



# MASTER PLAN

## Equity & Diversity

2022

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## **Purpose**

Equity & Diversity's mission is to address persistent educational and opportunity gaps faced by students based on socioeconomic standing, race, gender, ethnicity, language, or disability. Equity in education ensures that all children are provided the academic/vocational skills to be able to reach their full potential. It is imperative to facilitate the delivery of bias-free instruction that results in a quality education. Equity & Diversity will work together to discover and remedy the factors that may contribute to educational disparities. We will enhance the commitment of our anchor partners through collaborative problem-solving work groups, which will provide a framework in meeting the disparate needs of every child in Broward County Public Schools.

Our specific goals include:

- Support effective professional learning and training to narrow the academic achievement gap for minority males and other subgroups around indicators of early childhood readiness, academic performance, graduation rates, and college & career readiness.
- Engage in partnerships with families/caregivers and community members resulting in a positive impact on school improvement, academic performance and healthy communities.
- Eliminate the school-to-prison pipeline by reducing the recidivism of youth in confinement and involved in the juvenile justice system, external suspensions, expulsions, arrests, and the rate of youths that have dropped out of the educational process.
- Ensure every child will have access to some form of a mentoring program.
- Support effective professional learning and training to ensure content related to sexual health is conveyed in a clear, concise, and accurate manner.

## **Needs Assessment**

Nationally, on average, African-American and Latino students are an estimated two to three years of learning behind white and Asian-American students of the same age. The advent of Covid-19 has only exacerbated this educational disparity (World Economic Forum). Some researchers have argued that this racial achievement gap persists regardless of social class and the structural characteristics of schools. For example, Evans (2005) reflects on the data of middle-class African American and Hispanic students in suburban communities who attend well-staffed schools with ample resources and have professional parents, still showing significant disparities in achievement. According to the National Education Association, "Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs". Family engagement in education is critically important to student

achievement. Therefore, school-based staff and administrators need professional development opportunities and technical support around best practices in community engagement

There is noted graduation rate disparity among race and ethnic groups in the state of Florida. According to the Florida Department of education (FDOE) (2021), Black or African American student had the lowest graduation rate in the state for school year 2020-2021. FDOS (2021) reported, Asian students and Native Hawaiian or Other Pacific Islander had the highest graduation rates (>96) in Broward county in 2020-2021. Black or African American students (86.6) and American Indian or Alaska Native students (85.2) had the lowest graduation rate among their peers. It is imperative that all staff are equipped with knowledge that will provide each students the opportunity to learning and succeed as their peers. The graduation rates in Broward County during school year (SY) 2020-2021 are detailed in Table 1 below.

Table 1. Graduation rates in Florida and Broward County, SY 20-21.

<b>Race/Ethnicity</b>	<b>FLORIDA</b>	<b>BROWARD</b>
White Graduates	72998	3619
White Cohort	79509	3906
White Graduation Rate	91.8	92.7
Black or African American Graduates	38276	6344
Black or African American Cohort	43937	7327
Black or African American Graduation Rate	87.1	86.6
Hispanic/Latino Graduates	61310	5641
Hispanic/Latino Cohort	68588	6334
Hispanic/Latino Graduation Rate	89.4	89.1
Asian Graduates	6265	697
Asian Cohort	6423	724
Asian Graduation Rate	97.5	96.3
American Indian or Alaska Native Graduates	605	46
American Indian or Alaska Native Cohort	680	54
American Indian or Alaska Native Graduation Rate	89	85.2
Two or More Races Graduates	6039	484
Two or More Races Cohort	6721	538
Two or More Races Graduation Rate	89.9	90
Native Hawaiian or Other Pacific Islander Graduates	265	25
Native Hawaiian or Other Pacific Islander Cohort	296	26
Native Hawaiian or Other Pacific Islander Graduation Rate	89.5	96.2
Source: FDOE (2021) Florida's Federal Graduation Rates by Race/Ethnicity by School and District, 2020-21		

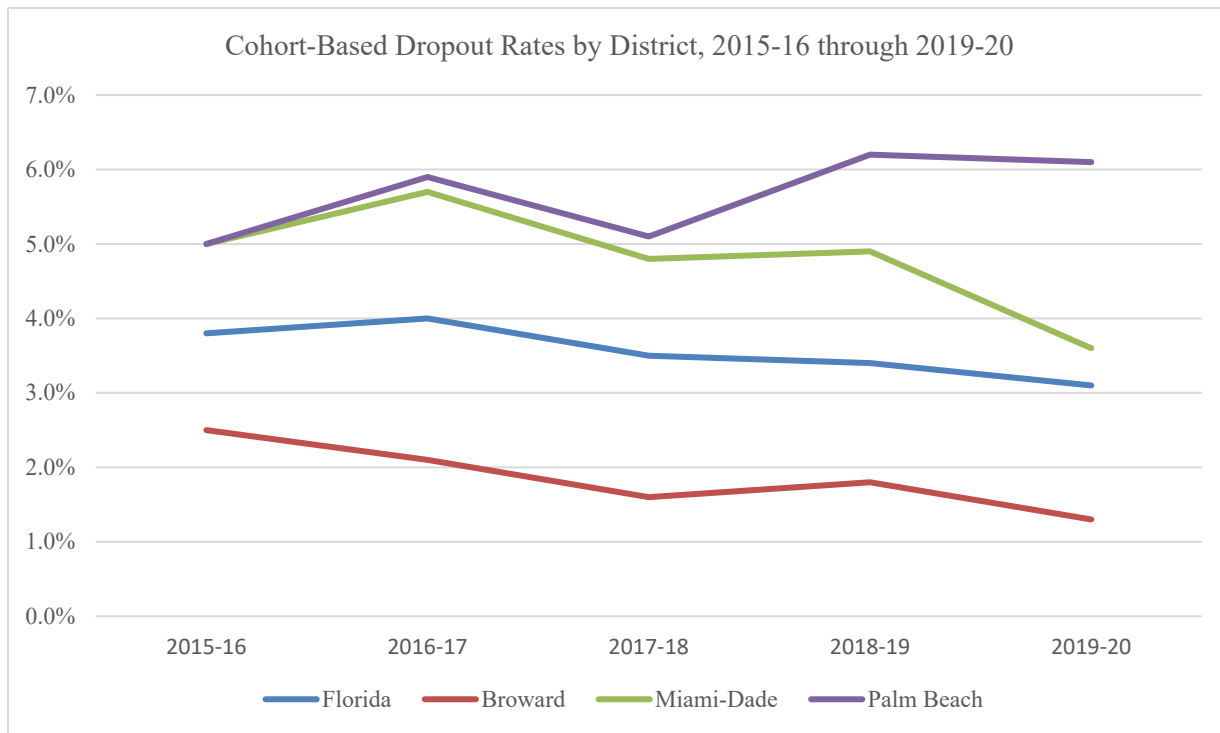
A robust, evidence-based early childhood educational program can also serve to ultimately decrease the number of students entering the school to prison pipeline. Rothstein (2020) asserts the socioeconomic gap in cognitive performance is well established by age 3. Considering increased societal pressures and challenges, economic instability, exposure to toxic stress in early childhood leads to lasting negative impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health 2012). Moreover, to identify and address the distinctive needs of the whole child another focus of Equity-includes proactive interventions to address-behaviors, which adversely impact the overall health and wellness of students. Current research indicates that 71% of the deaths among 10 to 24-year-olds in the United States are the result of unintentional accidents, suicides and external violence. Among youth in this age group, these are the leading causes of mortality.

Fifty-nine percent (59%) of male and forty-one percent (41%) of female school dropouts share the common characteristic of constituting all incarcerated 16 to 24-year-olds in the United States. Therefore, it is imperative that we address the needs of each of these overage students and work toward policy, professional and program development that will eliminate ALL roads that result in students being academically unsuccessful, retained, drop-out and enter the school to prison pipeline.

Programs such as Mentoring Tomorrow’s Leaders and the Dropout Prevention Program provides mentoring, technical assistance, strategies and resources to assist students, schools, parents and community organizations throughout the school district to help reduce dropout rates. Table 2 shows the Florida dropout rates by gender within race/ethnicity from 2015-2016 through 2019-2020 and Figure 1 displays dropout rates by South Florida district and Florida from 2015-2016 through 2019-2020.

Table 2 : Florida Dropout Rates by Gender within Race/Ethnicity, 2015-16 through 2019-20

Year	American Indian or Alaska Native Female	American Indian or Alaska Native Male	Two or More Races Female	Two or More Races Male	Native Hawaiian or Other Pacific Islander Female	Native Hawaiian or Other Pacific Islander Male	Total Female	Total Male
2015-16	5.5%	5.9%	2.7%	4.6%	1.7%	4.0%	2.8%	4.7%
2016-17	5.7%	5.2%	3.2%	4.8%	0.8%	3.8%	3.1%	4.9%
2017-18	4.2%	11.8%	3.0%	3.8%	2.4%	3.4%	2.7%	4.4%
2018-19	4.6%	13.1%	2.3%	4.1%	2.1%	5.8%	2.6%	4.3%
2019-20	4.8%	9.9%	2.3%	3.6%	3.0%	5.1%	2.3%	3.9%



***The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.***

## Desired Outcomes and Performance Indicators

1.0 Teachers			
1.1 Desired Outcome: Positive Behavioral Supports. Participants will design and implement research-based behavioral interventions for positive behavioral supports.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Implement and evaluate Tier 1 generalized interventions.</p> <p>Implement and evaluate Tier 2 moderately intensive and focused interventions.</p> <p>Implement and evaluate Tier 3 highly intensive, focused, and individual interventions.</p> <p>Implement effective positive behavior intervention techniques and strategies.</p> <p>Evaluate and revise the Functional Behavior Assessment and Positive Behavior Intervention Plan</p>	<p>Implement Tier 1 generalized interventions.</p> <p>Implement Tier 2 moderately intensive and focused interventions</p> <p>Implement Tier 3 highly intensive, focused, and individual interventions.</p> <p>Analyze individual data to select, implement, and teach proactive intervention strategies/ replacement skills.</p> <p>Conduct a Functional Behavior Assessment and develop a Positive Behavior Intervention Plan based on data.</p>	<p>Identify and select Tier 1 generalized interventions (e.g. rules, routines, rewards, expectations, consequences, etc.) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.</p> <p>Identify and select Tier 2 moderately intensive and focused interventions (e.g. standardized behavior plans, simple functional behavior assessments) formally taught and practiced on a small group of students who do not respond to Tier 1 interventions.</p> <p>Identify and select Tier 3 highly intensive, focused, and individual interventions (e.g.</p>	<p>Limited or no evidence of design, planning or implementation.</p>

		<p>unique behavior plans and extensive functional behavior assessments) formally taught and practiced on individuals who do not positively respond to Tier 2 interventions.</p> <p>Identify and select data collection methods for assessing student behavior.</p>	
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1.2 Desired Outcome: Mentoring. Teachers will develop, implement, and evaluate an effective formal mentoring program that meets the diverse needs of all students.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Facilitate and support colleagues to continue the recruitment of mentors and the development of additional mentoring programs at the school level.</p> <p>Consistently review program evaluation data and make adjustments as needed.</p>	<p>Examine and discuss data (school climate, student population, risk factors) related to developing a mentoring program relevant to needs of the school's specific populations.</p> <p>Plan, prepare, and implement a formal mentoring program(s) and associated curriculum with fidelity.</p> <p>Monitor mentor and mentee's response to program initiatives on a consistent basis. (quarterly, bi-weekly, monthly).</p>	<p>Identify and recognize existing evidenced-based mentoring programs within the district and nationally.</p> <p>Review components of a mentoring program designed to meet the needs of specific student populations at the school site.</p> <p>Discuss and plan implementation of a formal mentoring program.</p>	<p>Receive data from district-based training, school data base and/ or district level personnel, but do not use it to determine school-based need for mentoring.</p> <p>Limited or no evidence of planning or implementation.</p>

1.3 Desired Outcome: Transitioning & Student Progression. Utilization of District policy 6000.2 to effectively promote and transition Department of Juvenile Justice, and at-risk students within Broward County Public Schools to the appropriate educational setting.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Effectively and consistently implement elements of Policy 6000.2 when transitioning students.  Effectively applies and plans to provide consistent implementation of all elements of Policy 6000.2 when transitioning and assigning students in grades K-12.  Creates a plan to consistently access and utilize all available tools, reports and databases needed to verify and document students' individual transition and/or progression needs.	Utilize only select elements of Policy 6000.2 when transitioning students.  Apply only select elements of Policy 6000.2 rules when transitioning and assigning students in grades K-12.  Utilize only select tools, reports, and databases needed to verify and document students' individual transition and/or progression needs.	Identify, defines and discusses all essential elements of the Policy 6000.2  Identify Policy 6000.2 when transitioning and assigning students in grades K-12.  Identify only select tools, reports, and databases needed to verify and document students' individual transition and/or progression needs.	Limited or no evidence of elements of Policy 6000.2 utilized when assigning student.  No knowledge of Policy 6000.2 when transitioning and assigning students in grades K-12.  Limited or no knowledge of tools, reports, and databases needed to identify and verify students' individual transition and/or progression needs.

1.4 Desired Outcome: Culturally Responsive Teaching. Demonstrate cultural competency/sensitivity, diversity inclusion, and gender-responsiveness through equitable and research based instructional strategies/activities with the specific integration of state mandates: African-American History, the History of the Holocaust, Women Contributions and Hispanic Contributions to American History, as well as other areas of diversity. Demonstrate an instructional approach that engages students intellectually from a student-centered perspective while creating an environment that reflects and fosters cultural, racial, gender, religious and linguistic diversity.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Collects and analyzes current student assessment results and correlates data with appropriate equity-based	Collects student data from three sources. Shares and discusses student data with colleagues to predict and	Reviews results of student data collected from colleagues. Fails to make the connection between	Receives data from colleagues, Does not use data to determine student needs and



prevention, curriculum and strategies. Facilitates and supports colleagues to identify trends, patterns, and root causes using two or more sources of data. Plan, prepare and implement equity-based /prevention curriculum with fidelity.	determine student needs, modifies instruction and intervention as needed. Teachers plan and prepare facilitation of equity-based prevention and intervention strategies.	student needs and learning. Implementation is inconsistent.	learning. No planning or implementation.
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1.5 Desired Outcome: Equity and Access. Teachers and school leaders ensure equity and inclusion by identifying, respecting, and attending to the diverse strengths and unique challenges of all the students they serve.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Identify, implement and evaluate appropriate differentiated instructional strategies, services, and resource distribution to respond effectively to the diverse needs of students, with the aim of ensuring that all students can learn and thrive.	Develop differentiated instructional strategies, services, and resource distribution to respond effectively to the diverse needs of students, with the aim of ensuring that all students can learn and thrive.	Identify differentiated instruction strategies, services, and resource distribution to respond effectively to the diverse needs of students, with the aim of ensuring that all students can learn and thrive.	Limited or no evidence of planning or implementation.

1.5a Desired Outcome: Early Childhood Equity and Access. Participants will design, implement, and assess strategies to create an equitable and caring community of engaged early childhood learners.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Identify, implement and evaluate prescriptive Tier 1 equitable interventions.  Identify, implement and evaluate prescriptive Tier 2	Implement Tier 1 generalized strategies.  Implement Tier 2 moderately intensive and focused interventions	Identify and select Tier 1 generalized strategies (which includes developmental, cultural and linguistically appropriate activities) formally taught and practiced on a large scale in a systematic	Limited or no evidence of planning or implementation.

<p>moderately intensive and equitable interventions.</p> <p>Implement and evaluate Tier 3 highly intensive, equitable, and individual interventions.</p> <p>Implement effective positive equitable intervention techniques and strategies.</p> <p>Evaluate and revise the Individual Positive Behavior Plan based on Head Start Conscious Discipline.</p>	<p>Implement Tier 3 highly intensive, focused, and individual interventions.</p> <p>Analyze individual data to select, implement, and teach proactive intervention strategies/ replacement skills. Develop an Individual Positive Behavior Plan based on Head Start Conscious Discipline concepts.</p> <p>Cultivate positive reciprocal relationships with parents that incorporate respect for cultural norms and family dynamics.</p> <p>Strengthen home-school connections by communicating the academic and social benefits of the early childhood program.</p>	<p>and equitable manner on an ongoing basis.</p> <p>Identify and select Tier 2 moderately intensive and equitable interventions (which includes supplemental academic instruction, simple functional behavior strategies) formally taught and practiced on a small group of students who do not respond to Tier 1.</p> <p>Identify and select Tier 3 highly intensive, equitable, and individual interventions (which includes authentic academic assessments and unique behavior plans) formally taught and practiced on individuals who do not respond to Tier 2 interventions.</p> <p>Identify and select data collection methods for assessing equitable access for all students.</p>	
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1.6 Desired Outcome: Drop Out Prevention/Department of Juvenile Justice. Educators will exhibit a shared understanding of trauma, the impacts of trauma on learning, and speak a common language pertaining to the conditions of trauma. They will acquire shared trauma-related skills, behave consistently and in unison toward trauma-impacted students.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Develop, implement, and evaluate effective strategies that have the most positive impact demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.	Develop and implement effective strategies that have the most positive impact on demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.	Identify effective strategies that have the most positive impact on demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.	Limited or no evidence of planning or implementation on demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.

1.7 Desired Outcome: Health and Wellness. Participants will be able to implement policy 5315 and apply strategies to effectively engage and communicate to students the knowledge/skills they need to acquire to recognize and avoid risky, unhealthy, and consequential sexual behavior.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Collects and analyzes Current student assessment results and correlates data with appropriate prevention curriculum/ strategies. Facilitates and supports colleagues to identify trends, patterns and root causes using four or more sources of data.	Collects student data from three sources. Shares and discusses student data with colleagues to predict and determine student needs, modifies instruction as needed. Teachers plan and prepare facilitation of prevention strategies.	Reviews results of student data collected from colleagues. Fails to make the connection between student needs and learning. Implementation is inconsistent  Identify Policy 5315 rules and processes for grade levels K-12.	Receives data from colleagues, does not use data to determine student needs and learning.  No planning or implementation.  No knowledge of BCPS Policy 5315 Family

<p>Plan, prepare and implement prevention curriculum with fidelity</p> <p>Monitors progress, implementation and effectiveness using multiple sources of formative data (quarterly) to analyze change in student behaviors</p> <p>Effectively applies and plans to provide consistent implementation of all policy 5315 rules and processes for grade K-12</p>	<p>Apply Policy 5315 rules and processes for grade levels K-12.</p>		<p>Life and Human Sexuality.</p>
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1.8 Desired Outcome: Juvenile Justice Education and Services: Florida State Statute 1003.52 outlines how youth detained by the Department of Juvenile Justice are to be educated and are to be afforded the same access to educational/vocational opportunities, resources, and services as their counterparts in traditional and alternative schools/centers.

**Performance Indicators**

Level 4	Level 3	Level 2	Level 1
<p>Illustrates evidence and produces documentation of affording the same educational opportunities and services to DJJ youth via credits earned, awarding of high school diplomas through varying diploma options, post-secondary options, career preparation, vocational options, mentoring services, field trips, job fairs.</p>	<p>Demonstrates satisfactory implementation of educational services to DJJ involved youth.</p> <p>Satisfactory monitoring of programs that offer educational services to DJJ involved youth.</p> <p>Applies Florida State Statute 1003.52 to adequately to meet the educational needs of DJJ involved youth</p>	<p>Demonstrate marginal evidence of providing DJJ involved youth with district and state approved courses/curriculum, extra-curricular activities, academic resources, and wrap-around-services.</p> <p>Partial understanding of and application of Florida State Statute 1003.52.</p>	<p>Exhibits minimal or no evidence of providing DJJ involved youth with district and state approved courses/curriculum, extra-curricular activities, academic resources, and wrap-around-services.</p> <p>No knowledge of Florida State Statute 1003.52.</p> <p>Limited or no knowledge of educational practices</p>

District and state resource to promote best practices in education of DJJ involved youth			and needed services for DJJ involved youth.
Full implementation of Florida State Statute 1003.52.			

**School-based leadership and staff (Family and Community Engagement)**

**2.0 DESIRED OUTCOME:** School-based leadership and relevant staff will implement skills acquired through the engagement courses to effectively engage families by amplifying family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure efficacious response to stakeholder needs.

**Performance Indicators**

Level 4	Level 3	Level 2	Level 1
Participants have developed greater awareness of effectively establishing deeper partnerships with parents/ caregivers and stakeholders. Participants have developed more knowledge and skills needed to amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs. Participants are aware of the Districts Strategic Plan 2024, Initiative 5: Family & Community	Participants have developed greater awareness of effectively establishing deeper partnerships with parents/ caregivers and stakeholders. Participants have developed more knowledge and skills needed to amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs. Participants are aware of the Districts Strategic Plan 2024, Initiative 5: Family & Community	Participants are aware of how to effectively establish deeper partnerships with parents/ caregivers and stakeholders, but do not have the knowledge needed to amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs without assistance from FACE staff. They are aware of the Districts Strategic Plan 2024, Initiative 5: Family & Community Engagement but are not yet fully able to follow	Participants are aware of how to effectively establish deeper partnerships with parents/ caregivers and stakeholders, but do not have the knowledge needed to amplify family and community voice with equitable, multi-directional communication, sustained engagement, calls to action, and feedback loops to ensure a relevant response to stakeholder needs.

Engagement and apply majority of the Family and Community Engagement key tactics to improve their school's culture with continuous evaluation and improvements. Additionally, each participant possesses the skills and knowledge to provide training and guidance to others.	Engagement and apply some of the Family and Community Engagement key tactics to improve their school's culture.	through with applying key tactics to improve their school's culture.	
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<b>Data Collection Plan: Teacher</b>			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PD Management System Feedback Attendance	1x/workshop	Facilitator
2. Participants' Learning	Pre/Post Tests	1x/workshop	Facilitator
3. Organizational Supports	District records of communication with school administrators	1x/year	District staff
4. Participants' Practice	District resources and databases, including RTI team, Social Work, E&D, Guidance, TERMS, BASIS	1x/week	Facilitators, school and District administrators
5. Student Outcomes	Transitions to appropriate placements Increased attendance at school Continued progression vs. retention Graduation rate	Yearly or as needed	Facilitators, School-based and district stakeholders

## Evaluation Plan

<b>Level 1. Participant Reactions</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators Leadership Staff Support Staff Community Liaisons	PD Management System Feedback Attendance	Summary of PDMS Feedback Summary of attendance
<b>Level 2. Participant Learning</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators Leadership Staff Support Staff Community Liaisons	Pre/Post Tests	Analysis of pre/post test results
<b>Level 3. Organizational Support</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators Leadership Staff Support Staff Community Liaisons	District records of communication with school administrators	Annual summary of district support provided to administrators
<b>Level 4. Participants' Use of New Knowledge and Skills</b>		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators Leadership Staff Support Staff Community Liaisons	District resources and databases, including RTI team, Social Work, E&D, Guidance, terms, CARES, BASIS	Annual summary of staff implementation Annual analysis of data
<b>Level 5. Student Learning Outcomes</b>		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators Leadership Staff Support Staff Community Liaisons	Transitions to appropriate placements Increased attendance at school Continued progression vs. retention Graduation rate	Annual summary of student outcomes / data