

Broward County Public Schools

Nova Blanche Forman Elementary



2021-22 Schoolwide Improvement Plan

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Nova Blanche Forman Elementary

3521 DAVIE RD, Davie, FL 33314

[no web address on file]

Demographics

Principal: Russell Schwartz

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: C (53%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Nova Blanche Forman Elementary

3521 DAVIE RD, Davie, FL 33314

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

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

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Nova Blanche Forman Elementary is to teach our culturally diverse student population to become literate, productive citizens who integrate technology into their daily lives.

Provide the school's vision statement.

Nova Blanche Forman will be an innovation technological center maximizing student potential in a positive learning environment.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Schwartz, Russell	Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc.)
Calamaro, Janet	Assistant Principal	Responsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc.)
Gelman-Mash, Phyllis	Reading Coach	Responsible for providing on site ELA coaching and ELA curriculum support to classroom teachers and students via modeling effective instructional strategies.
Raymond, Donna	Teacher, ESE	Coordinates all required ESE meetings. Assists regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP Goals.
James, Aneysha	School Counselor	Responsible for addressing the Social/Emotional needs of the school community. Provides on site behavior support and assists with the monitoring of MTSS initiatives.
Levine, Amy	School Counselor	Responsible for addressing the Social/Emotional needs of the school community. Provides on site behavior support and assists with the monitoring of MTSS initiatives.

Demographic Information

Principal start date

Saturday 7/1/2017, Russell Schwartz

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

16

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

28

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

755

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

4

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	114	120	123	134	130	136	0	0	0	0	0	0	0	757
Attendance below 90 percent	11	11	12	15	7	3	0	0	0	0	0	0	0	59
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	15	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	25	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	2	2	11	14	11	1	0	0	0	0	0	0	0	41

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	3	8	7	10	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	3	6	2	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	59%	57%	61%	56%	56%
ELA Learning Gains				73%	60%	58%	55%	57%	55%
ELA Lowest 25th Percentile				54%	54%	53%	39%	51%	48%
Math Achievement				66%	65%	63%	64%	62%	62%
Math Learning Gains				76%	66%	62%	54%	60%	59%
Math Lowest 25th Percentile				70%	53%	51%	49%	47%	47%
Science Achievement				53%	46%	53%	52%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	60%	6%	58%	8%
Cohort Comparison						
04	2021					
	2019	72%	62%	10%	58%	14%
Cohort Comparison		-66%				
05	2021					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison						
04	2021					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-52%				
05	2021					
	2019	71%	64%	7%	60%	11%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	49%	4%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

All students in grades K through 5 used Curriculum Associates, iReady Tutorial Program, for progress monitoring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.6 (42)	43.1 (50)	66.4 (71)
	Economically Disadvantaged	31.0 (27)	39.5 (34)	63.6 (49)
	Students With Disabilities	9.1 (1)	18.2 (2)	50.0 (5)
	English Language Learners	37.5 (3)	37.5 (3)	50.0 (4)
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.3 (31)	36.2 (42)	58.1 (43)
	Economically Disadvantaged	24.1 (21)	33.7 (29)	54.7 (29)
	Students With Disabilities	0.0 (0)	30.0 (3)	42.9 (3)
	English Language Learners	37.5 (3)	37.5 (3)	80.0 (4)

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.2 (55)	54.6 (65)	65.3 (77)
	Economically Disadvantaged	39.1 (36)	48.9 (45)	60.4 (55)
	Students With Disabilities	33.3 (5)	33.3 (5)	40.0 (6)
	English Language Learners	10.0 (1)	10.0 (1)	30.0 (3)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.4 (35)	40.7 (48)	50.4 (58)
	Economically Disadvantaged	23.9 (22)	33.0 (30)	43.8 (39)
	Students With Disabilities	13.3 (2)	20.0 (3)	26.7 (4)
	English Language Learners	0.0 (0)	10.0 (1)	0.0 (0)
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.8 (72)	71.7 (91)	82.0 (105)
	Economically Disadvantaged	51.0 (50)	68.8 (66)	79.4 (77)
	Students With Disabilities	10.5 (2)	33.3 (6)	44.4 (8)
	English Language Learners	0.0 (0)	16.7 (1)	50.0 (3)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.8 (25)	37.1 (46)	56.3 (54)
	Economically Disadvantaged	16.8 (16)	34.4 (32)	52.2 (36)
	Students With Disabilities	0.0 (0)	5.6 (1)	27.3 (3)
	English Language Learners	0.0 (0)	0.0 (0)	20.0 (1)

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.2 (59)	51.6 (64)	60.7 (51)
	Economically Disadvantaged	37.6 (35)	44.1 (41)	52.6 (30)
	Students With Disabilities	15.8 (3)	21.1 (4)	18.2 (2)
	English Language Learners	0.0 (0)	0.0 (0)	0.0 (0)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.2 (28)	38.8 (47)	44.0 (11)
	Economically Disadvantaged	19.1 (18)	33.0 (30)	43.5 (10)
	Students With Disabilities	5.0 (1)	10.0 (2)	40.0 (2)
	English Language Learners	0.0 (0)	0.0 (0)	0.0 (0)
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.1 (51)	41.0 (55)	47.9 (57)
	Economically Disadvantaged	37.0 (37)	38.0 (38)	45.6 (41)
	Students With Disabilities	11.1 (2)	5.6 (1)	14.3 (2)
	English Language Learners	0.0 (0)	0.0 (0)	0.0 (0)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.1 (39)	37.6 (50)	51.8 (59)
	Economically Disadvantaged	28.0 (28)	34.3 (34)	50.6 (42)
	Students With Disabilities	5.6 (1)	11.8 (2)	42.9 (6)
	English Language Learners	33.3 (1)	33.3 (1)	50.0 (1)
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	20	22	10	15	19					
ELL	42			29							
ASN	64			73							
BLK	48	28	25	25	15	11	18				
HSP	68	48		48	20		35				
MUL	62			58							
WHT	71	50		56	40						
FRL	49	34	26	29	21	19	25				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	54	47	30	68	62	3				
ELL	65	74	67	77	77		48				
ASN	75	64		88	73						
BLK	64	68	54	55	70	65	41				
HSP	69	77	62	80	77		52				
MUL	100	91		94	100						
WHT	72	77	45	74	87		72				
FRL	65	73	53	59	72	68	49				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	39	38	37	56	48	35				
ELL	44	33		56	67	60					
ASN	82	62		82	69						
BLK	52	48	34	55	49	48	42				
HSP	68	65		72	63	71	63				
MUL	100			92							
WHT	68	59		68	52		58				
FRL	55	52	38	57	52	51	45				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	267
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Student proficiency levels have been consistent and have shown growth throughout the years until 2021-21. Learning Gains have fluctuated from year to year. Specifically, Learning Gains for 5th grade students in 2020-21 decreased. In addition, proficiency levels dropped in Math and 5th Grade ELA in the 2020-21 school year.

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

Based on 2019 data, we improved in all school grade categories. Making greater gains in Math Proficiency and Science would be our greatest need for improvement. Based on 2021 data, our greatest need is to return to pre-pandemic levels of proficiency.

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

Factors contributing to less of a gain are a lack of rigorous standard-based instruction for Math and Science. Additionally, having a low percentage of students physical present in 2020-21 contributed to

our drop in proficiency and 5th grade learning gains. Virtual/hybrid learning provided less opportunities for authentic student engagement.

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

Based on 2019 data, we had major improvements in ELA Proficiency, ELA and Math Learning Gains, and ELA and Math Lowest 25% Learning Gains.

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

Professional Learning Communities, enhanced focus on Response to Intervention, and additional intervention opportunities all contributed to these gains.

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

- 1) High-quality in person learning.
- 2) Teacher Development in Instructional Practices
- 3) Teacher Development in the creation of standards-based lessons, activities, and class assignments.
- 4) Progress Monitoring of student achievement.
- 5) Progress Monitoring of our RTI students.
- 6) Continuous utilization of data to identify intervention students.
- 7) Implement additional time in the Math Block.

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

Improving Teaching Strategies
 Understanding the progression of BEST Standards
 BEST Things to Know/Deeper Dive
 Sharing of BEST Practices
 District Supported Math Professional Development
 Phonics Training
 Effective Professional Learning Training
 iReady Training
 Utilization of Progress Monitoring Data to inform instruction and identify academic gaps

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

Professional Learning Communities and continued Professional Development Opportunities. Additionally, our new ESSER positions will assist in closing gaps that have developed during the pandemic.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Teachers continue to need professional development on delivering high quality instruction to increase student achievement, technology integration and implement rigorous, standards-aligned instruction and lessons.
Description and Rationale:	Teachers will deliver high quality instruction to increase student achievement and reach our school goals of:
Measurable Outcome:	ELA - 70% Proficient Math - 68% Proficient Science - 55% Proficient ELA Learning Gains - 74% ELA Lowest Quartile Learning Gains - 55% Math Learning Gains - 77% Math Lowest Quartile Learning Gains - 71%
Monitoring:	Monitoring will take place via the following formats: Classroom observations; Student Common Formative Assessment Data Collection; Teacher and Administration Data Analysis Meetings; Data Room
Person responsible for monitoring outcome:	Russell Schwartz (russell.schwartz@browardschools.com)
Evidence-based Strategy:	The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA.
Rationale for Evidence-based Strategy:	The teachers are receiving professional development on standards-based instruction to ensure that their instruction is aligned with the ELA Standards. Teachers will be able to determine students weaknesses and strengths, per standard, and the will use the evidence-based strategy in order to inform their daily instruction. The teachers will analyze the data for each student based on performance levels. Remediation and enrichment activities will be assigned based on each students performance on the assessment.

Action Steps to Implement

Collect all data points.

Person Responsible Phyllis Gelman-Mash (phyllis.gelman-mash@browardschools.com)

Analyze student achievement data.

Person Responsible Russell Schwartz (russell.schwartz@browardschools.com)

Utilizing data, collaborate with teachers to implement research-based strategies and interventions needed to address areas of weakness.

Person Responsible Russell Schwartz (russell.schwartz@browardschools.com)

Teachers will implement the balanced literacy program and interventions during their ELA Instructional Block, differentiating instruction to meet the needs of students.

Person Responsible Phyllis Gelman-Mash (phyllis.gelman-mash@browardschools.com)

Schedule intervention support from ESSER educators for lowest quartile students in grades 3-5.

Person Responsible Phyllis Gelman-Mash (phyllis.gelman-mash@browardschools.com)

Extended Learning Opportunities to provide remedial instruction.

Person Responsible Phyllis Gelman-Mash (phyllis.gelman-mash@browardschools.com)

Additional Schoolwide Improvement Priorities

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

Nova Blanche Forman reported .4 incidents per 100 students which falls in the moderate range. Nova Blanche Forman is always focused on adult/student interaction. We promote an environment that is welcoming and misbehavior is just not apart of the culture. Students who are new to the school are expected to follow the rules. Staff consistently provides reminders and enforces the rules. Intermediate students serve as role models for younger students. Administration and Support Staff meet with each grade to review expectations and visit individual rooms to reinforce. We also implement a school-wide positive behavior plan.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Nova Blanche Forman has built, and maintains, a very positive school culture and environment. It starts with communication to and from all stakeholders. Administrators lead the way with establishing open, clear lines of communication with all groups. Administration clearly communicates updates and information in a timely manner. Additionally, parents/guardians have access to administration and they always have their concerns listened to and validated. Administration, via the SAC/SAF Committees, leads the community in discussions around updating the school's vision and mission statements. All input is welcomed and valued. All adults on campus are welcoming and care about the success of all students. The environment is one that is safe, accepting, and nurturing. The school is supported by a strong group that forms the PTA and its

board. Volunteers are encouraged to become involved in the school on a consistent basis. All staff and visitors are expected to model mature behavior and a positive attitude for all students to emulate. The local colleges work closely with our school to provide intern educators and after school enrichment opportunities. School Counselors lead the way implementing programs, for example, such as Kids of Character and Terrific Titans.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents, Community Members, Faculty, Staff, Students, Local Police Department, Local Fire Department, and District Office are all stakeholders who play a role in promoting a positive culture and environment at Nova Blanche Forman. Each stakeholder is valued and shared information in a timely manner. All stakeholders are welcomed to participate in meetings around school progress and planning. Stakeholders are expected to model positive behavior and kindness while on campus. Together, we have established and maintain a happy, healthy school environment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$70,962.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	1282 - Nova Blanche Forman Elementary	Title, I Part A	30.0	\$10,125.00
			Notes: Salary/Stipend for 30 teachers to conduct FSA Camp and Primary Reading Camp			
	5100	100-Salaries	1282 - Nova Blanche Forman Elementary	Title, I Part A	1.0	\$675.00
			Notes: Salary/Stipend for 2 coaches to conduct FSA Camp and Primary Reading Camp			
	5100	200-Employee Benefits	1282 - Nova Blanche Forman Elementary	Title, I Part A	31.0	\$1,082.00
			Notes: Fringe Expense			
	6400		1282 - Nova Blanche Forman Elementary	Title, I Part A	1.0	\$3,000.00
			Notes: iReady Professional Development - iReady Diagnostic and Professional Development onsite Practicing User Package			
	5100		1282 - Nova Blanche Forman Elementary	Title, I Part A	768.0	\$17,150.00
			Notes: iReady Implementation - Site License for iReady Reading and Math Grades K-5.			
	5100		1282 - Nova Blanche Forman Elementary	Title, I Part A	400.0	\$10,034.00
			Notes: iReady Books for ELA and Math - workbooks - 130 for grade 3 ELA and Math, 130 for grade 4 ELA and Math, 140 for grade 5 ELA and Math			
	6400		1282 - Nova Blanche Forman Elementary	Title, I Part A	54.0	\$11,080.00
			Notes: Standards Based Planning/Data Analysis and Reading/Math/Science Content Training - Substitutes for Teachers participating in PD Activities			

	6400	200-Employee Benefits	1282 - Nova Blanche Forman Elementary	Title, I Part A	54.0	\$1,483.00
			<i>Notes: Fringe Expense</i>			
	6400		1282 - Nova Blanche Forman Elementary	Title, I Part A		\$42.00
			<i>Notes: Professional Development Presentation - Colored Paper for PD Presentations</i>			
	6400		1282 - Nova Blanche Forman Elementary	Title, I Part A	44.0	\$3,600.00
			<i>Notes: Before/After School training - salary/stipend for teachers to attend training</i>			
	6400		1282 - Nova Blanche Forman Elementary	Title, I Part A	1.0	\$120.00
			<i>Notes: Before/After School training - salary/stipend for coach to attend training</i>			
			1282 - Nova Blanche Forman Elementary	School Improvement Funds	27.0	\$7,290.00
			<i>Notes: Purchase of Recordx document cameras via Accountability Funds.</i>			
			1282 - Nova Blanche Forman Elementary	Other	760.0	\$5,281.00
			<i>Notes: PTA Purchase of Scholastic Materials</i>			
Total:						\$70,962.00