Nova Blanche Forman Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2021-22 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	2021-22: B (58%) 2018-19: A (66%) 2017-18: C (53%)
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	ATSI
* 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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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 Elementary School prepares students to become global citizens in an inclusive, innovative, and nurturing learning environment.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 2022 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.*

4

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

773

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	117	125	122	132	133	0	0	0	0	0	0	0	748
Attendance below 90 percent	31	35	31	19	30	31	0	0	0	0	0	0	0	177
One or more suspensions	0	3	0	2	10	15	0	0	0	0	0	0	0	30
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 2022 statewide FSA ELA assessment	0	0	0	22	13	26	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	18	34	0	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	11	24	21	20	6	18	0	0	0	0	0	0	0	100

Using the table above, complete the table below with the number of students by current grade level who have 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	5	12	8	23	36	40	0	0	0	0	0	0	0	124

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	4	12	2	3	0	0	0	0	0	0	0	27
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

Thursday 9/1/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	58%	56%				68%	59%	57%
ELA Learning Gains	64%						73%	60%	58%
ELA Lowest 25th Percentile	52%						54%	54%	53%
Math Achievement	62%	54%	50%				66%	65%	63%
Math Learning Gains	73%						76%	66%	62%
Math Lowest 25th Percentile	65%						70%	53%	51%
Science Achievement	31%	59%	59%				53%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	60%	6%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	72%	62%	10%	58%	14%
Cohort Comparison		-66%				
05	2022					
	2019	67%	59%	8%	56%	11%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	65%	-13%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-52%				
05	2022					
	2019	71%	64%	7%	60%	11%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	49%	4%	53%	0%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	39	41	30	54	50	5				
ELL	40	68	70	53	71	45	33				
BLK	52	60	49	55	71	66	21				
HSP	70	65		68	72		47				
MUL	59			76							
WHT	83	83		80	87		47				
FRL	52	59	53	55	70	64	23				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	439

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 regained much of what was lost during the pandemic. In total, Nova Blanche Forman gained 187 points towards our school grade. Proficiency levels went up in ELA (5 points), Math (27 points), Science (3 points). Student proficiency levels had been consistent and have shown growth throughout the years until 2021-21. Learning Gains tend to fluctuate from year to year. In 2021-22, they went up drastically across the board. ELA Learning Gains (up 28 points), ELA Lowest 25% Learning Gains (up 26 points), Math Learning Gains (up 54 points), Math Lowest 25% Learning Gains (up 44 points).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We have been able to return to pre-pandemic levels of proficiency and growth. Our greatest need, based on data, is to continue to increase proficiency levels in ELA, Math, and Science.

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

Traditionally, learning gains carry our school. Driving up our proficiency rates across all academic areas will lessen the necessity to rely on learning gains.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math had tremendous growth in 2021-22. Proficiency went up 27 points. Learning Gains went up 54 points. Learning Gains for the Lowest 25% went up 44 points.

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

We had a school-wide focus on Math. PLC's and Professional Development focused on Math. Bulletin boards highlighted Math facts and concepts. Data Chats began with discussions around Math progress. Also, we also restructured schedules to provide an additional 30 minutes of Math instruction/focus.

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

We are learning the new curriculum and state assessments. Teachers are focused on learning together. PLC's are focusing on ELA this school year. Professional Development is focused on resources and best practices.

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.

Academics provided training on the new Math series. Content experts on our campus share important updates and strategies at each meeting. They model how to utilize the resources available. Administration and Support Staff visits classrooms to support and intervene when necessary. 3rd grade will ability group/walk to read for ELA this year.

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

Targeted small intervention will be implemented for ELA and Math to bring students up to proficiency and bridge learning gaps. Effective utilization of new progress monitoring tools along with FAST assessments.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-22 FCAT, our Students with Disabilities had a 34% proficiency rate. This is up 20 percentage points from 2020-21. We have made significant progress to regain our pre-pandemic levels of achievement. In 2018-19, our Students with Disabilities had a 41% proficiency rate. In 2020-21, the rate was 14%. Our Students with Disabilities subgroup impacts our overall student learning and success. These students need additional support and intervention through pull-out and in class small groups that target individual needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 41% of our Students with Disabilities will be proficient as measured by FAST Progress Monitoring 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring and bi-monthly formative assessments will be used to monitor student progress. We will be utilizing the same progress monitoring tools as general education students. The IEP goals have been reworked to align with grade level standards. Administration and Support Staff will work closely with ESE instructors to ensure adherence to Instructional Focus Calendars.
Person responsible for monitoring outcome:	Russell Schwartz (russell.schwartz@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Grade-level standards-based instruction that effectively transitions from whole group, small group, and interventions. Small group instruction will be utilized consistently with our Students with Disabilities. Teachers will work in small groups to model and guide students in using effective strategies such as text-based evidence and summarizing. In Math, students will work with their teacher in small groups on showing their work and using other math strategies. Interventions implemented via push-in support and pull-out groups will focus on independent instructional level and areas of potential growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Routine process of monitoring students progress towards mastery of standards. This data will provide teachers with accurate, real time data on student achievement that can be used to meet individual needs. In small group instruction you can better monitor progress and the process. Students thinking becomes evident and the teacher can intervene quickly.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Review of initial PM achievement data.

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

Review of IEP goals to meet needs and align with new assessments.

Person Responsible
Donna Raymond (donna.g.raymond@browardschools.com)

Training on the new benchmarks and the various components including the intervention areas.

Person Responsible
Janet Calamaro (janet.calamaro@browardschools.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Nova Blanche Forman has traditionally relied on Learning Gains from year to year. Our ELA proficiency did rise from 55% to 60% and is getting close to pre pandemic levels. Our hope is to raise our proficiency levels in order to lesson how much we have to rely on learning gains each school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 68% of our students will be proficient as measured by FAST Progress Monitoring 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress monitoring and bi-monthly formative assessments will be used to monitor student progress. Administration and Support Staff will ensure adherence to Instructional Focus Calendars and Assessment Calendars. Data Chats and Data Reviews will be implemented.
Person responsible for monitoring outcome:	Russell Schwartz (russell.schwartz@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Grade-level standards-based instruction that effectively transitions from whole group, small group, and interventions. Small group instruction will be utilized consistently. Teachers will work in small groups to model and guide students in using effective strategies.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Routine process of monitoring students progress towards mastery of standards. This data will provide teachers with accurate, real time data on student achievement that can be used to meet individual needs. In small group instruction you can better monitor progress and the process. Students thinking becomes evident and the teacher can intervene quickly.

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

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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
Broward - 1282 - Nova Blanche Forman Elementary - 2021-22 SIP
Last Modified: 1/19/2022 https://www.floridacims.org Page 18 of 20

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

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.