served all students, FSA Camp was an after-school FSA preparation boot camp for our target students. Finally, other students in need of support were offered free before school or after school tutoring.

Together these action steps helped our school address student learning deficits in ELA and improve our school-wide achievement.

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

Based on our EWS data, attendance and tardiness are our two most significant concerns at Ben Gamla Charter School South Broward; as such, we have already made attendance area of focus with our entire school community over the past few years.

We follow many procedures to monitor and address issues with student attendance. The importance of attendance is communicated through our Parent-Student Handbook, at Open House, via Principal Letters, during PTO and SAC meetings, and posted to our Class Dojo and social media accounts. In fact, our school Principal makes comments on students report cards that commend excellent attendance and warn against the opposite.

If a student at Ben Gamla Charter School South Broward has been tardy or absent for three days, the classroom/homeroom teacher is expected to contact the family to see what the cause of the tardies or absences are. If a child is home sick, the teacher reminds parents of the Broward County policy wherein

students home sick for three or more days can only return to school with a doctor's note. If the issue does not relate to illness, then the teacher provides verbal support and encouragement related to the importance of school attendance. Teachers consistently communicate with our School Social Worker and Administration when concerns arise.

Then, if a student accumulates five tardies or absences, our School Social Worker contacts parents. During this first parent contact with the School Social Worker, parents are provided with suggestions that can help in getting students to school on time. The School Social Worker works with the family to identify extenuating circumstances, helps to problem solve the issue, and presents resources that might assist the family with this school-related problem. Parents are also offered support, such as being provided with resources to receive free transportation through Broward County's Transportation Department. This availability is afforded to students through Transportation Disadvantaged Bus Pass Program. Additionally, an attendance letter is sent home to the family in both English and their heritage language (as needed). The letter outlines the attendance policy and encourages families to ensure their child(ren) arrive(s) to school on time, every day.

Unfortunately, at Ben Gamla, tardiness is the more significant element of attendance concerns on our campus. Hence, our school initiated a No Tardy Campaign beginning in 2019 to improve our monitoring of this issue and incentivize our families to have their kids in school on time. At Ben Gamla, our kids are late after eight. In fact, last school year, we initiated a new policy upon return from Thanksgiving break, requiring parents to sign students into school each time they are late. Our School Social Worker is stationed at the front entry door to screen these tardy arrivals and appropriately address families. If applicable, families are provided with an attendance letter as a reminder of Ben Gamla's attendance policy.

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

Every year, Ben Gamla Charter School South Broward reflects on our performance and makes plans for school improvement. This school year of 2023-2024 is no exception. At the end of each school year, our Leadership Team convenes to discuss our glows and our grows, our strengths and our weaknesses, our successes and our areas of need. Additionally our academic achievement data contributes to the other half of this school improvement story. For the 2023-2024 school year, we already worked collaboratively to identify our priorities for school improvement. These priorities were identified and discussed during pre-planning week.

Our first priority for school improvement evolves around a school-wide focus on addressing pre-requisites for grade-level standards. Upon review of progress monitoring data, we are able to identify students' ability with each performance category. For students who are below level in a performance category this means that they are unable to access grade-level content. Moreover, when teacher new skills/standards/materials, these students will struggle as a result of learning gaps in pre-requisite skills. This means our teachers are being tasked with frontloading to cohort of students who need instruction in pre-requisite skills weeks prior to lessons in grade-level material. This process involves reviewing data, strategic planning, and the use of materials and interventions to provide necessary instruction to help students be successful.

Additionally, our secondary focus relates to writing. Since writing will be an assessed area for the first time in a few years, we are placing additionally emphasis on writing instruction school-wide. Not only are we using evidence-based curriculum that aligns with the standards but we are also implement building-wide writing prompts each month to build stamina and capacity. We are monitoring and tracking each students' data and discussing student performance during our Professional Learning Communities.

Another focus for us this year relates to vocabulary instruction. While our ELA performance continues to

improve, vocabulary has been an area of deficiency. We are working as a school to improve student exposure to vocabulary using a variety of strategies across content-areas.

Finally, improving our math performance has been and continue to be an area of focus this school year.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Area of Focus #1: Ben Gamla Charter School South Broward aims to support our Students with Disabilities (SWD) in improving performance in English Language Arts. Since our SWD subgroup is our lowest performing subgroup, it is essential that our school improvement plans this year incorporate a targeted focus on their academic progress, especially as young, developing readers.

Measurable Outcome:

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

By May 2024, our SWD students will improve ELA proficiency on the FAST PM3 assessment by 5 percentage points.

Monitoring:

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

To achieve this desired outcome, we will actively monitor our SWD students. Classroom teachers, our ESE support teacher, and our School Leadership Team will consistently collaborate around interventions and progress during our weekly PLC meetings. Interventions will be selected and applied with a focus on their strength, dosage, comprehensiveness, and alignment to the targeted need. Moreover, our monitoring plan will emphasize individualization to focus on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention based on student need. To monitor, data collection is crucial. We will collect data on a regular basis to measure student progress. This data will include assessments, observations, work samples, and behavior logs. We will use quantitative and qualitative data to gain a comprehensive understanding of each student's strengths and areas for improvement.

Person responsible for monitoring outcome:

Gifty Thomas (gthomas@bengamlaplantation.org)

Evidence-based Intervention:

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

Our evidence-based interventions for this Area of Focus include:

- explicit and systematic instruction (the big 5 -- comprehension, phonics, phonemic awareness, vocabulary, fluency)
- small groups
- cooperative groups
- graphic organizers
- scaffolding
- technology integration
- feedback
- mastery of learning

All interventions will align with each student's IEP goals to provide clear and measurable indicators of progress.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using evidence-based strategies with students is grounded in the belief that education should be based on research and data-driven practices to maximize student learning and achievement. The reasons include improved learning outcomes, equity and fairness, and data-driven decision making.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Review PM1 data

Person Responsible: Ellen Seiden (eseiden@bengamlplantation.org)

By When: September 2023

Identify groups for teacher intervention/instruction

Person Responsible: Ellen Seiden (eseiden@bengamlplantation.org)

By When: October 2023

Monitor weekly during PLC

Person Responsible: Ellen Seiden (eseiden@bengamlplantation.org)

By When: Weekly, monthly, quarterly

Convene Collaborative Problem Solving Team to address specific student needs

Person Responsible: Gipty Thomas (gthomas@bengamlplantation.org)

By When: November 2023

Review PM2 and analyze progress

Person Responsible: Ellen Seiden (eseiden@bengamlplantation.org)

By When: January 2024

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

Area of Focus Description and Rationale:

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

Area of Focus #2: Ben Gamla Charter School South Broward aims to support our Students with Disabilities (SWD) and our entire school environment by minimizing problem behaviors and student discipline referrals.

Measurable Outcome:

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

By May 2024, Ben Gamla Charter School South Broward will diminish the occurrence of discipline referrals by 5 percentage points.

Monitoring:

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

To achieve this desired outcome, active monitoring and data tracking must be a part of our school improvement plan. Behavior RtI will be used as the primary tool to monitor this area of focus not to mention the County databases that houses records related to discipline referrals.

Person responsible for monitoring outcome:

Ellen Seiden (eseiden@bengamlaplantation.org)

Evidence-based Intervention:

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

To incorporate Positive Behavior Intervention Support (PBIS) to help minimize discipline referrals for behaviors, we need to ensure every teacher sets behavior expectations, teaches the expected the behaviors explicitly, rewards positive behavior, and maintains records on behaviors.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is a framework for creating safe, positive, equitable schools, where every student can feel valued, connected to the school community and supported by caring adults. By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone. PBIS establishes a healthy school culture and climate, increases student engagement and instructional time, empowers students to play a central role in their education, reduces racial inequities in discipline, and reduces teacher burnout

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Review Early Warning System data

Person Responsible: Ellen Seiden (eseiden@bengamlaplantation.org)

By When: October 2023

Review PBIS expectations

Person Responsible: Ellen Seiden (eseiden@bengamlaplantation.org)

By When: November 2023

Convene Collaborative Problem Solving Team and review behavior data

Person Responsible: Gipty Thomas (gthomas@bengamlaplantation.org)

By When: November 2023

CSI, TSI and ATSI Resource Review

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

Our Ben Gamla School Leadership Team and other key stakeholders review academic, behavioral, and attendance data from PM3 and partner with the company Raising the Bar to improve our process for data analysis. In so doing, we determined areas of needed improvement for the current school year as well as trends that have developed over the past three to five years in specific grade levels, content areas, and underperforming subgroups. We then established school improvement goals and determined how Title I dollars should be spent to best support the indicated areas of concern. For instance, since vocabulary has been a weakness, we added an additional digital resource, Vocabulary.com, to our purchases to address this deficit.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

Our SIP is shared and reviewed during our first School Advisory Council meeting. It is later shared at our first quarter staff meeting. Finally, the SIP is posted to our school website:

<https://www.bengamlaplantation.org/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Ben Gamla Charter School South Broward works tirelessly to build positive relationships with all school stakeholders. Consistent and thorough communication is a fundamental component to our plan and our procedures each school year. We utilize various methods to keep parents informed; these methods include email, Class Dojo, our Wednesday Folder, our school website, social media, PTO/ SAC meetings, Parent Universities, and parent-teacher conferences. Parents are supported through the process of monitoring their child's performance and engaging in their child's educational journey. School-wide events are critical times throughout the calendar year to provide families with enriching ways to participate in school life. Events as well as meetings are planned with sensitivity to the various familial circumstances that enable or inhibit parent participation and engagement with our school. For instance, events and meetings are planned on different days and different times. And when possible, we still offer parents virtual options to connect with school staff. Through formal meetings and our Parent Engagement survey, parents' opinions and feedback are solicited, considered, and noted, and later used as a driving force for enhancing school culture and contributing to school-wide improvement. Building positive relationships is essential to fulfilling our school mission and supporting our students academically and emotionally. We believe that these positive relationships begin with the culture of belonging we expect our staff to cultivate with their students, and that very effort continues to be central to our school improvement initiatives. Finally, our Title 1 Parent and Family Engagement Plan can be found on our school website: <https://www.bengamlaplantation.org/>

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

1. Develop balanced assessments across the curriculum
2. Implement differentiated instructional strategies to increase student achievement, relying on: teacher-led small groups, push-in/pull-out model, and content-area interventionists
3. Utilize technology programs with validity and fidelity
4. Monitor student progress with bi-weekly assessments and progress monitoring reports
5. Data-driven lesson planning
6. Professional Learning Communities and data chats
7. Targeted professional development

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

N/A