

Broward County Public Schools

Nova Blanche Forman Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Nova Blanche Forman Elementary

3521 DAVIE RD, Davie, FL 33314

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Nova Blanche Forman Elementary is to provide individualized learning opportunities to all students in an engaging environment and to build a foundation for lifelong learning in a partnership with school staff, families, and other stakeholders.

Provide the school's vision statement.

Nova Blanche Forman prepares students to become productive global citizens in an inclusive, innovative, nurturing, learning environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Schwartz, Russell	Principal	<p>Provide Instructional leadership</p> <p>Manage and maintain school-wide operations related to safety, progress monitoring, budgeting, communication, and collaboration with all stakeholders</p> <p>Create a supportive learning environment for student success</p> <p>Routinely analyze assessment data to identify strengths and areas of improvement</p> <p>Build teacher capacity through relevant professional development opportunities</p> <p>Conduct formal and informal classroom observations and provide actionable feedback to teachers.</p> <p>Participate in data chats with each grade level to go over student assessment data and instructional practices and planning calendars</p>
Calamaro, Janet	Assistant Principal	<p>Create a supportive learning environment for student success in collaboration with teachers and other stakeholders</p> <p>Create master schedules for all instructional and support staff to ensure smooth daily transitions in the school building.</p> <p>Routinely analyze assessment data to identify strengths and areas of improvement</p> <p>Ensure that school-wide positive behavior plan is implemented with fidelity</p> <p>Build teacher capacity through relevant professional development opportunities</p> <p>Conduct formal and informal classroom observations and provide actionable feedback to teachers.</p> <p>Participate in data chats with each grade level to go over student assessment data and instructional practices and planning calendars</p>
Gelman-Mash, Phyllis	Reading Coach	<p>Support classroom teachers with instructional practices to enhance literacy instruction</p> <p>Serve as a bridge and convey information about district initiatives and professional development opportunities to teachers</p> <p>Provide a safe and supportive learning environment for all students</p> <p>Analyze data trends and patterns to support teachers in implementing strong instructional practices</p> <p>Support teachers in planning and creating Instructional Focus Calendars that align with student needs, strengths and weaknesses</p> <p>Work with community partners to enhance the learning environment with additional resources and volunteer support</p> <p>Conduct classroom observations and provide feedback to teachers on their instructional practices.</p> <p>Participate in data chats with every grade level to provide actionable feedback</p>
Batool, Attiya	Math Coach	<p>Support classroom teachers with instructional practices to enhance math instruction</p> <p>Serve as a bridge and convey information about district initiatives and professional development opportunities to teachers</p> <p>Provide a safe and supportive learning environment for all students</p> <p>Analyze data trends and patterns to support teachers in implementing strong instructional practices</p> <p>Support teachers in planning and creating Instructional Focus Calendars that</p>

Name	Position Title	Job Duties and Responsibilities
James, Aneysha	School Counselor	align with student needs, strengths and weaknesses Work with community partners to enhance the learning environment with additional resources and volunteer support Conduct classroom observations and provide feedback to teachers on their instructional practices. Participate in data chats with every grade level to provide actionable feedback
Levine, Amy	School Counselor	Responsible for addressing the Wellness needs of the school community. Provides on-site behavior support and assists with the monitoring of MTSS initiatives.
Raymond , Donna	Teacher, ESE	Coordinates all required ESE meetings. Assists regular education teachers of students with disabilities to implement the Individualized Education Plan (IEP) and monitor progress of IEP Goals.

Stakeholder Involvement and SIP Development

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

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

School Advisory Council has actively involved all stakeholders in monthly meetings to go over school improvement goals and results from last year and they will be involved this year through monthly meetings throughout this school year to set goals, approve action plans and make changes to the SIP plan this year.

SIP Monitoring

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

School leaders will share student achievement results from FAST assessment and establish goals with all stakeholders in the beginning of this school year. After each administration of the FAST assessment, school leaders will pull and organize student achievement data and organize it in charts and graphs to share with all stakeholders in faculty meetings, SAC meetings and data chats. Leadership team will report trends to all stakeholders and revisit initial goals to monitor progress throughout this school year.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	32	31	37	21	20	27	0	0	0	168
One or more suspensions	0	3	1	2	6	16	0	0	0	28
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	9	23	21	24	12	22	0	0	0	111
Level 1 on statewide Math assessment	0	15	21	23	14	28	0	0	0	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	22	45	42	21	16	0	0	0	147

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	19	36	32	18	31	0	0	0	141

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	7	6	6	4	8	0	0	0	32
Students retained two or more times	1	6	3	0	4	8	0	0	0	22

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

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

Indicator	Grade Level									Total		
	K	1	2	3	4	5	6	7	8			
Absent 10% or more days			31	35	31	19	30	31	0	0	0	177
One or more suspensions			0	3	0	2	10	15	0	0	0	30
Course failure in ELA			0	0	0	0	0	0	0	0	0	
Course failure in Math			0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment			0	0	0	22	13	26	0	0	0	61
Level 1 on statewide Math assessment			0	0	0	16	18	34	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.			11	24	21	20	6	18	0	0	0	100

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	12	8	23	36	40	0	0	0	124

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	4	12	2	3	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	35	31	19	30	31	0	0	0	177
One or more suspensions	0	3	0	2	10	15	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	22	13	26	0	0	0	61
Level 1 on statewide Math assessment	0	0	0	16	18	34	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	11	24	21	20	6	18	0	0	0	100

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	12	8	23	36	40	0	0	0	124

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	4	12	2	3	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57	56	53	60	58	56	55		
ELA Learning Gains				64			36		
ELA Lowest 25th Percentile				52			26		
Math Achievement*	62	62	59	62	54	50	35		
Math Learning Gains				73			19		
Math Lowest 25th Percentile				65			21		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	38	48	54	31	59	59	28		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	49	59	59	32			47		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	2	1
ELL	36	Yes	1	
AMI				
ASN	70			
BLK	46			
HSP	48			
MUL	72			
PAC				
WHT	85			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	52			
AMI				
ASN				
BLK	53			
HSP	59			
MUL	68			
PAC				
WHT	76			
FRL	51			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	57			62			38					49
SWD	34			36			5				4	
ELL	41			57			0				5	49
AMI												
ASN	63			84							3	
BLK	52			55			31				4	
HSP	54			64			35				5	50
MUL	75			69							2	
PAC												
WHT	87			87			79				4	
FRL	49			54			32				5	46

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	60	64	52	62	73	65	31					32
SWD	22	39	41	30	54	50	5					
ELL	40	68	70	53	71	45	33					32
AMI												
ASN												
BLK	52	60	49	55	71	66	21					
HSP	70	65		68	72		47					31
MUL	59			76								
PAC												
WHT	83	83		80	87		47					
FRL	52	59	53	55	70	64	23					28

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	55	36	26	35	19	21	28					47
SWD	12	20	22	10	15	19	0					
ELL	42			29								47

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	64			73								
BLK	48	28	25	25	15	11	18					36
HSP	68	48		48	20		35					
MUL	62			58								
PAC												
WHT	71	50		56	40							
FRL	49	34	26	29	21	19	25					43

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	52%	56%	-4%	54%	-2%
04	2023 - Spring	78%	61%	17%	58%	20%
03	2023 - Spring	48%	53%	-5%	50%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	62%	-8%	59%	-5%
04	2023 - Spring	78%	65%	13%	61%	17%
05	2023 - Spring	60%	58%	2%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	46%	-9%	51%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was in the area of ELA. STAR Early Literacy assessment for Kindergarten didn't show any growth from PM1- PM3. First grade showed a 13 percent point increase in the number of students who were working at or above grade level from PM1-PM3. Second grade showed a 19 percent point increase from PM1-PM3. Grade 3-5 showed an average of 26 percent points increase in the number of students working at or above grade level in ELA from PM1-PM3. The factors that contributed to the low performance included the following.

1. New ELA curriculum was implemented and many teachers were not trained in delivering the curriculum and providing effective interventions to students with major learning needs.
2. A significant number of students needed interventions in multiple areas of the ELA making it hard for teachers to target all areas in once school year.
3. FAST assessment was new and teachers needed more training and familiarity with the BEST standards and how these standards aligned with the available curricular resources and formative assessments used to prepare students for the FAST assessment.
4. An increase in student's disruptive behavior was reported across all grade levels. These behaviors impeded the flow of instruction in some classrooms.

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

There was an overall improvement in all areas but we need to continue to implement data driven instruction in all curricular areas including ELA, Math and Science as the improvement was minimal in some areas.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third grade ELA scores showed that percent of students who scored at or above grade level was 3 points lower than the district average. 5th grade ELA scores showed that percent of students who scored at or above grade level was 6 points lower than the district.

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

Math achievement showed the greatest growth for all grade levels.

Kindergarten math scores showed a 4 percent points increase. First grade showed a 7 percent points increase. Second grade showed a 16 percent points increase. Grades 3-5 showed an average of 48 percent points increase in the number of students scoring at or above grade level in mathematics.

Grade level teams worked together to align their planning with the instructional focus calendars. School's math contact shared valuable strategies and training opportunities with the entire staff. Successmaker training was provided to all teachers in grades K_5.

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

One area of concern is overall ELA achievement especially for SWD students.
Only 37% of SWD students scored at a proficient level in ELA.
Only 35% of SWD student scored at a proficient level in math.

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

1. Improve ELA scores across grade levels.
2. Implement 30 minutes intervention blocks across all grade levels
3. Continue to monitor math and ELA achievement of SWD students.
4. Implement strategies to align science instruction within ELA block to bridge the existing gaps through the integration of these two subject areas.
5. Provide training to teacher in the Science of Reading pedagogy and philosophy.

Area of Focus

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

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

Area of Focus Description and Rationale:

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

One area of focus is positive culture and environment through the implementation of site based Positive Behavior Interventions and Supports (PBIS) plan. The number of referrals for disruptive behavior has increased this past year. It is important to place a school-wide system in place that encourages expected behaviors through a reward system and discourages behavior that impedes the flow of learning in a classroom for all students. Implementation of such a plan will also decrease the number of In-school and out of school suspensions that remove a student from their learning environment.

Measurable Outcome:

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

The measurable outcome the school plans to achieve is to decrease the number of referrals related to disruptive behavior by 5 referrals at each grade level leading to an overall decrease of 30 referrals school-wide by May 2024.

Monitoring:

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

All school staff will complete training on PBIS and review the behaviors intervention flow chart to provide timely intervention before behavior escalates into a major office managed problem behaviors. As school-wide system of points and rewards will be implemented to encourage expected behaviors. The number of referrals will be compared with the previous year to monitor changes and trends.

Person responsible for monitoring outcome:

Janet Calamaro (janet.calamaro@browardschools.com)

Evidence-based Intervention:

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

Positive Behaviors Interventions and Supports will be implemented in this Area of Focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is to encourage positive behaviors through a school-wide system of rewards where students get the message that certain behaviors are expected at all times. Therefore, the focus moves from punitive measures to supportive measures, which leads to the establishment of a positive school culture.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implement the "House System" to encourage school-wide desired behavior.

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

By When: June 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

The percentage of students working at or above grade level in grades 3 to 5 in the area of ELA is 60 percent as measured by FAST PM3 assessment. Compared to last year's achievement in this area, Nova Blanche Forman students have not shown any growth in this area. Although the progress is evident when we compare results from PM1 to PM3, some grade levels are showing below average growth. Therefore, focusing on this area is crucial for Nova Blanche Forman Elementary School's administration and staff.

Measurable Outcome:

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

By June of 2024 68% of 3-5 students will score at a proficient level on ELA FAST PM3 Assessment.

Monitoring:

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

Initial data will be collected from PM1 to establish a baseline data of ELA achievement across all grade levels for the entire student population I-Ready Diagnostic Assessment will be used to identify areas of weakness for students performing below grade level. Benchmark Advance and other BEST standards' aligned formative assessments will be used in between PM1, PM2 and PM3. Administration and support staff will routinely conduct data chats to review student progress in ELA at each grade level. Professional learning communities will focus on sharing and implementing best practices to improve student achievement.

Person responsible for monitoring outcome:

Russell Schwartz (russell.schwartz@browardschools.com)

Evidence-based Intervention:

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

The evidence based intervention that is being implemented in this Area of Focus is to designate school-wide intervention block in addition to other grade level standards based instructional formats. Small group instruction with TIER 2 and TIER 3 students will provide necessary support to students with reading difficulties in all grade levels and help bridge the learning gaps that currently exist. The strategies and pedagogies that teachers attain from attending trainings based on the Science of Reading Research will be implemented in this intervention block such as systemic phonics instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to create small intervention groups, teachers have to routinely analyze assessments data to identify the areas of needs for students who are working below grade level. Once the areas of weaknesses are identified, teacher are able to provide targeted instruction. Therefore, in addition to core curricular instruction in a whole groups, TIER 2 and TIER 3 students get an extra dose instruction increasing overall achievement.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will be trained in professional development based on the Science of Reading framework to strengthen instructional pedagogy. Literacy coach will provide trainings and resources related to the framework and provide support in conducting effective intervention groups.

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

By When: December 2023.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

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

Students with disabilities scoring at or above grade level in grades 3-5 increased from 13 percent in PM1 to 37% in PM3 as measured by Florida Assessment of Student Thinking (FAST) ELA. This shows a need for targeted instruction in phonics and fluency that would ideally result in an increase in comprehension. Overall achievement also indicates a need to make this an Area of Focus.

Students with disabilities scoring at or above grade level in grades 3-5 increased from 8 percent in PM1 to 35% in PM3 as measured by Florida Assessment of Student Thinking (FAST) Mathematics Assessment. This shows a need for targeted instruction in basic math computational skills and problem solving.

Measurable Outcome:

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

By June of 2024, 45% of our SWD students will be proficient and working at or above grade level as measured by FAST progress monitoring 3 ELA assessment.

By June 2024, 45%percent of SWD students will score at or above grade level on FAST PM3 Mathematics assessment.

Monitoring:

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

Administration and support staff will routinely analyze data from FAST Progress monitoring assessments, I-Ready Diagnostic assessment, Benchmark Advanced Unit Assessments, and Envision Cumulative assessments. Teacher will utilize the instructional model and resources recommended by the Literacy and Math department as this structure requires small group instruction to reteach and provide intervention.

Person responsible for monitoring outcome:

Russell Schwartz (russell.schwartz@browardschools.com)

Evidence-based Intervention:

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

Small group instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction in small groups helps us meet the needs of struggling students.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

Administration and school staff will review assessment data and identify areas of need. These areas of need will be presented in SAC meetings to make sure that all stake holders are aware of the needs and can provide feedback as to how school improvement funding will be allocated.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Nova Blanche Forman plans to implement a few instructional practices to improve Reading/ELA achievement in grades K-2.

All grade levels are assigned a 30 minute intervention block where teachers are expected to work with small groups of students targeting the areas of weakness. Based on the data collected from STAR Early Literacy assessment, K-2 students showed weakness in the area of Phonics which ultimately resulted in a weakness in the areas of reading fluency and comprehension. Therefore, teachers are asked to focus on systemic phonics instruction during the intervention blocks. Teachers will be provided with professional development opportunities embedded in the Science of Reading Philosophy and pedagogy. Professional Learning Communities will focus on ELA using the "Data Teams" format. Teachers will collect and analyze data from the I-Ready Diagnostic and STAR assessments to make intervention groups. The ongoing monitoring through Benchmark Advance Formative assessments will allow teachers to modify intervention groups based on the progress. Literacy coach will send out reminders about different components of the literacy assessments and follow up strategies. Literacy coach will also provide information about professional development available to teachers in the district.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Nova Blanche Forman has shown some growth in grades 3-5 as compared from FAST PM1 to FAST PM3 assessments. Although 3rd grade achievement went from 23 percent in FAST PM1 to 48 percent in PM3, it shows that a 52% of students scored below the proficiency level. Fourth grade showed the

highest gains with 78% of students scoring at level 3 or above on the FAST PM3 assessment. Fifth grade shows a growth of 14 percent points from FAST PM1-FAST PM 3. However, only 52 percent of 5th grade student scored at level 3 or above. In order to change these trends, Nova Blanche Forman plans to implement instructional practices related to Reading/ELA.

1. First instructional practice that administration at NBF are planning to implement is involving all grade 3-5 teachers in reviewing the benchmarks where students performed the lowest. According to FAST PM3, the following domains and benchmarks are areas of concern.

Domain: Reading across genres and vocabulary:

Strand: Context and Connotation

Benchmark: Use context clues, figurative language, word relationship, reference materials, and or background knowledge to determine the meaning of multiple meaning and unknown words and phrases appropriate to grade level.

Domain: Reading Informational Texts

Strand: Argument

Benchmark: Identify an author's claim and explain how and author uses evidence to support the claim.

Strand: Central Idea

Benchmark: Identify the central idea and explain how relevant details support that idea in a text.

Domain: Reading Prose and Poetry

Strand: Theme

Benchmark: Explain a theme and how it develops, using details in a literary text.

Sharing this information with 3-5 teachers will help them focus on the weak skills and plan accordingly using Benchmark Advance and other ELA resources.

2. Teachers will implement 30 minutes intervention blocks outside of the 90 minutes uninterrupted ELA block.

3. Teachers will be provided with professional development opportunities embedded in the Science of Reading philosophy and pedagogy.

4. Professional Learning Communities (PLCs) will focus on ELA achievement using the "Data Teams" format as they collect and analyze periodic data from I-Ready Diagnostic and FAST PM1 Assessments.

5. All grades 3-5 teachers will monitor and assess student progress on the ELA benchmarks through multiple formative and summative assessments.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By June 2024, 60% of grade K-2 students will show proficiency in the area of ELA as measured by the 3rd Progress Monitoring STAR literacy assessment.

Grades 3-5 Measurable Outcomes

By June 2024, 55% of 3rd grade students will score at or above level 3 on the FAST PM3 assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The school area(s) of focus will be monitored through periodic progress monitoring assessments such as I-Ready Diagnostic and standards mastery assessment, FAST assessment, and STAR assessment. Administration will periodically hold data chats with all grade levels and review PLC minutes to see the progression towards ELA benchmarks.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Schwartz, Russell, russell.schwartz@browardschools.com

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence based practices that will be utilized is providing targeted interventions to small groups in addition to the core ELA block.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The rationale for selecting this practice is that it provides the opportunity for targeted instruction in the areas of weakness as identified by the standardized assessment and other diagnostic tools. Students learn better in a small group setting as they get to interact with the teachers and instructional materials at a deeper level. Teachers are able to identify students' needs and are able to plan instructional activities that help ALL students grow.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Providing literacy coaching to all K-5 teachers will ensure that teachers are aware and are implementing research based instructional practices and regularly monitoring students' progress in multiple areas of ELA.</p>	<p>Gelman-Mash, Phyllis, phyllis.gelman-mash@browardschools.com</p>
<p>Providing ongoing professional learning opportunities to all K-5 teachers in the area of ELA will ensure that teachers are equipped to implement instructional practices that are likely to yield desired outcome related to students' performance on the standardized and progress monitoring assessments. School leaders plan to provide such opportunities this school year to build teacher capacity to implement effective instructional ELA block and interventions.</p>	<p>Schwartz, Russell, russell.schwartz@browardschools.com</p>
<p>Providing opportunities for teachers to routinely implement formative and progress monitoring assessments and analyzing data with grade level teams will ensure that teachers are aware of areas that they need to focus on. The administration plans to hold periodic data chats with all K-5 teachers to go over their specific data. This action step will allow the administration support staff to identify students in need of multi-tiered support in a timely manner.</p>	<p>Schwartz, Russell, russell.schwartz@browardschools.com</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

The method for disseminating of this SIP to stakeholders will be through SAC and faculty meetings. Once the feedback is received from all stakeholders, necessary changes will be made in the SIP plan. The SIP plan will be uploaded to the School's website so that all stakeholders can easily access it.

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

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

Nova Blanche Forman works closely with parents, families and other stakeholder by holding SAC meetings on a monthly basis. Parent Teacher Association (PTO) works closely with school administration and other staff to hold events that encourage parents to be an active partner in organizing school activities to promote a positive school culture. Title 1 coordinates parent workshops to provide information about academic resources and strategies to use at home. Title 1 surveys allow school administration to collect valuable data from parents and families related to overall learning environment and student experiences.

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

School plans to provide training, resources and support to teachers so they can implement effective intervention blocks to bridge the achievement gap in the area of ELA.

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

Not Applicable