

# 2019-2020 Charter Renewal Program Review

**Charter Renewal Application #000459**

**The Ben Gamla Preparatory Academy**

**Location Code: 5182**

**Submitted To:**

Broward County Public Schools  
Charter Schools Management/Support Department  
Broward County Public Schools  
600 SE 3rd Ave.  
Fort Lauderdale, FL 33301

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**Submitted By:**

Gayle Iacono  
2650 Van Buren Street Hollywood, Florida 33020

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# GENERAL

## A. School Information

School Type: **Middle / High**  
 Grade Levels: **[6, 7, 8, 9, 10, 11, 12]**  
 School District: **Broward**  
 Neighborhood / Community:  
 Organization Type:  
 Sponsoring Entity: **Non-profit Organization**  
 Address: **2650 Van Buren St Hollywood, Florida 33020-4818**  
 Phone: **(954) 924-6495**  
 Fax: **(954) 924-6496**  
 Web Site: **www.bengamlapreparatoryacademy.org**  
 Calendar Type: **- 180 instructional days**  
 Educational Service Provider: **(None)**

## B. Primary Contact Person

Name: **Gayle Iacono**  
 Mailing Address: **2650 Van Buren Street Hollywood, Florida 33020**  
 Mobile Phone: **954-815-0602**  
 Alternate Phone: **954-924-6495**  
 Email: **giacono@bengamlaprep.org**  
 Current Employer: **The Ben Gamla Preparatory Academy**

## C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
6	84	84	84	84	85	85	85	85	85	85
7	84	84	84	84	85	85	85	85	85	85
8	84	84	84	84	85	85	85	85	85	85
9	84	84	84	84	85	85	85	85	85	85
10	84	84	84	84	85	85	85	85	85	85
11	84	84	84	84	85	85	85	85	85	85
12	84	84	84	84	85	85	85	85	85	85
<b>Total</b>	<b>588</b>	<b>588</b>	<b>588</b>	<b>588</b>	<b>595</b>	<b>595</b>	<b>595</b>	<b>595</b>	<b>595</b>	<b>595</b>

## D. Board Members

Name	Title	Contact Information	Current Employer

Fernandez, Daniel	Board Secretary	P: 954-439-7915 M: E: dfernandez@bengamlaschools.org	
Gerson, Michelle	Board Director	P: 954-439-7915 M: E: mgerson@bengamlaschools.org	
Iacono, Gayle	Emergency Contact	P: 954-924-6495 M: 954-815-0602 E: giacono@bengamlaprep.org	The Ben Gamla Preparatory Academy
Jadotte, Marcos	Board Director	P: 954-439-7915 M: E: mjadotte@bengamlaschools.org	
Klein, Debra	Board Chairperson	P: 954-439-7915 M: E: DKlein@bengamlaschools.org	

# CHARTER SCHOOL RENEWAL INSTRUCTIONS

## 1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

### Section Evaluation

No Action Required Rhonda Stephanik, 12/3/19

### Final Rating

No Action Required

### Attachments

#### Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

# CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

## 1. COVER SHEET

Section Evaluation	
Complete Rhonda Stephanik, 12/3/19	Final Rating Complete

### CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

**NAME OF CHARTER SCHOOL SEEKING RENEWAL:** Ben Gamla Preparatory Academy

**CHARTER SCHOOL LOCATION NUMBER:** 5182      **GRADES SERVED:** 7-12  
**DATE:** November 1, 2019

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. YES \_\_\_\_ NO X

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida Statutes. YES \_\_\_\_ NO X

**NAME OF NON-PROFIT:** The Ben Gamla Preparatory Academy

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

**NAME OF CONTACT PERSON:** Gayle Iacono

**TITLE/RELATIONSHIP TO NON-PROFIT: The Ben Gamla Preparatory Academy**

**MAILING ADDRESS: 2650 Van Buren St., Hollywood, FL**

**PRIMARY TELEPHONE: (954 ) 924-6495      ALTERNATE TELEPHONE: ( 954)815-0602**

**E-MAIL ADDRESS: [giacono@bengamlaprep.org](mailto:giacono@bengamlaprep.org)**

**NAME OF EDUCATION SERVICE PROVIDER (if any): Academica**

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

Gayle Iacono

Principal

*Printed Name*

*Position/Title*

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

## **Attachments**

### **Section 1: COVER SHEET**

– No Attachments –



# SECTION BREAKDOWN

## 1. SECTION BREAKDOWN

### Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Type content here...

### Attachments

#### Section 1: SECTION BREAKDOWN

– No Attachments –

# EXECUTIVE SUMMARY

## 1. Executive Summary

### Section Evaluation

### Final Rating

**Complete**

Complete Joe Luechauer, 12/4/19

Complete Allisyn Axelrod, 11/14/19

Complete Cassandra Vallianos, 11/19/19

Complete Sean Brown, 11/19/19

Complete Lourdes Panizo, 11/21/19

Complete Detra Adams, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Reynaldo Tunnermann, 11/20/19

Complete Laurie Steinberg, 11/21/19

Complete Rachel Askew, 11/22/19

Complete David Shelley, 11/25/19

Complete Celina Chavez, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Ann-Marie Evans, 11/25/19

Complete Louise Ball, 11/25/19

Complete Matt Schroeder, 11/25/19

Complete Debbie-Ann Scott, 11/25/19

Complete Marilyn Johnson, 11/26/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Brenda Santiago, 12/2/19

Complete Rhonda Stephanik, 12/3/19

## EXECUTIVE SUMMARY

Ben Gamla Preparatory Academy (5182) originally began as three charters: Ben Gamla Charter High School (5005) which was approved on July 22, 2011 and amended on July 28, 2015 to permit its relocation and co-location with Ben Gamla Preparatory Charter High School – 5182 and Ben Gamla Preparatory School – 5204; a second charter which was approved on April 21, 2015 as Ben Gamla Preparatory School (5204) and the third charter approved on April 21, 2016 as Ben Gamla Preparatory Charter High School (5182). On May 17, 2016, Ben Gamla Preparatory Charter High School – 5182 entered into a second amendment to consolidate with Ben Gamla Charter High School 5005. Ben Gamla applied to the School Board of Broward County to amend the charter and consolidate the remaining two charters into one. That amendment was approved by the School Board of Broward County on June 12, 2018. Currently, Ben Gamla operates one 7-12 charter school under the name of The Ben Gamla Preparatory Academy (5182).

The mission of The Ben Gamla Preparatory Academy is to deliver a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language. Students will be promoted to high school with a sense of purpose, a belief in their own efficacy, a commitment to the common good, and a zest for learning. The Ben Gamla Preparatory Academy strives to create a community of learners that honors individual student needs, varied modalities of instruction and nurtures character traits in an effort to cultivate in students a sense of responsibility and citizenship. This mission and vision have been achieved by teachers focusing on the historical roots of the Hebrew language while also integrating the culture and history of the land. This focus leads to a rich cultural experience for each student regardless of their heritage. Ben Gamla's mission is founded on the principle that these experiences lead students to become proactive members of a world that reflects the values of our society.

Ben Gamla has seen sustained academic growth over the past five years. The middle school received a grade of B in its first year of operation and raised that grade to an A in the 16-17 and 17-18 year respectively. The high school received C grades in its first two years of operation and raised that grade to a B in 17-18. During the 18-19 school year, the Broward County School Board approved the consolidation of the two charters and the B grade was maintained. In order to ensure that students are progressing at an adequate pace, the school uses benchmark assessments to track the progress of individual students. These assessments guide the instructor in creating updated monthly focus calendars that allow for remediation and advancement of students' ability to meet and exceed the Florida standards. The administration monitors the achievement of this plan by daily classroom walkthroughs and data chats with instructional staff.

The school also provides an Advanced Placement and Dual Enrollment program allowing students to earn college credit while in high school. These programs provide significant cost savings to families seeking to keep college debt at a minimum while challenging their children's intellectual ability. In order to further enrich the educational experience of all students, The Ben Gamla Preparatory Academy offers students the opportunity to participate in clubs and athletics. Offering four FHSAA sanctioned sports and over 12 clubs and activities the school gives students the chance to engage with their peers in meaningful and enjoyable moments.

Ben Gamla continues to operate its school in a fiscally responsible manner that safeguards taxpayer funding and helps to fulfill its mission and vision. However, in 2017-2018 the school had an audit exception that resulted in a District meeting with the Chief Auditor. Deficiencies in the internal controls were identified by the school's independent auditor and shared with the Principal and Treasurer in June 2018. Since that time, policies and procedures have consistently been implemented that resulted in no audit findings noted from the independent auditor review

conducted in 2019. The Ben Gamla Board continues its oversight of all school matters including the approval of budgets and significant school purchases.

While the school has had many accomplishments to celebrate over the initial charter term, enrollment has remained a concern. The school has not yet filled to capacity and is working to continue its recruitment efforts. During the second charter term, the school will employ a robust recruitment and marketing plan that includes reaching out to all families. This plan will include targeted mailers, participation in community events, open houses, and participation in charter school fairs. As we look towards the upcoming charter contract term, in order to better serve our community should the demand present itself, the school may add 6th grade to our grade offerings to complete our 6-12 continuum of delivering a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language.

Ben Gamla Preparatory Academy continues to strive for academic excellence, teaching the whole child and preparing its students for post-secondary education or the workforce. Student-focused goals over the next charter term will include continued academic achievement and acceleration, as well as building confidence through leadership positions within a variety of nationally recognized clubs. Additionally, students will be provided more opportunities to showcase their talents through participation in community service projects and internships to explore future career choices. This year, parents and students will actively be involved in identifying what the school does well in addition to what we need to do better as we will be renewing our AdvancEd Accreditation. Constantly reflecting and improving our processes for the benefit of our stakeholders will ensure that The Ben Gamla Preparatory Academy remains at the forefront of educational excellence and a high-quality school choice option for the students it serves.

## **Attachments**

### **Section 1: Executive Summary**

– No Attachments –

# EDUCATIONAL PERFORMANCE

## 1. FEDERAL AND STATE ACCOUNTABILITY

<b>Section Evaluation</b>		<b>Final Rating</b>
Partially Meets the Standard Rachel Askew, 11/25/19	<b>Partially Meets the Standard</b>	

### Educational Performance Federal and State Accountability

#### A. Explain the charter school’s current School Improvement Status.

- How has the school met the standards required for federal and state accountability? .
- If the charter school has not met these standards, what measures will be implemented for improvement?

We are happy to report that The Ben Gamla Preparatory Academy-5182 earned a “B” for the 2018-2019 school year and has not been identified for School Improvement.

#### School Data Analysis

School Name	Ben Gamla Preparatory School			Ben Gamla Preparatory Charter High School			The Ben Gamla Preparatory Academy
School #	5204			5182			5182
School Year	2016	2017	2018	2016	2017	2018	2019
School Grade	B	A	A	C	C	B	B
Reading Achievement Level 3 or above	67%	73%	70%	62%	58%	56%	63%
Reading Learning Gains	50%	70%	63%	51%	53%	49%	58%

Reading Gains Lowest 25%	38%	70%	51%	29%	44%	18%	48%
Math Achievement Level 3 or Above	70%	78%	85%	60%	46%	60%	60%
Math Learning Gains	59%	60%	65%	42%	45%	52%	39%
Math Learning Gains-Lowest 25%	44%	48%	70%	NR	37%	43%	33%
Science Achievement	66%	41%	69%	NR	53%	85%	64%
Social Studies Achievement	85%	87%	76%	NR	76%	77%	59%
MS Acceleration	63%	67%	71%	NA	NA	NA	63%
Graduation Rate	NA	NA	NA	NR	NR	83%	87%

NA=Not Applicable

NR=Not Reported

The Ben Gamla Preparatory Academy-5182 ( a/k/a/ Ben Gamla Preparatory Charter High School-5182, Ben Gamla Preparatory School-5204) has worked hard to ensure that students are making annual academic progress in core subjects and improving on the state standardized assessments. Materials are utilized in ELA, Math, Science, and Social Science to ensure students are prepared academically. The ELA program uses Houghton Mifflin Harcourt (HMH) Collections for 7th-12 grade Reading and Writing. In addition, Achieve 3000 is used as a supplemental reading and writing tool to monitor and improve student academic progress. Additionally, all students (7th-12th) scoring below a 3 in Reading are schedule to attend a Comprehensive Intervention Reading Program (CIRP) through our Intensive Reading course. This program uses the National Geographic Inside Books, Levels A, B, and C for the middle school students. The high school students use National Geographic Edge Books, Levels A, B, C. Supplemental Reading Interventions Program (SIRP) materials are provided as another layer of support to ensure students have a variety of materials to meet different learning styles. This includes the Wilson Reading Program (Phonemic Awareness, Decoding and Fluency) and vocabulary.com CPalms Alignments (Vocabulary and Comprehension) for both middle and high school students. The high school students also benefit from Khan Academy, ACT/SAT practice tests, No Red Ink, and Ten Steps to Advancing Vocabulary and Reading.

Middle school and high school students use Houghton Mifflin Harcourt textbooks for math. The Go Math series that the middle school uses includes intervention materials for students needing additional instructional support. Those Middle school students not achieving a score of 3 or higher attend an Intensive Math class in addition to their regular Math class. Middle students will benefit from the use of I-Ready this year to assist with targeting math skills that need improvement. The Holt McDougal Science and Social Studies curriculum is in alignment with the NGSSS standards and is used for grades 7-10th.

Although there have been multiple changes that have occurred over the last several years, The Ben Gamla Preparatory Academy-5182 (a/k/a/ Ben Gamla Preparatory Charter High School-5182, Ben Gamla Preparatory School-5204) has performed in many areas earning "A's" and "B's" for 2017-2019. Lack of retention of administration and instructional staff has negatively impacted the stability of the school environment, student retention, and new student enrollment. Teacher turn-over during the school year and between school years also cannot be overlooked as part of the inconsistent scores reflected in many categories. Fifty percent of the instructional staff is currently first or second year teachers, or are from out-of-state this year. Sustaining and increasing enrollment has also been a challenge that impacts our ability to secure needed support staff.

Although there is evidence that the school has invested in a variety of data driven resources, the staff did not show evidence of implementation of the District's K-12 Comprehensive Research-Based Reading Plan and the district provided feedback in the areas needing improvement. In response, we are dedicating our Title II money to teacher professional development in the areas of differentiated instruction, classroom management and trainings/endorsements in ESOL, ESE, Gifted, and Reading. Also, as part of our strategy to assist in supporting all of our 7th and 8th grade students in achieving Reading and Math gains, we are using Title I funds to provide teachers with a stipend to conduct Extended Learning Opportunities for after school tutoring before and after school from September 2019 through April 2020. We also will use this funding to offset the cost of Achieve 3000 and assist with professional development.

The administration and staff began working immediately on correcting the deficient items summarized on the 2019 OSPR evaluation and will continue to monitor the staff to make sure that there is evidence of the K-12 Comprehensive Research-Based Reading Plan being implemented with fidelity. I-ready, as well as Achieve 3000, will continue to meet the needs of our diverse population and assist with the needs of ESE, ESOL, and Gifted students. Students work at their own level of understanding based on the diagnostic assessments and as they achieve learning gains, the level of understanding increases at their pace. Data gathered from these programs will allow teachers to provide additional lessons to re-teach skills that need strengthening.

On June 14, 2019, Liliana Salazar, National Director for Special Education and Student Support visited Ben Gamla to review the progress the ESE Specialist had made related to correcting the "findings" from the OSPR review. Several recommendations to assist with improving implementation of the K-12 Comprehensive Research-Based Reading Plan were shared with the Principal and ESE specialist. As a result of this internal review, the responsibilities of the ESOL Coordinator and Rtl/M-TSS was assigned to the School Counselor that was hired shortly after the OSPR review and Assistant Principal for the 2019-2020 school year. The ESE Specialist will build in teacher consultation time on her 2019-2020 master calendar that also includes "Pull" out time for instructional support for ESE students. Additionally, the ESE specialist completed the Writing Quality IEPs Abridged class offered through FDLRS on September 5, 2019 at Arthur Ashe Junior Middle School.

In addition to the suggestions provided by Ms. Salazar, the Reading teacher and Assistant

Principal attended the training, Overview of Wilson Reading System, at Arthur Ashe Junior Middle School on October 15, 2019.

B. Include the school's plan to increase and/or maintain its AMO status for the upcoming term of the charter.

Data clearly shows that we need to improve student achievement and increase the number of students improving in Reading and Math Learning Gains-Lowest 25%. Overall, our middle school students have performed extremely well in all categories with the exception of these 2 categories. These categories are also the 2 areas that the high school has never achieved 50%. The high school students achieved 29% (2016), 44% (2017), and 18% (2018) in Reading Learning Gains of the Lowest 25%. The middle school students scored 38% (2016), 70% (2017), 51% (2018) in this category. In 2019, middle and high school students achieved 48% in Reading Learning Gains of the Lowest 25%. In Math Learning Gains of the Lowest 25%, the high school students achieved 37%-2017 and 43%-2018, and no percentage was recorded in 2016. The middle school students achieved 44%-2016, 48%-2017, and 70% in 2018. Middle and high school consolidated achievement is 33% in 2019.

In reading and math, the subgroups that made the least achievement gains was our ELL and SWD populations. High school ELL students achieved 73%-2016, 78%-2017, and 63%-2018 in Reading Achievement of 25% and the middle school ELL students achieved 67%-2016, 69%-2017, and 54% in 2018. The consolidated gain of high and middle school students for 2019 is 61%. The SWD high school students achieved no record in 2016, 66%-2017, 64%-2018 and the SWD middle school students achieved no record in 2016 or 2017, and achieved 57% in 2018. The consolidated achievement for high and middle school SWD students for 2019 is 61%. High school students achieved 70%-2016, 54%-2017, and 55%-2018 in Math Achievement of 25% and the middle school SWD students received no record in 2016 and 2017, and 43% in 2018. High and middle school consolidated achievement for 2019 is 56%.

The resulting data for Reading and Math, as well as the ELL and SWD subgroups, illustrates a lack of fidelity in the following areas: interpretation and use of data to drive instruction; appropriate use of resources for instruction; implementation of strategies to improve academic gains; implementation of Early Warning System, Rtl/M-TSS procedures and interventions; and lack of tracking student achievement of targeted learning goals. In order to improve in these areas and make suggested changes resulting from our OSPR review, staff has collected and is using data from current FAIR testing, Achieve 3000, I-Ready, and previous FSA/FSSA results. This information has been interpreted by the Leadership Team to target areas of weaknesses and strengths for all students with a focus on achieving learning gains in Reading and Math, as well as ELL and SWD subgroups. Instructional staff has been counseled and directed to use the data driven resources and supplemental materials for their core courses, Intensive Reading and Intensive Math. Title II funding has been approved to support professional development for new and beginning teachers that need training in the areas of classroom management, data driven instruction, reading strategies and differentiated instruction to increase the lowest 25% of the student population in reading and mathematics. Teachers have and are signing up to take course work in these areas. On October 15, the Intensive Reading Teacher and Assistant Principal attended an Overview of Wilson Reading System at Arthur Ashe Junior Middle School. A paraprofessional has been hired to work with the ELL population in a Pull out and Push in program. Additionally, the Leadership Team has worked with instructional staff to ensure ELL, SWD, and Gifted students are identified with accommodations codes appropriately on Lesson Plans and there is evidence of this in student work folders.

Since 50% of our staff is either new teachers, teachers with less than 3 years experience, or teachers from out-of-state, the administration is implementing Data Chats monthly with the ELA and Math departments to emphasis the importance of data collection and analysis, and how it is



used to drive and improve academic achievement for all students. Teachers are required to identify and chart individual student's weakness with the goal of creating and implementing a plan to increase achievement with student input setting goals. Students will be held accountable for completing required homework. Outcome data will be discussed during the Data Chats which will provide information needed to assist with determining whether a student needs to be placed in Rtl or removed from Rtl. Another area of improvement identified from our most recent OSPR review is the need to establish an Early Warning System to identify and support vulnerable student populations. In response, a school-wide team has been created and specific members have been delegated the responsibility to track and document data related to the 4 categories of early warning indicators. The school leadership team will meet monthly (or as needed) to identify students in need of additional interventions utilizing the Multi-Tiered Systems of Support (M-TSS).

During the charter school term the school has implemented FSA/FCAT before and after school tutoring which is implemented several months prior to the start of testing as extra support to improve scores. This tutoring will target the students who were just below the proficiency level and with extra support can be moved up. This will be provided twice per week for Reading and Math. This is something we will continue providing after school going forward.

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

- Include data and a data analysis for each subgroup your school serves.
- Discuss programs implemented to address subgroup deficiencies and gap skills.

Reading Performance by Subgroup:

Over the charter agreement term, The Ben Gamla Preparatory Academy's middle school students (a/k/a Ben Gamla Preparatory School-5204) have made consistent reading goals in all subgroups except for English Language Learners. Lack of progress in this subgroup was during the 2015-2016 and 2016-2017 school years. Data for the subgroup of Students with Disabilities was only provided for the last 2 years and this subgroup decreased in 2018-2019.

Over the past 4 years, although there were increases in the reading performance in the ELL subgroup of The Ben Gamla Preparatory Academy (a/k/a Ben Gamla Preparatory Charter High School-5182) every year, they did not reach the overall reading performance expectations of 50% achievement. Students with Disabilities and the Black African American subgroups only increased reading proficiency for the 2018 school year resulting in a decrease of proficiency in 2017 and 2019. The Economically Disadvantaged decreased in performance 2 out of the 4 years. The White subgroup made proficiency increases every year except for 2018 decreasing by 5% but still maintaining over 50% this year and increasing in 2019 to 69%.

This academic performance is the result of not utilizing data with fidelity to target specific subgroups in need of remediation and additional support to achieve average or above average annual achievement gains. The School also did not create and consistently implement a plan to assist students in achieving learning gains in the areas needing improvement. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (FAIR, ACCESS, Achieve 3000, and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so available materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and

includes student goals that are monitored by instructional staff monthly so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work.

**Math Performance by Subgroups:**

Over the past 4 years, all high school subgroups have been inconsistent with increasing Math proficiency each year. All subgroups had a decrease in proficiency once except for the Students with Disability. Students with Disabilities only achieved an increase in proficiency in 2018. This subgroup has only increased in proficiency in 2018 and remains under the overall goal of 50%. All other subgroups have for the last 2 years, 4 out of the 6 subgroups have exceeded the 50% expectation in proficiency except for the Black/African American (decreased in 2019) and the Student with Disabilities subgroups.

This academic performance is the result of not utilizing data with fidelity to target specific subgroups in need of remediation and additional support to achieve average or above average annual achievement gains. The School also did not create and consistently implement a plan to assist students in achieving learning gains in the areas needing improvement. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (I-Ready, Go Math and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so that materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and includes student goals that are monitored by instructional staff monthly, so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work.

D. Summarize the demonstrated proficiency or the charter school’s progress toward meeting proficiency in subjects tested (math, reading, writing, and science).

- If the school is not using state assessments such as FSA or EOC, what assessments are administered?
- How often is student progress monitored?

School Name	Ben Gamla Preparatory Charter School			Ben Gamla Preparatory Charter High School			The Ben Gamla Preparatory Academy
School #	5204			5182			5182
School Year	2016	2017	2018	2016	2017	2018	2019

School Grade	B	A	A	C	C	B	B
Reading Achievement Level 3 or above	67%	73%	70%	62%	58%	56%	63%
Math Achievement Level 3 or Above	70%	78%	85%	60%	46%	60%	60%
Science Achievement	66%	41%	69%	NR	53%	85%	64%
Social Studies Achievement	85%	87%	76%	NR	76%	77%	59%

SPRING EOCs				FSA			
Category				2016	2017	2018	2019
Code				5182	5182	5182	5182
Algebra I EOC % passing level 3 or above				60%	49%	51%	52%
1				25%	36%	39%	32%
2				15%	15%	11%	16%
3				28%	28%	33%	25%
4				15%	15%	12%	17%
5				6%	6%	5%	11%

Geometry EOC % passing level 3 or above	NA	56%	60%	57%	
1	NA	27%	28%	25%	
2	NA	18%	12%	18%	
3	NA	35%	43%	29%	
4	NA	10%	6%	20%	
5	NA	10%	10%	8%	
Biology EOC % passing level 3 or above	69%	48%	75%	NGSSS	60%
1	9%	14%	10%	17%	
2	22%	38%	15%	23%	
3	48%	35%	33%	38%	
4	8%	5%	10%	9%	
5	13%	9%	33%	14%	
US History EOC % passing level 3 or above	61%	62%	73%	38%	
1	14%	17%	7%	33%	
2	24%	22%	20%	28%	

3	35%	35%	47%	23%
4	14%	18%	7%	8%
5	12%	12%	20%	8%
Algebra 2 EOC % passing level 3 or above	65%	27%		
1	30%	47%		
2	5%	25%		
3	35%	8%		
4	10%	6%		
5	20%	14%		

	SPRING EOC'S			FSA
Category	2016	2017	2018	2019
Code	5204	5204	5204	5204
Algebra I EOC % passing level 3 or above	95%	100%	92%	
1	2%	0%	5%	
2	2%	0%	3%	

3	7%	38%	28%
4	12%	31%	38%
5	77%	31%	27%
Geometry EOC % passing level 3 or above	*	*	82%
1	*	*	0%
2	*	*	18%
3	*	*	29%
4	*	*	29%
5	*	*	24%
Biology EOC % passing level 3 or above	93%	*	x
1	0%	*	x
2	7%	*	x
3	27%	*	x
4	23%	*	x
5	43%	*	x

Consolidation Year

* - not reported				
X - ?				

The school uses state assessments (FSA and EOCs) to monitor proficiency in Math, Reading, Writing and Science. Students met or exceed FSA and EOC proficiency in Math, Reading, and Science for the last 2 years. Staff is working diligently to make sure that we are implementing an appropriate, rigorous curriculum and support program to ensure students are consistently reaching proficiency in Math, Reading, Writing, and Science. The Ben Gamla Preparatory Academy has implemented several, progress monitoring tools and systems for the students. The school has been using Achieve 3000 to improve reading and writing, Go Math assessments, and I-Ready. These programs establish a prescriptive program that promotes individual activities to increase reading and writing skills where students are struggling, as well as providing advancement in areas where they are achieving. I-Ready is a diagnostic program that will be utilized this year to improve math achievement through improving targeted areas where skills need to be strengthened. This is also a great platform for students to work at their own pace while allowing teachers to track their progress. Both of these diagnostic tools are used to monitor students' progress 3 times a year. FAIR testing is implemented at the beginning of the year to predict students' literacy success, diagnose weakness for those found to be a risk and to help teachers set instructional objectives and ACCESS midyear.

E. Explain if the students are making one year's worth of growth annually in mathematics and reading.

- If the students are not, what measures will the charter school implement?

	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	The Ben Gamla Preparatory Academy
Category	15-16	16-17	17-18	18-19
School Code	5182	5182	5182	5182
Reading Learning Gains	51%	53%	49%	58%

Math Learning Gains	42%	45%	52%	39%
	Ben Gamla Preparatory School	Ben Gamla Preparatory School	Ben Gamla Preparatory School	The Ben Gamla Preparatory Academy
Category	15-16	16-17	17-18	18-19
School Code	5204	5204	5204	5204
Reading Learning Gains	50%	70%	63%	58%
Math Learning Gains	59%	60%	65%	39%

The Ben Gamla Preparatory Academy-5182 (a/k/a Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) achieved a year's average growth in 2019 in Reading Learning Gains, but fell short with a 39% in Math Learning Gains. The 3 previous years (2016, 2017, 2018), the middle school has maintained an average rate of growth in Reading within 50%-70% and Math within 59%-65% surpassing the 50% mark for annual growth. The high school achieved a year's growth in Reading for 2016 and 2017, but earned a 49% in 2018. Math continues to be a challenge in all areas for the high school and a year's growth was achieved only in 2018.

In high school, ELL and SWD students did not achieve a year's average growth in Reading during 2016-2019. In Math the ELL students did achieved a year's growth in 2016 and 2019 and the SWD students did not achieve a year's growth during 2016-2019. Middle school ELL students did not receive a year's average growth during 2016-2019 in Reading and the SWD students did not achieve a year's average growth in 2018-2019. In Math, middle school ELL students did achieve a year's average growth in 2018 and 2019, and SWD students received a year's average growth in 2018, but not in 2019.

This academic performance is the result of not utilizing data with fidelity to target specific subgroups in need of remediation and additional support to achieve a year's average growth in Reading and/or Math. The School also did not create and consistently implement a plan to assist students in the areas needing improvement to achieve a year's average growth. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing



strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (FAIR, ACCESS, Achieve 3000, I-Ready, Go Math and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so that materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and includes student goals that are monitored by instructional staff monthly, so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading.

- If the students are not, what measures will the charter school implement?

Category	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	The Ben Gamla Preparatory Academy
School date	15-16	16-17	17-18	18-19
School Code	5182	5182	5182	5182
Reading Learning Gains-Lowest 25%	29%	44%	18%	48%
Math Learning Gains-Lowest 25%	Not Reported			
Category	15-16	16-17	17-18	18-19
School Code	5204	5204	5204	5204
Reading Learning Gains-Lowest 25%	38%	70%	51%	48%

Math Learning Gains-Lowest 25%	44%	48%	70%	33%
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Fifty percent of the lowest 25 % of the high school students, including SWD students, have not made one year's growth in Reading or Math. 50% of the lowest 25 % of the high school ELL students did not achieve one year's growth in Reading (2016-2019) or in Math (2016-2018) except for 2019. Fifty percent of the middle school students in the lowest 25% have achieved a year's growth in Reading for 2 out of 4 years (2017 & 2018) and a year's growth in Math in 2018. However, 50% of the lowest 25 % of the ELL and SWD subgroups did not achieve a year's growth in Reading, but the ELL students did achieve a year's growth in Math in 2018 & 2019, and the SWD students achieved it in 2018.

This academic performance is the result of not utilizing data to create and implement a plan to move 50% of students in the lowest 25% to achieving one year's worth of growth annually in Reading and Math. Going forward the Leadership Team is collaboratively working with staff to make sure that sustainable procedures are in place to support performance in these subgroups. This begins with collecting data, interpreting the data, early identification of subgroups in need of support, and implementing strategies to support students achieving learning gains through the use of proven data driven resources. This process includes using data assessments (FAIR, ACCESS, Achieve 3000, I-Ready, Go Math and FSA results) to identify students in need of support. Next, this data is analyzed by administration and instructional staff, so that materials and resources can be used to implement a plan to target areas needing remediation to achieve learning gains. This plan is shared with students and includes student goals that are monitored by instructional staff monthly, so that goals are met and remediation is updated as necessary. Administration will complete formal and informal observations checking instructional practices, lesson plans, and evidence of student work. This will allow instructional staff and administrators to make the necessary academic decisions to assist these students in making a year's worth of growth for future years. Students will also receive additional support through participation in Intensive Math and Intensive Reading courses.

G. Verify that the school is appropriately administering applicable state standardized tests to its students.

- If the school is not testing the appropriate percentage of students, what measures will the charter school take to ensure the appropriate numbers of students are being tested?

The Ben Gamla Preparatory Academy ensures that all students who are present during the testing window for all state standardized assessments are tested. We have had 98-100% of our students tested each school year. We guarantee that this happens using different methods of communication with parents so that they are sure to bring their children to school on these important days. We start by sending a grade level letter with testing dates 2 weeks prior to the all standardized tests facilitated during the school year. Additionally, in January, we send out a general letter to all parents providing them with the district dates for all of the upcoming Spring testing so that parents do not make plans to have their children miss school on those days. Staff also posts the dates of testing on their website. During testing days, we ensure student participation by tracking the student attendance during the time frame testing is facilitated and make sure to call the households of all students that were not present so they can attend school during the testing window for make-ups. All of these initiatives have helped us maintain the maximum level of participation for all state standardized testing. The school will continue to communicate with our parents and students in this way and will also add a couple additional approaches in attempt to get 100% attendance during testing. This will include hosting an FSA

Information Night in February for parents to stress the importance of their children being prepared and being present for these assessments. Additionally, the Spring Testing Calendar will be uploaded on our website under our Parent and Student links, placed on our website calendar, and included in our Student/Parent handbook.

H. Identify if the charter school's performance meets or exceeds the performance of schools with closely comparable student populations.

According to the data chart presented above, The Ben Gamla Preparatory Academy either met or exceeded the performance of nearby schools comparable populations and grade levels served. Due to a lack of middle and high combination schools near us two exclusively middle and high schools were used.

I. Identify the charter school's school grade.

- If the charter school did not obtain a school grade of "C" or above, what measures will the school implement or has the school been implementing to improve its grade?
- If a charter school does not get a school grade or a School Improvement Rating, what assessments were used or will the charter school use during the next charter agreement

term to ensure that all students are learning and to identify students who may be struggling?

- If a charter school serves untested grades (K-2), what assessments were used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling?

The Ben Gamla Preparatory Academy-5182 earned a school grade of a “B” for the 2018 and 2019 school years.

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

The Ben Gamla Preparatory Academy received a school grade of a “B” for the 2018 and 2019 school years and was not required to develop a School Improvement Plan (SIP).

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

- If yes, explain the measures that the charter school will take or has been taking to remedy this status.

The Ben Gamla Preparatory Academy-5182 (a/k/a Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) has never been identified as one of the 300 Lowest Performing Elementary Schools in Florida.

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.

- If the charter school has not received an SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?

This does not apply to The Ben Gamla Preparatory Academy-5182 (a/k/a Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204).

M. Identify the charter school’s graduation rate, if applicable.

	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	Ben Gamla Preparatory Charter HS	The Ben Gamla Preparatory Academy
Category	15-16	16-17	17-18	18-19
School Code	5182	5182	5182	5182
Graduation percentage	N/A	82.6%	86.7%	85%
Female	N/A	85%	90%	N/A

Male	N/A	80.8%	84.0%	N/A
White	N/A	90%	90.3%	N/A
Black	N/A	N/A	N/A	N/A

- Provide in-cohort and post-cohort graduation rate data.

In 2017, 79% of in-cohort students graduated, 7.8% post-cohort students received a Certificate of Completion and 13.2% did not graduate. In 2018, 86.6% of in-cohort students graduated, an additional 4.4% post-cohort earned a Certificate of Completion and 6.6 % did not graduate. 2.2% post-cohort student did not graduate and entered the adult education program prior to completion of graduation requirements. 2019 results have not been released.

- What has been the charter school’s graduation rate goal?

The school’s graduation rate goal has always been 100%.

- What steps has the charter school taken to meet or exceed this goal?

The steps taken to meet or exceed this goal starts with College Counselor/BRACE Advisor tracking each student’s curricular history to ensure that students complete the required number of courses for graduation. This tracking also includes the specific course requirements, and End of Course Assessments (Algebra I, Geometry, Biology, US History) that are required for graduation and completion of community service hours each year. The College Counselor makes sure that every student takes the FSA Reading and Writing, Algebra EOC, and/or PERT, ACT or SAT. Students are provided tutoring opportunities to improve their scores and unlimited test retakes. “Crunch” packets are prepared and provided to students needing additional practice to strengthen skills. The college counselor provides an informative presentation that covers the requirements necessary for college admissions, financial information, possible scholarships, testing, and allows a question/answer session at the end. She also ensures that every student has completed a minimum of 40 hours of community service. The college advisor also meets with all 9th-11th grade students once a year and 12th grade students twice a year, to make sure required courses are part of their schedule and that they are maintaining a GPA of 2.0 or higher. When classes are failed, recovery courses through Edmentum Plato online curriculum are provided.

- What measures will the charter school implement to increase its in-cohort and post-cohort graduation rate to meet its goal?

The measures the charter school implements to increase its in-cohort and post-cohort graduation rate to meet its goal includes identifying and supporting students who are off track based on their attendance, behavior, and course performance records. This will be measured by the outcome of the Early Warning Signs data collected by the assistant principal and/or registrar . Completion of a course credit, individual student evaluation is conducted by the College Counselor that confirms students are meeting the graduation course requirements and credits necessary to advance to a postsecondary school setting. This process begins in September of the school year with Seniors and ends in April with Freshmen. Making sure that there is family engagement

though informative college meeting on our campus first and second semester, as well as notifying parents and students about local college fairs, provides additional information. Creating a school climate that promotes work readiness and competitive employment skills through student engagement is offered through internships as well.

- How has the charter school supported students in meeting college, career, and life readiness? (Provide specific school wide strategies)

The charter school has supported students meeting college, career, and life readiness. This is evident through students achieving or exceeding SAT composite scores of 1030, ACT composite scores of 21, and AP test scores of 3. Students are attending and successfully completing Dual Enrollment Course through Broward County College and University of Florida. Additionally, all 9th, 10th, and 11th grade students are afforded the opportunity to participate in the taking the PSAT and 11th grade SAT school day in the Spring. We invite a variety of college representatives to come to the school and speak to the students about their acceptance requirements of their school and our college advisor plans and facilitates field trips to local universities in the tri-county area. Additionally, a Junior and Senior night is held at the beginning of the school year to share pertinent information that includes college admissions requirements, financial scholarship opportunities and a time for Questions and Answers about college for students and parents.

All students (including ELL and SWD) who are unable to pass Florida required standardized assessments or concordant scores and/or a cumulative unweighted GPA of 2.0 still may receive a standard Certificate of Completion if they have completed all other course requirements for graduation. SWD students may receive a waiver based on their IEP that exempts them from the required state standardized assessment or concordant score allowing them to still receive a standard Certificate of Completion. All students that have completed all other course requirements for graduation may participate in the graduation ceremonies with his or her class. Students who have received a Standard Certificate of Completion may also elect to remain in the high school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies. Also, A student who receives a Certificate of Completion due to missing test scores, and has met all other graduation requirements, including the GPA requirement, may start classes at Broward College, however, the student would be ineligible for financial aid until they have earned a Standard High School Diploma.

- Describe the student support measures implemented to increase student attendance (SIR Schools only)

The student support measures implemented to increase student attendance (SIR School only) includes the identification of students that are not meeting attendance requirements, those that have recurring discipline problems and lack of meeting academic performance. Once identified, a meeting with the students and parents (communication with parents) is necessary. A plan is put into place that includes a corrective action, a timeline to see improvement and parent follow-up. Moving forward, a meeting at the beginning of each semester with at-risk students and their parents will be held. Also, those students that have good attendance, minimal behavioral issues, and a 2.0 or above GPA will be rewarded.

N. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates. The school uses the SAT and ACT as a tool to meet the FSA required score to meet graduation standards. Reading and Writing requires a minimum score on the SAT of 430 and a 19 in Reading for the ACT. In 2018, 2 student used their ACT score to meet the requirement of the FSA score for graduation requirements. Through the SAT School Day (100% attendance of our Junior Students), we had 10 students achieving a score of 430 or higher on the SAT reading that allowed

them to meet graduation requirements for the FSA. We will continue to strive for 100% attendance of our junior students to participate in our SAT School Day. The School will continue to utilize the SAT and/or ACT concordant/comparative scores to meet graduation requirements. We will also continue highly encouraging our 9th and 10th grade students to participate in the PSAT that is administered at our campus so that we have baseline data.

## Attachments

### Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

## 2. MISSION-SPECIFIC ACCOUNTABILITY

### Section Evaluation

	Final Rating
Meets the Standard Rhonda Stephanik, 12/3/19	Meets the Standard

### MISSION-SPECIFIC ACCOUNTABILITY

A. What is the school's mission?

#### Mission Statement

The mission of The Ben Gamla Preparatory (Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) is to deliver a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language. Students will be promoted to high school with a sense of purpose, a belief in their own efficacy, a commitment to the common good, and a zest for learning.

#### Vision Statement

The Ben Gamla Preparatory Academy (Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) strives to create a community of learners that honors individual student needs, varied modalities of instruction, and nurtures character traits in an effort to cultivate in students a sense of responsibility and citizenship.

B. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement.

- If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.

The Ben Gamla Preparatory Academy (Ben Gamla Preparatory Charter High School-5182; and

Ben Gamla Preparatory School-5204) is achieving the mission-specific goals as defined in the school's contract. Hebrew classes are offered for students in 7th-12th grades. All students are afforded the opportunity to learn Hebrew at their independent level and pace through the use of an engaging curriculum. Curriculum focuses on spoken Hebrew and is designed to address the needs of students at multiple levels. Emphasis is placed on proficient language progression through multiple years. Large group instruction as well as small group hands-on participation is an integral part of the program that highlights students demonstrating their skills through a variety of real-life scenarios. Language learning is enhanced through additional focus on the historical roots which includes the study of Israel culture. The purpose of studying the culture of Israel is to nurture the students' personal, emotional and reflective relationship with Israel, by creating a lifelong meaningful connection between them to a timely and timeless place. The value placed on the love of Israel and Israeli culture is demonstrated by a variety of extra-curricular activities and celebrations throughout the school year. These include Tubishvat (Earth Day), a Festival of Lights student production, a Holocaust student production followed by Holocaust survivors guest speakers, and Israel Independence Day.

The school offers a well-rounded college preparatory educational program. The faculty is working hard to increase learning opportunities resulting in raising the academic achievement for all of its students. A wide range of educational resources are used to provide a challenging curriculum and staff is utilizing innovative approaches to facilitate lessons. Through the use of diverse instruction strategies, hands-on labs, laptops and smartboards, teachers use all resources possible to help motivate students to learn new content. High school juniors and seniors also have an opportunity to participate in internships. Dual enrollment and Advanced Placement classes are available for high school students, while middle school students can accelerate and take high school courses for credit. The Ben Gamla Preparatory Academy is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs. The school has and will continue to strive to improve, support, and serve students of all ability levels. The school's educational program is aligned to specific learning methods and strategies with emphasis on low-performing students and reading. These include a standards-based curriculum for core courses, use of appropriate assessments for learning (screening, progress monitoring and diagnostic), data driven high quality differentiated instruction; supplemental programs for student advancement and remediation, and support for teachers through ongoing professional development. Maximizing student achievement for all of our students is the school's ultimate goal. Through the use of diagnostic data, standardized test scores, report card grades, behavioral records, Individualized Education Plans (IEP), English Language Learner Plans, and State Accountability Reports, the school measures its own progress in meeting the needs of our student population.

Through an integrated approach, we believe that learning a second language enriches the environment of our school and improves overall school performance preparing students' for a successful postsecondary education. It is a combination of the acquisition of a second language, innovative instruction, and challenging curriculum that will help our students achieve success in the global society.

## **Attachments**

### **Section 2: MISSION-SPECIFIC ACCOUNTABILITY**

– No Attachments –

## **3. EDUCATIONAL PROGRAM IMPLEMENTATION**



## Section Evaluation

### Final Rating

**Partially Meets the Standard**

Does Not Meet the Standard	Joe Luechauer, 11/12/19
Partially Meets the Standard	Allisyn Axelrod, 11/21/19
Partially Meets the Standard	Kim Punzi-Elabiary, 11/21/19
Partially Meets the Standard	Laurie Steinberg, 11/21/19
Meets the Standard	David Shelley, 11/25/19
Partially Meets the Standard	Celina Chavez, 11/25/19
Partially Meets the Standard	Louise Ball, 11/25/19
Does Not Meet the Standard	Matt Schroeder, 11/25/19
Does Not Meet the Standard	Merilyn Johnson, 11/26/19
Partially Meets the Standard	Hanne Rega, 11/26/19
Meets the Standard	Detra Adams, 11/27/19
Meets the Standard	Ann-Marie Evans, 12/4/19

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

The Ben Gamla Preparatory Academy (Ben Gamla Preparatory Charter High School-5182; and Ben Gamla Preparatory School-5204) is achieving the mission-specific goals as defined in the school's contract. Hebrew classes are offered for students in 7th-12th grades. All students are afforded the opportunity to learn Hebrew at their independent level and pace with an engaging curriculum. Curriculum focuses on spoken Hebrew and is designed to address the needs of students at multiple levels. Emphasis is placed on proficient language progression through multiple years. Large group instruction as well as small group hands-on participation is an integral part of the program that highlights students demonstrating their skills through a variety of real-life scenarios. Language learning is enhanced through additional focus on the historical roots, which includes the study of Israel culture. The purpose of studying the culture of Israel is to nurture the students' personal, emotional and reflective relationship with Israel, by creating a lifelong meaningful connection between them to a timely and timeless place. The value placed on the love of Israel and Israeli culture is demonstrated by a variety of extra-curricular activities and celebrations throughout the school year. These include Tubishvat (Earth Day), a Festival of Lights student production, a Holocaust student production followed by Holocaust survivors' guest speakers, and Israel Independence Day.

The school offers a well-rounded college preparatory educational program. The faculty is working

hard to increase learning opportunities resulting in raising the academic achievement for all of its students. A wide range of educational resources are used to provide a challenging curriculum and staff is utilizing innovative approaches to facilitate lessons. Through the use of diverse instruction strategies, hands-on labs, laptops and smartboards, teachers use all resources possible to help motivate students to learn new content. High school juniors and seniors also have an opportunity to participate in internships. Dual enrollment and Advanced Placement classes are available for high school students, while middle school students can accelerate and take high school courses for credit. The Ben Gamla Preparatory Academy is committed to serving the needs of all its students, regardless of level, learning style(s), and/or special needs. The school has and will continue to strive to improve, support, and serve students of all ability levels. The school's educational program is aligned to specific learning methods and strategies with emphasis on low-performing students and reading. These include a standards-based curriculum for core courses, use of appropriate assessments for learning (screening, progress monitoring and diagnostic), data driven high quality differentiated instruction; supplemental programs for student advancement and remediation, and support for teachers through ongoing professional development. Maximizing student achievement for all of our students is the school's ultimate goal. Through the use of diagnostic data, standardized test scores, report card grades, behavioral records, Individualized Education Plans (IEP), English Language Learner Plans, and State Accountability Reports, the school measures its own progress in meeting the needs of our student population.

Through an integrated approach, we believe that learning a second language enriches the environment of our school and improves overall school performance preparing students' for a successful postsecondary education. It is a combination of the acquisition of a second language, innovative instruction, and challenging curriculum that will help our students achieve success in the global society.

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school's contract.

- Provide grade-level specifics for K-2, 3-5, 6-8, and 9-12 for curriculum implementation and progress monitoring, as applicable to the charter school's grade levels served. Include a separate explanation for ELA and Intensive Reading at the secondary level, if applicable.

Evidence-based programs and materials to support the instruction are utilized in ELA, Math, Science, and Social Science to ensure students are prepared academically. The ELA program uses Houghton Mifflin Harcourt (HMH) Collections for 7th-12th grade Reading and Writing. In addition, Achieve 3000 is used as a supplemental reading and writing tool to monitor and improve student academic progress. Additionally, all students (7th-12th) scoring below a 3 in Reading are schedule to attend a Comprehensive Intervention Reading Program (CIRP) through our Intensive Reading course. This program uses the National Geographic Inside Books, Levels A, B, and C for the middle school students. The high school students use National Geographic Edge Books, Levels A, B, and C. Supplemental Reading Interventions Program (SIRP) materials are provided as another layer of support to ensure students have a variety of materials to meet different learning styles. This includes the Wilson Reading Program (Phonemic Awareness, Decoding and Fluency) and vocabulary.com CPalms Alignments (Vocabulary and Comprehension) for both middle and high school students. The high school students also benefit from Khan Academy, ACT/SAT practice tests, No Red Ink, and Ten Steps to Advancing Vocabulary and Reading.

Middle school and high school students use Houghton Mifflin Harcourt textbooks. These programs are aligned to the LAFS and MAFS and have been used at the school for the past 5 years of the charter contract. The Go Math series that the middle school uses includes intervention materials for students needing additional instructional support. Those Middle school students not achieving a score of 3 or higher attend an Intensive Math class in addition to their regular Math class. Middle

students will benefit from the use of I-Ready this year to assist with targeting math skills that need improvement. The Holt McDougal Science and Social Studies curriculum is in alignment with the NGSSS standards and is used for grades 7-10th.

Lesson plans are created on a weekly basis indicating specific objectives taught and benchmarks met as listed in the curriculum. Learning goals are met through various classroom and at-home learning activities. Members of our leadership team including the Principal, Assistant Principal, ESOL/Rtl Coordinator and ESE/Gifted Specialist review lesson plans and student work portfolios monthly to ensure that teachers are including the required documentation and strategies to support learning for all student subgroups. Additionally, administrators conduct formal and informal teacher observations through weekly classroom walkthroughs to “look for” instructional best practices based on Marzano’s Focused Teacher Evaluation Model. These observations provide constructive feedback to our instructional staff that improve teacher effectiveness. Marzano’s Focused Teacher Evaluation Model provides data that indicates how instructional staff is performing in the four (4) domains of effective teaching and learning and how it affects student performance.

Administrators and teachers participate in professional development courses and training annually in areas that meet their individual needs. Professional growth plans assist the school in establishing goals and activities to drive effective instruction each year. Recently, it has been established that courses and training in the areas of Reading, ESOL, Gifted, Differentiated Instruction, and Classroom Management are needed to provide more effective and engaging learning instruction for new staff.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students’ abilities to achieve grade-level proficiency.

To support struggling students’ abilities to achieve grade-level proficiency, the school provides a standards-based curriculum in reading, math, science and social studies. Students are monitored to ensure they are making adequate progress towards curricular standards through appropriate state, district and school assessments in Reading, Math, Science and Social Science. These assessments are administered resulting in data used to drive quality differentiated instruction and supplemental programs for student advancement/ remediation when required. Instruction strategies and techniques that are incorporated throughout the curriculum to support struggling students include Target Tutoring, Direct Instruction (lecturing/modeling), Scaffolding, Cooperative learning, Inquiry-Based Learning and Informative Processing Strategies. When appropriate, the school uses the “Pull and Push” method of instruction which allows students in need of remediation to be “pulled out” for additional academic support (extra time completing assignments, tests, and graded classwork) and students attaining grade level achievement in required curricular standards “pushed” in.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Setting clear and measurable expectations for student success is key to informing and guiding instructional planning and practice aligned with the Florida Standards, as well as the Next Generation Sunshine State Standards (NGSSS). Through Achieve 3000, a student’s independent and instructional reading/writing levels are identified. Once identified, teachers are able to target individual weakness and implement a reading/writing plan that targets skills needing improvement. Additionally, large and/or small group instruction is provided when there are multiple students in need of improvement in the same skill set. Monitoring is continuous throughout the school year and a midyear baseline comparison is completed at the beginning of the second semester. Additionally, The Florida Assessments for Instruction in Reading (FAIR) monitoring assessment is

completed 3 times throughout the school year. It is used to predict students' literacy success, diagnose weakness for those found to be a risk and to help teachers set instructional objectives. This diagnostic test is used to measure phonemic awareness, phonics, fluency, vocabulary and comprehensive. Teachers use these results to provide targeted intervention and differentiated instruction for students scoring below a 3 on the FSA. During the tenure of the school's charter agreement, the Go Math Beginning of the Year Diagnostic and I-Ready has been used to monitor the Math program. Additionally, monthly department data chats have been used so that focused collaboration can assist with planning strategic approaches to implement remediation plans to target weaknesses.

At the beginning of each year, new and returning staff is provided professional development to ensure that they receive appropriate knowledge and training to implement the diagnostic tools they are required to use. This training educates them in how to utilize data to guide instructional planning and practice that aligns with FSA and NGSSS. Focus on effective instructional strategies that can be implemented in the classroom to help with student growth is a value that is added through these workshops. These strategies are included in their lesson plans for the intent of meeting the needs of all students. Teacher instructional procedures and instructional practices accountability is also measured by the administration through formal and informal observations using Marzano's Focused Teacher Evaluation Model.

E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review may be conducted.

- Describe the IEP process for SWDs for present level development, prioritization of educational needs and annual goals.
- Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.
- Describe the program's services and supports for SWD including supplemental aids and accommodations.
- Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?
- Describe the testing plan and progress-monitoring plan for SWDs.

The school monitors compliance for federal and state requirements of ESE services provided by assuring that the providers are logging the services in the Wizard program on Easy IEP. The Governing Board Chair signs an assurance letter at the start of each year to confirm that they will also monitor the ESE compliance at the school. The exceptional student process at Ben Gamla begins with the evaluation process. For Gifted or ESE students, the parent must sign consent for the student to be evaluated by a psychologist provided by Broward County. All supporting documentation is then scanned and uploaded into Easy IEP for review by the psychologist prior to evaluation. After the evaluation has been completed, parents are given a notice for a meeting to review the evaluation and determine eligibility. If a child is eligible, an Individualized Educational Plan (IEP) or Educational Plan (Gifted) is created and signed with input from the parent, classroom teacher, psychologist, LEA and ESE Specialist during a scheduled meeting. Then a matrix is created based on the services written on the IEP or EP. Immediately following this meeting, the services and accommodations on the IEP or EP are implemented in the general educational classroom. The school employs an ESE teacher who provides all of the services for academic area pull-out. Other service providers are contracted depending on the needs of the current ESE students as outlined on the IEP/EP. Currently, we provide Speech and Language support and counseling to our Students with Disabilities. As stated above, all service providers log services provided into the Easy IEP Wizard program. The teachers provide the in-classroom

accommodations and work on their individual annual goals according to what is listed on the IEP. For the Gifted population, the teachers are also aware of their annual goals document on their EP and work to integrate them into curriculum. All accommodations for ESE students are required on all lesson plans. Professional development is provided at the start of every school year to help teachers with strategies for accommodating the exceptional student population. The ESE Specialist provides consultation and collaboration with teachers for academic, social, and independent functioning for all ESE and Gifted students.

The areas of concern which were identified on our most recent OSPR visit, as well as our plan to address these areas and seek immediate improvement, are as follows: failure to provide evidence of parent waiver of 10-day notice; failure to generate quarterly Annual Goals Progress Reports for SWDs and EP goals Progress Reports for Gifted students with data driven comments for parents; failure to provide current data in the present level of performance for the IEP for SWDs and EP for gifted students; failure to align the present level of performance, the impact of the disability, the priority educational need and annual goals in the IEP; failure to develop measurable goals for student with disabilities and gifted students; failure to provide parent/student input in the EP for gifted students; failure to document ESE services as required by the IEP (EasyIEP wizard); failure to identify ESE students in the classroom; and failure to provide evidence of Documented Allowable Accommodations and Supplemental Aids. Immediately after receipt of the findings, the Principal met with the ESE Specialist to begin the process of rectifying the noted concerns.

The results from the meeting included the ESE Specialist completing the following: logging in all services into Wizard; services provided prior to an IEP changing during the school year could not be uploaded to Wizard and were documented and placed in a binder; reviewing incoming students and updating the ESE student list with services; review of FSA data to identify achievement of 3-5 to consider consultation or if students already on consultation, may need direct services after 1st 9 weeks; and creating a calendar to include "Pull Out" support, consultation, and teacher collaborations. In addition, a calendar was completed to ensure PPS are distribution 10 prior to the scheduled IEP meeting and a follow up date is planned to follow up with parent if they do not respond. The ESE specialist also attended a professional workshop on Writing Quality IEPs Abridged class offered through FDLRS on September 5, 2019 at Arthur Ashe Junior Middle School. RtI/M-TSS responsibilities was assigned to the Assistant Principal. In addition, a paraprofessional was hired to assist in adding support where needed for low achieving Reading and Math students, ESOL students, and RtI/M-TSS. Additionally, teachers were presented with colored folders to easily identify ESE and ELL students, ESE Accommodations Lesson Plan Codes, Updated ESOL Instructional Strategies Matrix, ELL Classification Codes, Gifted Strategies Differentiating Instructions, and Lesson Plan Templates. The Leadership Team directed the instructional staff to take responsibility for utilizing the materials provided, implementation of the appropriate strategies and accommodations for all subgroups (SWD, ELL, Gifted), and evidence of student work. The Leadership Team also advised teachers that they are responsible for Tier I interventions and need to document Tier II progress. The Leadership Team will complete formal and informal observations to verify teachers are complying with the directives and provide support where needed.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable law. An On-Site Programmatic Review and/or Desktop Review may be conducted.

- What is the school's plan for identifying, placing and scheduling ELLs?
- Describe how the school has and will continue to comply with the state-approved district ELL Plan?
- Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.

To ensure effective programming for English Language Learners, the process begins with identifying these students. These students are identified through review of the Broward County Public Schools registration application, which includes a home language survey that all new students must complete. Identification of ELL students is based on the student's responses on the home language survey. The IPT is administered to determine the ELL student's language level and their eligibility for services. Additionally, students who transfer into our school from another Broward County Public School have their levels identified through review of TERMS along with the student's cumulative record. If a student has been previously tested at another district school, we request documentation to ensure that we have the proper documentation on the student's progress while in the ELL program. This helps us to identify our ELL students and what levels they are scoring in so that the appropriate supports are put in place for them. Additionally, all proper paperwork is kept up to date in their ELL folders and the ESOL Coordinator is always making sure annual reviews as well as re-evaluations are conducted in a timely manner. With the help of the ELlevation program, the ESOL Coordinator is able to make sure all appropriate meetings occur on or before 30 days of the students' DEUSS dates. The ESOL coordinator makes sure to provide all teachers with the list of their ESOL students as well as their classifications, along with the WIDA Can Do Descriptors, to provide teachers support in understanding what the students should be able to do based on their ELL levels. This occurs at the beginning of every year. The information for new students arriving throughout the year is given to the teachers immediately after determining if they qualify for the ELL program.

The ESOL Coordinator provides the general education teachers with the ESOL Strategies Matrix during pre-planning week. This Matrix helps the teachers to know what accommodations they can use for their students and gives them the correct coding for their lesson plans as well. Every year, the school has given Professional Development on strategies to help accommodate ELL students in the classroom. Teachers are reminded to accommodate ELL students in the classroom in their daily work as well as their testing. Teachers are directed to identify ELL students and strategies provided to accommodate their needs on their lesson plans. "Pull Out" services were provided during non-core instructional time to students who do not speak English and who are classified as A1 based on the IPT, or level 1 based on the Access 2.0 assessment. Additional "Push In" time was provided during core classes to provide support in their native language. These students work on basic English skills as well as conversational skills with supplemental ELL materials and online platforms such as Achieve 3000, Learning Ally and Duolingo. Staff was available to assist ELL students in their own home language (Spanish, Hebrew, and Portuguese) as needed.

After our March 15, 2019 OSPR review, and for the new 2019-2020 school year, the ESOL Coordinator provided all of the teachers a new copy of the ESOL strategies matrix and reviewed it with them in depth to ensure that they understood it. Additionally, on March 22, 2019 and 2019-2020 Pre-planning faculty meetings, the ESOL Coordinator and Principal reminded the teachers of their professional responsibilities regarding meeting the needs of these students. It was relayed to them the importance of ensuring that these students' accommodations are document on their lesson plans, implemented and up-to-date evidence (work folders) is provided that demonstrates instructional differentiation. The leadership team monitored lesson plans weekly, and conducted informal and formal walkthrough observations to ensure instructional strategies are appropriately implemented. ELL plans were/are update. She suggested that the school guidance counselor would be a good candidate to become the ESOL Coordinator and be responsible for Rtl/M-TSS for the upcoming school year. The Principal had hired the guidance counselor soon after the OSPR review for additional support for ESE, Gifted, and ELL, and agreed.

G. Explain the school's current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used.

- Describe the charter school's collaborative problem-solving team (CPST).

- How does the charter school encourage and document parent participation during the Rtl process?
- Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.

The Ben Gamla Preparatory Academy's current Multi-Tier System of Supports (MTSS) and Response to Intervention (Rtl) three-tiered process begins with identifying struggling students in the area of academic growth and achievement. Academic growth and achievement is analyzed through a variety of diagnostic assessments which includes: Most recent previous year's FSA scores; FAIR, I-Ready, Achieve 3000 for Reading and Writing, and PSAT at the beginning of the school year; ACCESS mid-year; and Go Math Beginning, Middle and End of Year assessments. Other areas that are looked at include behavior, absenteeism (both of the aforementioned areas are documented in TERMS), and social/emotional needs.

The three-tiered process begins with Tier 1 regular classroom instruction provided by the classroom teacher focusing on all students' achievement. Multiple and flexible grouping formats and differentiated instruction is provided to all students in this Tier. Students that are observed struggling, not responding to instructional methods, and not making average academic progress on classroom assignments/assessments are then provided with interventions to target areas needing improvement. These interventions can include extra drill and review, use of visual aids to support instructions, provision of student guides/questions for assignments and tutoring. If improvement through intervention strategies is not achieved, parents are contacted by the teacher to discuss the area of concern, interventions attempted, student response to intervention, and recommend new interventions (all of which is documented). This process is repeated with the new recommended interventions. If there is still no progress made toward meeting average achievement, the teacher contacts the parent again to communicate the area of concern, student response to intervention and to discuss the next step. Tier 1 intervention is completed and reviewed at the monthly meetings with the collaborative team of the Rtl Coordinator, Principal, teachers, and when applicable the ESE specialist.

Prior to the Tier 2 Plan of interventions, the classroom teacher needs to inform the parent, ESE specialist, and administration of any Tier 1 interventions that have been attempted and the intended Tier 2 interventions that will be implemented. If the team determines it is necessary for the students to move to Tier 2 on Rtl, then the Rtl Coordinator would then meet with the teacher and the parent to begin the process. Interventions are provided through the Intensive Reading and Math courses so that students do not miss core instruction or other Tier 1 activities. A classroom teacher, reading teacher, or trained paraprofessional, provides homogeneous small group instruction. The teacher will monitor student progress every other week on the targeted skill needing improvement. Also, during the collaborative team monthly meetings, the Rtl Coordinator, principal, and teachers would meet again to determine if the child is improving or if further Tier 2 intervention is needed. If improvement through intervention strategies is not achieved, parents are contacted by the teacher to discuss the area of concern, interventions attempted, student response to intervention, and recommend new interventions (all of which is documented). This process is repeated with the new recommended interventions. If there is still no progress made toward meeting average achievement, the teacher contacts the parent again to communicate the area of concern, student response to intervention and to discuss the next step. If in the best interest of the student it is determined that the student should move to Tier 3, the parent is then called in again for another meeting to discuss the next step.

Tier 3 focuses on students who have not adequately responded to Tier 2 interventions. The classroom teacher, reading specialist or trained paraprofessional provides intensive interventions designed to teach a skill or build fluency with a skill. Homogeneous small group instruction is

provided to students at the same ability and instruction level with common academic area of concern. The ESE specialist is notified to conduct an observation. Progress monitoring by the teacher is weekly to ensure adequate learning progress and is documented.

H. Explain the charter school's current process to implement an Early Warning System (EWS).

- Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement.
- Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with focus on attendance, behavior, Level 1 and 2 students, students performing below grade level, and students exhibiting two or more indicators.

It was determined from the March 2019 OSPR visit that the school was not providing evidence of the use of an Early Warning System especially in regards to Tier III intensive interventions to support disfluent level 1 and 2 students. The Collaborative Problem-Solving Team (CPST) has been working hard to improve our MTSS/Rtl processes and procedures to ensure that this is corrected.

The assistant principal will collect and complete the Early Warning System data template by the end of the first 9 weeks focusing on the following indicators: attendance below 90%; one or more suspensions; course failure in ELA or Math; Level 1 on statewide assessment or off-track (progress monitoring); and students exhibiting two or more indicators. Based on the EWS data gathered from TERMS, most current FSA testing, and/or past and current course failure, the collaborative team meets to determine the appropriate intervention strategies to improve academic performance. A meeting will be held with the collaborative team, including parent and mental health counselor (when necessary) to share concerns and suggested intervention strategies for Tier 2 Interventions. From there, the MTSS/Rtl procedures above would be followed.

## **Attachments**

### **Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION**

– No Attachments –



# FINANCIAL PERFORMANCE

## 1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Meets the Standard	Lourdes Panizo, 11/19/19	Meets the Standard
Meets the Standard	Reynaldo Tunnermann, 11/20/19	

**A. Explain how the charter school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.**

The Governing Board has the ultimate responsibility to ensure that the School's finances are managed properly. The Board has contracted the services of an Education Services Provider (ESP), to assist the Board and the School Principal with the preparation and reporting of the School's finances.

The School has established financial procedures to further safeguard its finances. The Governing Board shall annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the Board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on a monthly basis during regularly scheduled Board Meetings.

**Controls** - The Board of Directors is responsible for establishing and maintaining a system of internal controls in order to provide reasonable assurance that the school's assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with the school's authorization and recorded properly in the financial records. Specifically, the Board has established controls in accordance with all applicable federal, state and local laws and in line with accepted industry standards and best practices regarding:

- a. Revenues, accounts receivable, and cash receipts
- b. Expenditures, accounts payable, and cash disbursements
- c. Budgeting and financial reporting
- d. Risk management
- e. School inventory & capital assets
- f. Student records
- g. Employment records

Standard procedures utilized to ensure sound internal accounting and a system of checks and balances include:

**General Accounting** - utilization of accepted state codification of accounts pursuant to the

Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations.

Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

For receivables, all cash payments will be logged, coded by source and deposited in a timely manner. Deposits are reconciled to cash receipt logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. For internal accounts, all disbursements require two signatures. For operating and lunch accounts, disbursements require two signatures for any check in the amount of \$2,500 or above. Checks in the amount of \$25,000 or above require that one of the signatures be that of the Board Chair. Authorized signatures on checks are limited to the Chair of the Governing Board, the president, the School Principal/designee, ESP representative, and others, as approved by the Governing Board.

Bank statements are reconciled on a monthly basis. The School will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances, prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the School Board in the charter school contractual agreement between the School and the Sponsor.

**Wire Transfers** - copies of all wire transfers (e.g., FTE funds, grants, charter school capital outlay) into the school's banking account(s) along with supporting documentation are maintained and recorded in the general ledger by journal entry.

**Internal Revenue Collection** - funds collected at the school (i.e., lunch monies, fundraisers, field trips) will be initially collected by designated school staff. These funds along with supporting documents are submitted to the Financial Manager whose responsibility is to record and prepare the deposit. All deposits will be prepared in duplicate; the original goes to the financial institution and the copy remains intact in the deposit book. A copy of the financial institution validated receipt along with supporting documentation will be maintained.

**Capital Expenditures** - purchase orders are required for all capital expenditures and are pre-approved by the Executive Director, Principal, or Designee. Limits are set by the Board of Directors and may change as necessary. These purchase orders are prepared in duplicate with one going to the vendor and the other remaining at the school on file in the Accounting Office. Any purchase order totaling more than the limit as set by the Board of Directors requires Board action.

**Operational Checking Accounts** - all expenses related to the operations of the school are paid from the operating account. All operating expenditures are subject to the same approval processes as indicated for capital expenditures. All accounts are reconciled on a monthly basis and presented to the Board of Directors for review.

**Authorized Check Signers** - authorized signers on school accounts are limited to certain specified individuals as approved by the Board of Directors.

#### **Segregation of Duties relating to financial controls –**

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The ESP, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal

The School will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the Board's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, as per the Sponsor's timelines.

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day-to-day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will need to seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

### **Audit Findings**

Ben Gamla Preparatory Academy received an audit finding for the 6/30/2016 fiscal year, wherein it was noted that several deposits did not include evidence of having provided a receipt to the student or parent for cash collections exceeding \$15. A refresher training on internal accounting policies and procedures was provided to the school treasurer and principal at the time.

The school received an audit finding for the 6/30/2017 fiscal year, due to an expense reimbursement paid by the school which included sales tax. This was addressed with the school principal and treasurer, and there have been no reoccurrences since. A repeat observation was made regarding receipts for cash collections exceeding the \$15 threshold.

Ben Gamla Preparatory Academy received an audit finding for the 6/30/2018 fiscal year, due to missing receipts for cash collections exceeding the \$15 threshold, deposit recap sheets missing the required signatures, and deposit summaries that did not agree to the deposit recap sheet and bank deposit receipt. In addition, exceptions were identified by the auditors due to missing supporting documentation required for disbursements from the internal and aftercare accounts. Lack of adherence to the established policies and procedures resulted in a loss of approximately \$15,000 related to the internal and aftercare accounts.

In response to this occurrence, the following actions were taken:

1. School Principal and Treasurer were immediately replaced.
2. A police report was filed.
3. Funds were replaced by The National Ben Gamla Charter School Foundation, Inc. into the school's internal and aftercare accounts.
4. A mandatory training was conducted for the school principals on the board's established internal accounting policies and procedures.
5. An individual training was conducted for the school treasurer on the board's established internal accounting policies and procedures.
6. A mandatory "Money Matters" workshop was conducted for School Principals and Treasurers.
7. School Cash Online program was implemented, which eliminates cash handling and records all activity to the general ledger.
8. The board engaged with HLB Gravier, LLP, the school's audit firm, to perform a mid-year review of the school's internal and aftercare accounts. The review indicated that the school corrected the issues and has adhered to the board's policies and procedures.
9. Academica's Director of Internal Audits – Special Accounts has reported to the Board on a quarterly basis a review of the internal accounts to ensure that the school continues to follow the established policies and procedures.

The school's 6/30/2019 audited financials demonstrate that these findings have been fully corrected and the school followed all internal accounting policies and procedures.

For the 6/30/19 fiscal year, Ben Gamla Preparatory Academy received an audit finding related to the lack of a formal process for maintaining inventory of capital assets and reconciling to the trial balance. In response to this observation, the board identified a third party inventory management company to assist in reconciling the physical property at the school with the school's existing inventory schedule and trial balance. In addition, an asset management software has been purchased in order to maintain inventory electronically thereafter. On a semi-annual basis, the inventory schedule shall be reconciled to the trial balance.

**B. Explain how the charter school adheres to general-accepted accounting principles.**

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and Sponsor.

Additionally, these policies, identified in the Board's Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a monthly basis to ensure compliance with all statutory and regulatory authorities.

Among others, these procedures require the school to:

- Utilize the standard state codification of accounts (Redbook) as a means of codifying all transactions pertaining to its operations for both internal and external reporting; the Board reserves the right to use GAAP in accordance with the Florida Statute.
- Open an operating bank account and a school fundraising account with an FDIC insured institution
- Record transactions managed by these accounts in a QuickBooks or similar program
- Reconcile monthly reports and bank statements and keep in monthly binders at the school
- Record and log all cash and checks received and deposit daily.
- Require dual signatures for all checks over \$2500.00, as established by the Board
- Prepare disbursement voucher packages at school-site as authorized by the Principal and submit to ESP with appropriate supporting documentation
- Make disbursements only to authorized/approved vendors
- Conduct physical property inventories at the beginning and end of every school year to safeguard fixed assets.
- Categorize, label, and record all fixed assets in an Inventory Log which is updated throughout the school year as items are purchased and disposed of.
- Follow the procedures for proper disposal and inventory as detailed in the Internal Accounting Manual and Accounting for Fixed Assets section of board's Financial Policies and Procedures
- Retain documents for a specified amount of time

**C. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.**

Monthly and quarterly (unaudited) financial statements are prepared and submitted to the Sponsor, as well as to the school's Board of Directors, for review and approval and its compliance. Budgets are also prepared and presented to the Board of Directors for review and approval at regularly scheduled board meetings. Upon adoption, the budget is posted to the school's website. In addition, annual budgets are submitted to the Sponsor. Annual Audited Financial Statements are presented to the Board of Directors upon completion, and submitted to the Sponsor and Auditor General per statute. A fixed asset schedule is maintained and reconciled with the General Ledger (Appendix \_\_N\_\_) on a semi-annual basis. Additionally, the school uploads an inventory report onto Charter.Tools on a semi-annual basis. The school monitors the Bond Technology inventory report for items received through the bond technology funding on a semi-annual basis, and uploads the report to Charter.Tools.

## Attachments

### Section 1: FINANCIAL MANAGEMENT

– No Attachments –

## 2. FINANCIAL VIABILITY

### Section Evaluation

	Final Rating
Meets the Standard Cassandra Vallianos, 11/19/19	Meets the Standard

#### A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Ben Gamla Preparatory Academy #5182 has maintained balanced budgets and positive cash flows over the past four (4) years, as evidenced in the certified audited financial statements and notes thereto on file with the school district. The most recent 2019-2020 annual budget reflects a projected positive ending cash balance of \$123,079 for the year.

The Board reviews and approves a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School, along with the ESP's Director of Budget, prepares a school-site budget, which include anticipated revenues and expenditures based on student enrollment. The Board reviews the budget and makes modifications as needed each board meeting (at minimum on a quarterly basis).

The Principal manages the day-to-day operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal reports at least quarterly to the Governing Board on the progress of the site-based budget and makes recommendations and seeks approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the Principal.

The Board will review and approve a preliminary annual budget prior to the beginning of the fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

#### B. Verify that the charter school's financial obligations are in good standing.

Ben Gamla has established sound financial procedures to safeguard their finances as detailed above. As such, Ben Gamla's financial obligations are in good standing in that the schools can sustain any unforeseen expenditures based on the current net balance and anticipated surplus.

#### C. Provide a detailed explanation for the sound and sustainable long-term financial plan for

**the charter school.**

The leadership at Ben Gamla creates and maintains a balanced budget (as approved by the Board) in order to support the vision, purpose, beliefs and values, educational programs, and action plans for continuous improvement. Each school benefits from the support and scrutiny of several entities -- including the governing board, sponsoring local school district, Academica (who was selected by the governing board) -- to provide guidance and resources to assist the schools with fiscal responsibility and accountability on a long-term basis.

Long-term financial planning is also a component of Ben Gamla's Strategic Plan that is analyzed and modified every 5 years. Long-term financial plans are included as objectives in the Strategic Plan to ensure that adequate funds are set aside to meet the needs of the schools on an ongoing basis.

As evidenced by the 2018 special purpose financial statements, The National Ben Gamla Charter School Foundation, Inc. has a total net asset balance of over \$3,238,111. Accordingly, it is anticipated that the school will continue to accumulate a surplus that will serve to increase the net asset balance of the entity. Ben Gamla Preparatory Academy #5182 has a combined surplus of over \$55,159 in reserve as part of its sustainable long-term financial plan, as can be seen in the 2019 Audited Financials on file with FLDOE and BCPS.

Furthermore, as part of its sustainable long-term financial plan, the Governing Board has instituted sound business practices by establishing policies to ensure effective internal and external controls. Ben Gamla Preparatory Academy #5182 has, based on current enrollment trends, utilized the Revenue Estimate Worksheet for 2020-2021 (Appendix \_R\_) to forecast and create a Projected Five (5) Year Budget for 2021-2025 (Appendix \_Q\_). These measures will ensure the sound and sustainable long-term financial plan for school operations over the next five (5) years.

## **Attachments**

### **Section 2: FINANCIAL VIABILITY**

– No Attachments –

# ORGANIZATIONAL PERFORMANCE

## 1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/21/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

**A. Explain if the charter school’s actual enrollment has been consistent with its projections.**

**If it has not been consistent, what measures has the charter school taken to increase student enrollment?**

The schools current enrollment has not been consistent with its projected enrollments in the charter application submitted in 2013-2014 as seen in the charts below. At the time the application was submitted to the district, the restrictions to enrollment mandated by the City of Hollywood were unknown. As a result, the school opened grades 7-12 during the first operational term of the charter contract. Currently, discussions with 6<sup>th</sup> graders and their parents are ongoing and we hope to add the 6<sup>th</sup> grade in the future. Due to the limitation of a maximum of 600 students on the campus by the municipality, the school continues to look at various programs that may help to attract additional students such as partnering with an onsite dual enrollment provider to conduct more college courses on the Ben Gamla campus. It is important for The Ben Gamla Preparatory Academy to recruit students interested in its unique setting and the various programs the school can offer students. Additionally, the school is also engaged in the following activities:

- Recruitment mailers
- Prospective student orientation
- Social media
- Newsletters
- Updates on website
- Community events

School	Grade	Number of students
Ben Gamla	7	78



Ben Gamla	8	99
Ben Gamla	9	74
Ben Gamla	10	69
Ben Gamla	11	46
Ben Gamla	12	42
Ben Gamla	7-8	177
Ben Gamla	9-12	231

Original Projections in 2014 for Ben Gamla Middle

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-8	Up to 600	1,050
Second Year	6-8	Up to 875	1,050
Third Year	6-8	Up to 1,050	1,050
Fourth Year	6-8	Up to 1,050	1,050
Fifth Year	6-8	Up to 1,050	1,050

Original Projections 2014 Ben Gamla High

		<b>Total Projected</b>	<b>Student Enrollment</b>
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School Year	Grade Levels	Student Enrollment	Capacity (if known)
First Year	9-10	Up to 550	1,100
Second Year	9-11	Up to 825	1,100
Third Year	9-12	Up to 1,100	1,100
Fourth Year	9-12	Up to 1,100	1,100
Fifth Year	9-12	Up to 1,100	1,100

**A. Provide the demographics of the community the charter school serves. Is the racial/ethnic composition reflective of the community or other public schools in the same school district?**

The racial ethnic composition of the school’s student body reflects 48.2% Caucasian, 12.8% Black, 37.0% Hispanic and less than 1% are other races. As a point of comparison, the neighboring schools reflect different percentages in student body composition. The Ben Gamla Preparatory Academy serves a different student grade cohort than any local school in the surrounding community other than Avant Garde Academy serving students in grades 6-12 located 2 miles away. At The Ben Gamla Preparatory Academy-5182, we compare to one (1) out of the six (6) schools below in the Black category and five (5) of the six (6) in Hispanic categories including the Hispanic average of the school district. Although we have a higher white percentage than most schools it is still nearly identical to that of the district. See chart below with current demographic information for neighboring schools. – See chart below:

School Name	School Number	Grade Levels Served	%Caucasian	%Black	%Hispanic	%Other
Ben Gamla	5182	7-12	48.2	12.8	37.0	>1
Broward County Schools		K-12	51.5	40.2	35.6	3.7
Avante Garde Academy	5791	6-12	33.2	10.2	52.2	2.2

International School of Broward	5416	6-12	19.4	41.9	32.3	0
Seminole Middle	1891	6-8	30.9	28.9	31.9	4.2
Attucks Middle	0343	6-8	14.0	46.4	34.2	3.0
South Broward High	0171	9-12	25.8	26.1	42.4	3.4
Hollywood Hills High	1661	9-12	19.0	26.3	48.0	2.4
Hallandale Magnet High School		9-12				

**C. Describe the charter school’s current enrollment procedures as defined in the charter school’s contract and in compliance with applicable law.**

The Ben Gamla Preparatory Academy follows The National Ben Gamla Charter School Foundation, Inc. board approved student enrollment policy.

The school has an open admissions policy, available to any student, as described in F.S.§1002.33(10), who submits a timely application (prior to the posted deadlines), unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants will have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. In accordance with federal and state anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2), the school will not discriminate on the basis of race, ethnicity, national origin, gender, or disability against a student in its school admission process.

**Enrollment Preferences:** In accordance with 1002.33(10)(d), F.S., the charter school will give enrollment preference to the following student populations:

- Students who are siblings of a student enrolled in the charter school;
- Students who are the children of a member of the governing board of the charter school;
- Students who are the children of an employee of the charter school;
- Students who are the children of an active duty member of any branch of the U.S. Armed Forces; and
- Students who attended or are assigned to failing schools pursuant to s. [1002.38\(2\)](#).

**Enrollment Limitation:** In accordance to 1002.33(10)(e), F.S. the School may limit the enrollment process to target the following student populations:

- Students residing within a reasonable distance of the charter school, as described in paragraph (20)(c). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district;
- Students articulating from one charter school to another pursuant to an articulation agreement between the charter schools to be approved by the sponsor. This would allow us to continue deliver a seamless curriculum for students across grades K-12 in the network while allowing the school to serve the surrounding community.

**D. Describe the charter school’s plan to ensure a safe and secure environment.**

On August 30, 2018, the principal received a letter from the Director of Charter Schools Management/Support for “Failure to Comply with Contractual Obligations related to Student Discipline”. Student altercations occurred on the school campus on two different dates that involved contacting the police on the first day and a student arrest on the second day. The principal did not inform the Charter Schools Management/Support about these incidents. As a new principal in Broward, a mentor was assigned to collaborate-when issues of a more serious nature relating to discipline occur- Additionally, the principal participated in the district’s initial Threat Assessment training on September 27, 2018. Due to the measures in place, there have been very few incidents at the school and appropriate corrective actions are taken to ensure the safety and security of the school and its students. All procedures of Broward County Public Schools are followed utilizing the BCPS Code of Conduct and Discipline Matrix as a guide. Student discipline referrals and outcomes are entered in TERMS according to District requirements. Our protocol for students with any disciplinary action is to counsel the student regarding the behavior to determine the reasoning behind it and make sure that there is no reason to believe the incident would occur again with that student. If any concerns arise, the guidance counselor will get involved and the next actions will be determined dependent on the severity of the situation. If a threat assessment is necessary, we will conduct one and go forward with appropriate steps. The administration will involve law enforcement as mandated. If the team determines the child requires interventions, the child will be placed on a Behavior RTI for further monitoring. In addition to having an onsite school counselor, if it is a situation where the child needs immediate mental health counseling, we will refer to our community partner agencies who can provide immediate support for the child. Each situation is handled appropriately depending on the circumstances and the support the Collaborative Problem Solving Team deems necessary for the child.

Due to the recent Marjory Stoneman Douglas incident and the recent safety act that was put in place, The Ben Gamla Preparatory Academy MSID-5182 has implemented many safety precautions. In addition to the Guardian on our campus, we have also increased campus surveillance by adding cameras to cover all areas of the building including the inside and the perimeter of the building. As usual, we are continuing to conduct our monthly fire drills and our bi-annual evacuation drills. We have added a monthly active shooter drill as required by Florida Statute. Our school operates with a single point of entry into our building which is locked and requires visitors to be buzzed in. Once buzzed in, visitors must present a governmental issued form of identification which is run through our check-in system. All visitors must then be buzzed in 2 more times after the initial check-in point before entering any student hallways, of course, always with a staff escort. During dismissal, we have several staff members available outside to ensure that students enter their vehicles safely. Our teachers are provided a training twice a year regarding code red procedures. Additionally, in the summer of 2019, we provided all of our staff

members and faculty with an active shooter training conducted by the Hollywood Police Department.

Mental Health as well as social/emotional support is another important factor to ensuring a safe and secure learning environment. We have a Florida licensed mental health professional to support the social and emotional well-being of our students. Our guidance counselor does group as well as individual sessions for students who are struggling socially or emotionally. Additionally, we are seeking professional development for the staff as well as the administration around mental health topics. The principal was trained in Mental Health First Aid by the Educational Service Provider on November 19, 2018.

With all of these efforts, we feel that we have created a very safe and secure learning environment at The Ben Gamla Preparatory Academy-5182.

## Attachments

### Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

## 2. FACILITIES

### Section Evaluation

	Final Rating
Meets the Standard Victoria Stanford, 11/26/19	Meets the Standard

#### A. Explain how the charter school’s facilities comply with applicable laws and codes.

The facility has an adequate number of classrooms designed to meet or exceed all pertinent classroom design standards. The facility also includes the following uses: lunchroom and/or multi-purpose spaces, library/media-lab, computer labs, science labs, weight room, rooftop play area, restrooms, and administrative offices. The facility complies with the Florida Building code pursuant to Section 1013.37, Florida Statutes, and with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, and state minimum fire protection code pursuant to Section 633.025, Florida Statutes as adopted by the authority in whose jurisdiction the facility is located. Since the school opened, evidence of compliance with applicable facilities laws is seen in the onsite evaluative reports created by the District where it is acknowledged that the school facilities are conducive to a good learning environment. Additionally, the city of Hollywood Fire Department and the Department of Health conduct annual school inspections to determine compliance. The school complies with any requests and corrects anything noted immediately. These inspections are provided to Broward County on an annual basis and are on file for review.

**B. Explain how the charter school complies with applicable health and safety laws.**

The Ben Gamla Preparatory Academy-5182 complies with applicable health regulations as evidenced by the inspection reports on file. The school stays current on all health inspections. Fire drills as well as the newly required code red drills are conducted and logged on a monthly basis in compliance with the law. Copies of these drills are also provided to the BCPS Charter School Office using the charter tools platform. Evacuation plans are available and are planned to ensure the safe evacuation of all persons from all areas of the school. Evacuation drills as well as tornado drills are conducted once per semester and submitted on the charter tools platform as well. Since the school opened, evidence of compliance with applicable health and safety laws is seen in the onsite evaluation reports from the health department which are on file. In addition, the district has noted compliance during the annual on-site monitoring visit where it is acknowledged that that school has records of all facility inspections on file and that building, fire and safety inspections are on file.

**Attachments**

**Section 2: FACILITIES**

– No Attachments –

**3. GOVERNANCE, STAFF AND PARENTS**

**Section Evaluation**

		<b>Final Rating</b>
Meets the Standard	Khandia Pinkney, 11/6/19	<b>Meets the Standard</b>
Meets the Standard	Maria Yen, 11/15/19	
Meets the Standard	Aneatra King, 11/22/19	
Meets the Standard	Debbie-Ann Scott, 11/25/19	
Meets the Standard	Brenda Santiago, 12/2/19	

**A. Explain how the charter school implements the governance structure as defined in the school’s contract.**

The Ben Gamla Preparatory Academy-5182 utilizes a governance and leadership system that promotes student performance and system effectiveness. The National Ben Gamla Charter School Foundation Inc. governing board is responsible for the affairs and management of the school and provides continuous oversight of school operations. The Board is committed to the mission of the school and is cognizant of their responsibility to effectively and properly manage public funds. The school implements the governance structure as defined in the Charter contract, By Laws and Articles of Incorporation. In addition, the governing board has contracted with Academica Corporation, an educational service and support organization, to provide the school with: fiscal compliance and support, legal guidance, insurance compliance, human resource

support and management, fiscal plant acquisition, maintenance and support, and guidance in federal, state and local regulations.

#### Board Roles & Responsibilities:

The Ben Gamla Preparatory Academy-5182 governing board develops policies and procedures that promote the effective operation of the school that include clearly defined lines of authority, relationships and accountability which support the vision, purpose, beliefs and goals of the school as defined in the school's contract. It is the governing board's role to review, amend and establish new policies for the school at each meeting that are reviewed annually. This allows the governing body to exercise continuous and effective oversight of the school's operations. The Governing Board establishes the school's hierarchy of authority, defines rules and regulations required of all staff in the performance of their job, outlines benefits, and provides for evaluation of mentoring of all staff members. The educational administration team provides the Governing Board with the school's policy manual each year for adoption at the annual board meeting. The adoption of the school policy manual by the governing board does not provide interference to the school administrative team in the accomplishments of its goals. The governing board is provided with the orientation and training when they obtain their position and bi-annually as required. The training is in compliance with the Florida State Department of Education and is procured by an approved state vendor.

The National Ben Gamla Charter School Foundation Inc. governing board oversees business operations and sets policies for all the charter schools that fall under its domain. At each meeting, the budget – expenditures and invoices – is reviewed and adjusted as needed to ensure that a balanced budget with a reserve is achieved at the end of each academic school year. The board also establishes and monitors work policies and procedures to ensure effective operation of each school, and promotes data analysis. The conclusions from the data obtained are analyzed, and through team collaboration with school administrators, plans are developed to drive continuous student growth. The principal reports to the governing board at each quarterly scheduled public meeting and at special public meetings called throughout the year. Each school has its own operations manual and handbooks for the teachers, students and parents that set guidelines for the day-to-day operations of the school. These manuals/handbooks, and their updates, are reviewed and approved by the governing board.

The Ben Gamla Preparatory Academy-5182 principal and governing board work as a collaborative team to maintain high achievement, outstanding performance and to ensure that The Ben Gamla Preparatory Academy-5182 students will meet or exceed proficiency. Dialogues between governing board members and administrative staff occur at governing board meetings. The governing board provides guidance, insight and direction with assistance from the educational service and support provider (Academica). Together, The Ben Gamla Preparatory Academy's #5182 stakeholders focus on school programs, plans and policies to remove obstacles that may affect student and teacher safety and performance.

#### **B. Provide an explanation or verification of how the charter school complies with state Sunshine Laws and laws governing public records.**

The Board meets regularly, as required by State law and the Charter. The Board adopts a meeting schedule of its annual, quarterly and special meetings in compliance with provisions of state laws, its Charter contract and corporate bylaws. The Board complies with the state Sunshine Laws and laws governing public records. All meetings are open and accessible to the public, notice of which is posted at the school site, as well as on the school's website, a minimum of five days in advance of each meeting. All attendees are provided an opportunity to receive information regarding the charter school's operation. Meeting agendas are made available for all meetings. Meeting minutes, budgets, and audited financial reports are posted on the school's website. In addition,

time is allotted at each meeting for public input. The Governing Board members participate in the Florida Consortium of Charter Schools Board Governance Training as required by the State of Florida Department of Education. All public records are kept as required by law. In the event a public records request is made, the school responds acknowledging the request in a timely manner and produces the records in accordance with applicable law.

Evidence of compliance with applicable governance laws is seen in monitoring the onsite evaluation reports created by the district where it is acknowledged that there is a record kept of board meetings and that the charter board has by-laws regarding how they function as a governing body.

### C. Employment/Staffing

- Explain how the charter school employs instructional staff that meets state and federal qualifications.
- Explain the system that the charter school uses for teacher and administrator evaluations.
- Provide the approved and adopted pay for performance plan and salary schedule.

The school employs instructional staff that meets state and federal requirements. All educational staff are required to hold a Bachelor's Degree or higher in their field and have State Certification for the required position. The school's certification annual self-audit displays the staff roster and the qualifications of the educational staff. At the school, there is a record kept of teaching certificates for all teachers, original college transcripts and any out-of-state certificates. Teachers teaching out of field are approved by the governing board, and the approved Out of Field waiver is maintained on file at the school.

The purpose of The Ben Gamla Preparatory Academy-5182 teacher evaluation system is to increase student learning growth by improving the quality of instruction. The system is founded on a core effective practices that have been strongly linked to increased student achievement and include the Florida Educator Accomplished Practices, the contemporary synthesized research of job observation through effective educators Marzano's Art and Science Teaching Tool, and the requirements of Florida Statute 1012.34. This model and the observation instruments are linked directly to effective teaching practices and the Florida Educator Accomplished Practices.

It is the governing board's role to determine the effectiveness of its administration. Each Principal is evaluated at least once a year in accordance with F.S. 1012.34. The Governing Board uses the Marzano Focused School Leader Evaluation Model to evaluate the administrators from the school. It is then the role of each principal to determine the effective of her teacher performance, and student achievement and report his/her findings to the governing board. The Florida School Grades and state reports of learning gains and proficiency are useful tools in evaluating the schools overall effectiveness.

The current pay for performance plan and salary schedule is on file for review.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school's contract or prior application.

Parents are provided with opportunities for involvement in the schools operations. Parent and community in school matters continue to be a fundamental and required part of the philosophy and operation of as it states in the Student/Parent Contract. The school ensures that parents, teachers, community members and other stakeholders are actively engaged in the design and implementation of the school's mission. Community leaders and parents are urged to become valuable stakeholders at the school level along with staff, and are also encouraged to assist in developing the school improvement plan. Volunteer hours help guarantee that parents are



committed to making The Ben Gamla Preparatory Academy-5182 a success, while ensuring their child's accomplishments in school. Evidence of compliance with parental involvement is seen on the website and in the completion of volunteer commitment. It is also reflected in the attendance during parent meetings and school events. Parents are involved in the school's programs through monthly parent activities that begin early in the year with our Parent Open Houses. This meeting informs parents of our curriculum, extra-curricular opportunities and upcoming assessments. Additionally, a big piece of the meeting is to recruit parents to become part of the school's decision-making process by attending our Parent Partners meetings. Ben Gamla Preparatory Academy-5182 website contains information about all of the activities the parents can participate in to get involved in the decision-making process of the school.

## **Attachments**

### **Section 3: GOVERNANCE, STAFF AND PARENTS**

– No Attachments –

# ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

## 1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

<b>Section Evaluation</b>	
Attachments Added Rhonda Stephanik, 12/3/19	<b>Final Rating</b> Attachments Added

### Attachments

#### Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	<a href="#">L. Standardized Test Results</a>	lacono, Gayle, 11/1/19 6:59 PM	PDF / 3.146 KB
1.2	<a href="#">R. Revenue Estimate Worksheet for 2020-2021</a>	lacono, Gayle, 11/1/19 5:29 PM	XLSX / 604.821 KB
1.3	<a href="#">Q. Projected Five (5) Year Budget for 2021-2025</a>	lacono, Gayle, 11/1/19 5:26 PM	XLSX / 604.629 KB
1.4	<a href="#">X. Sample of School Newsletter Requesting Parental Involvement</a>	lacono, Gayle, 11/1/19 5:17 PM	PDF / 935.057 KB
1.5	<a href="#">Y. Teacher and Administrator Evaluation Tools or Documentation in an Approved Plan</a>	lacono, Gayle, 11/1/19 2:10 PM	PDF / 337.303 KB
1.6	<a href="#">H. Early Warning Systems Data</a>	lacono, Gayle, 11/1/19 1:41 PM	PDF / 1.224 MB
1.7	<a href="#">Z. Pay for Performance Plan and Salary Schedule Documentation Verifying Participation in an Approved Plan</a>	lacono, Gayle, 11/1/19 12:39 PM	PDF / 2.27 MB
1.8	<a href="#">W. Certification Self-Audits</a>	lacono, Gayle, 11/1/19 6:56 AM	XLS / 55 KB
1.9	<a href="#">V. Staff Report</a>	lacono, Gayle, 11/1/19 6:50 AM	PDF / 197.882 KB
1.10	<a href="#">U. Governing Board Member Training Certificates and Fingerprint Records</a>	lacono, Gayle, 11/1/19 6:21 AM	PDF / 7.16 MB

1.11	<a href="#">T. Discipline Reporting</a>	lacono, Gayle, 11/1/19 6:09 AM	PDF / 6.812 MB
1.12	<a href="#">S. Student Enrollment Reports</a>	lacono, Gayle, 11/1/19 6:08 AM	PDF / 5.504 MB
1.13	<a href="#">N. Fixed Assets Report Reconciled with General Ledger, Part 5</a>	lacono, Gayle, 11/1/19 5:31 AM	PDF / 3.558 MB
1.14	<a href="#">N. Fixed Assets Report Reconciled with General Ledger, Part 4</a>	lacono, Gayle, 11/1/19 5:30 AM	PDF / 4.784 MB
1.15	<a href="#">N. Fixed Assets Report Reconciled with General Ledger, Part 3</a>	lacono, Gayle, 11/1/19 5:29 AM	PDF / 4.775 MB
1.16	<a href="#">N. Fixed Assets Report Reconciled with General Ledger, Part 2</a>	lacono, Gayle, 11/1/19 5:29 AM	PDF / 5.367 MB
1.17	<a href="#">N. Fixed Assets Report Reconciled with General Ledger, Part 1</a>	lacono, Gayle, 11/1/19 5:28 AM	PDF / 5.071 MB
1.18	<a href="#">M. Evidence of Implementation of Specific Contractual Corrective Action</a>	lacono, Gayle, 11/1/19 3:06 AM	PDF / 83.422 KB
1.19	<a href="#">K. Graduation Rate</a>	lacono, Gayle, 11/1/19 2:29 AM	PDF / 7.335 MB
1.20	<a href="#">I. Summary of Progress Monitoring Reports, Most recent results AP1</a>	lacono, Gayle, 11/1/19 1:57 AM	PDF / 6.386 MB
1.21	<a href="#">F. FLDOE Report Card, Part 3</a>	lacono, Gayle, 11/1/19 1:33 AM	PDF / 6.042 MB
1.22	<a href="#">F. FLDOE Report Card, Part 2</a>	lacono, Gayle, 11/1/19 1:33 AM	PDF / 4.964 MB
1.23	<a href="#">F. FLDOE Report Card, Part 1</a>	lacono, Gayle, 11/1/19 1:19 AM	PDF / 8.604 MB
1.24	<a href="#">E. FLDOE School Grade</a>	lacono, Gayle, 11/1/19 12:57 AM	PDF / 1.336 MB
1.25	<a href="#">D. AMO Standards</a>	lacono, Gayle, 11/1/19 12:52 AM	PDF / 3.048 MB
1.26	<a href="#">C. EOC, Part 10</a>	lacono, Gayle, 11/1/19 12:30 AM	PDF / 3.654 MB
1.27	<a href="#">C. EOC, Part 9</a>	lacono, Gayle, 11/1/19 12:29 AM	PDF / 7.242 MB
1.28	<a href="#">C. EOC, Part 8</a>	lacono, Gayle, 11/1/19 12:28 AM	PDF / 7.161 MB
1.29	<a href="#">C. EOC, Part 7</a>	lacono, Gayle, 11/1/19 12:27 AM	PDF / 7.502 MB
1.30	<a href="#">C. EOC, Part 6</a>	lacono, Gayle, 11/1/19 12:27 AM	PDF / 6.974 MB
1.31	<a href="#">C. EOC, Part 5</a>	lacono, Gayle, 11/1/19 12:26 AM	PDF / 7.33 MB
1.32	<a href="#">C. EOC, Part 4</a>	lacono, Gayle, 11/1/19 12:26 AM	PDF / 7.196 MB
1.33	<a href="#">C. EOC, Part 3</a>	lacono, Gayle, 11/1/19 12:25 AM	PDF / 6.7 MB
1.34	<a href="#">C. EOC, Part 2</a>	lacono, Gayle, 11/1/19 12:25 AM	PDF / 6.663 MB
1.35	<a href="#">C. EOC, Part 1</a>	lacono, Gayle, 11/1/19 12:24 AM	PDF / 7.122 MB
1.36	<a href="#">B. FSA, Part 6</a>	lacono, Gayle, 10/31/19 11:47 PM	PDF / 5.099 MB

1.37	<a href="#">B. FSA, Part 5</a>	lacono, Gayle, 10/31/19 11:47 PM	PDF / 6.748 MB
1.38	<a href="#">B. FSA, Part 4</a>	lacono, Gayle, 10/31/19 11:46 PM	PDF / 6.759 MB
1.39	<a href="#">B. FSA, Part 3</a>	lacono, Gayle, 10/31/19 11:46 PM	PDF / 6.885 MB
1.40	<a href="#">B. FSA, Part 2</a>	lacono, Gayle, 10/31/19 11:45 PM	PDF / 6.745 MB
1.41	<a href="#">B. FSA, Part 1</a>	lacono, Gayle, 10/31/19 11:44 PM	PDF / 8.783 MB
1.42	<a href="#">A. FCAT 2.0 Reading Retakes, Part 4</a>	lacono, Gayle, 10/31/19 9:17 PM	PDF / 3.854 MB
1.43	<a href="#">A. FCAT 2.0 Reading Retakes, Part 3</a>	lacono, Gayle, 10/31/19 9:14 PM	PDF / 4.768 MB
1.44	<a href="#">A. FCAT 2.0 Reading Retakes, Part 2</a>	lacono, Gayle, 10/31/19 9:14 PM	PDF / 6.007 MB
1.45	<a href="#">A. FCAT 2.0 Reading Retakes, Part 1</a>	lacono, Gayle, 10/31/19 9:12 PM	PDF / 4.425 MB

## Recommendation

School Name:	<b>The Ben Gamla Preparatory Academy</b>
Primary Contact:	<b>Gayle Iacono</b>
Submission Date:	<b>November 4, 2019</b>
Recommendation Date:	<b>February 3, 2020</b>
Recommended By:	<b>Rhonda Stephanik</b>
Charter Status:	<b>Granted</b>

Based on the review and evaluation of The Ben Gamla Preparatory Academy's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal with mitigating language of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.