

Pioneer Middle School - 2023-2024 School Wide Equity Plan

An equitable school provides the climate, process, and content which enables students and staff to perform at their highest level. An equitable school ensures successful outcomes by providing equitable resources, employing appropriate strategies for each student, and eliminating barriers to opportunity. The equitable school:

- Has a clear mission committed to equitable access, processes, treatment, and positive outcomes for all students, regardless of race, gender, national origin, sexual orientation, disability, or socioeconomic status.
- Provides an inclusive visual environment – halls, displays, and classrooms exhibit pictures and information about diverse students and cultures.
- Reflects and works in collaboration with the various socioeconomic, racial, ethnic, language, gender, and disability groups within the school community.
- Works in partnership with parents, the business community, and civic and community organizations to enrich the curriculum, provide consistently high expectations for all students, and develop support and opportunities for all students.

Part 1- Equity Audit

Step 1: Complete Equity Audit with School Improvement Team and Equity Liaison

Please use the questions below to assist in conducting a comprehensive equity audit of your site. Only the members of the site Equity Team should complete the audit. **The site Equity Liaison should lead the Equity Team; membership should include the Principal/ Director or their designee, a Guidance Counselor, an ESE representative or behavior specialist, the site's prevention liaison or HRC advisor, and a department chair or curriculum leader.**

After completing each section, tally “No” and “Needs Attention” responses.

School Information	
School Name: Pioneer Middle School	Region: South
Principal Name: Robert Pappas	Region/ Associate Superintendent: Alan Strauss
Equity Liaison Name: Tennille Martinez	
School Equity Team	
Name: Marcela Mansur	Position: <i>Assistant Principal</i>
Name: Janet Mendez	Position: <i>Literacy Coach</i>
Name: Fernanda De La Garza	Position: <i>Guidance Counselor</i>
Name: Sylvia Saco	Position: <i>Teacher</i>

SECTION 1: SCHOOL ORGANIZATION/ADMINISTRATION			
Criteria/ Questions	No	Yes	Needs Attn.
1. Are school administrator(s) able to identify equity issues and trained to provide leadership in developing alternative strategies to achieve excellence and equity among staff and students?		X	
2. Is there a team or advisory committee that coordinates school improvement and assures equity compliance in all phases of school management?		X	

3. Have interpreters been identified for the varied languages present in the school community?		X	
4. Are enrollments monitored in special education and gifted and talented programs for disproportionate representation of one racial or ethnic group or by gender?			X
5. Is data regularly collected, disaggregated, and analyzed in the following areas and by different racial/ethnic/ gender groups? (Check all which apply) _____ Course level enrollment _____ Grade point average/ achievement scores _____ Standardized test scores _____ Student discipline, suspensions, and expulsions _____ Cross-cultural friction and harassment _____ Participation in school activities and honors		X	
6. Have policies or programs been implemented to respond to this data?			X
7. Have curriculum and/or instructional strategies been modified because of data analysis combined with anecdotal and other information?			X
8. Are values of equity, fairness, and inclusion modeled by all school staff?			X
SECTION 1 SUBTOTAL	0	4	4
SECTION 2: SCHOOL CLIMATE & DISCIPLINE			
1. Do bulletin boards, displays, hall decorations, classrooms, and other offices reflect the student population (gender, race, ability, age, etc.)			X
2. Does the interaction of school staff with each other, students, and parents, convey a respect of people regardless of race, ethnicity, language, gender, disability, age, religion, or socioeconomic status?		X	
3. Are special efforts made to achieve classroom integration when students self-segregate in the classroom (e.g., teams for contests, groups for instruction, other forms of classroom organization?)		X	
4. Is the code of conduct applied fairly and equitably to all students?		X	
5. Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?			X
6. Do all segments of the school community attend and participate in school events including athletic, dramatic, service, PTA/PTO, etc.?		X	

7. Are school emblems, mascots, team names, and other symbols free from racial, ethnic, gender, or disability bias?		X	
8. Does the library/media center have recent visual, print, and non-print materials which accurately provide information about genders of varied groups in traditional and non-traditional roles?		X	
9. Are materials, notices, and other school communication available in multiple languages, Braille, or audio versions as required?		X	
SECTION 2 SUBTOTAL	0	7	2
SECTION 3: STAFF			
1. Are all students talked to in the same manner and held to consistent standards of behavior?			X
2. Are discipline infractions and praise distributed equitably in the classroom?		X	
3. Are students given access to resources, facilities, and academic placement dependent on individual talent, skill, and interest?		X	
4. Are acceptable standards for students' behavior, language, and dress non-discriminatory?		X	
5. Is the composition of the school staff representative of the racial/ ethnic/ gender/disability composition of the student body and larger school community?		X	
6. Are staff members of different genders, races, ethnic backgrounds, or disabilities distributed equitably across various job classifications from administration to non-certified positions?		X	
7. Are all staff members familiar with the varied demographic groups and neighborhoods in the school?		X	
8. Do staff members communicate well and on a regular basis with staff members from other ethnic, racial, language, gender, or disability groups?		X	
9. Have all staff members received in-service training to recognize strategies for countering bias?			X
10. Are members of the instructional staff permitted to use personalized instructional methods to meet diverse student needs and learning preferences?		X	
11. When staff members are assessed, are competencies in educational equity an integral part of their performance?		X	
12. Are people at different job levels, paid or volunteer, treated with comparable respect?		X	

SECTION 3 SUBTOTAL		10	2
SECTION 4: ASSESSMENT/PLACEMENT			
1. Are multiple instruments used for student assessment, including performance measures?		X	
2. Is all assessment data analyzed according to individual student progress, as well as disaggregated patterns and outcomes, by race, gender, ethnicity, disability, socioeconomic status, and geographic location?			X
3. Are assessment procedures available which accommodate English learners and students with disabilities?		X	
4. Are all levels of classes, including special education, vocational education, and gifted and talented programs, comprised of students who proportionately reflect the diversity within the overall student population?		X	
5. Is guidance and counseling provided to encourage all students to take higher level courses, particularly in the critical areas of honors/gifted, STEM, AP, and IB courses?		X	
SECTION 4 SUBTOTAL		4	1
SECTION 5: PROFESSIONAL LEARNING			
1. To ensure flexible, heterogeneous, and integrated grouping within classes, are teachers exposed to a variety of instructional approaches to meet differing learning preferences and foster both competitive and cooperative skills?			X
2. Are relevant equity issues infused throughout all professional learning activities?			X
3. Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training regarding educational equity issues and concerns relevant to specific populations?			X
4. Are staff members trained to identify equity needs and to use instructional methods to meet the learning preferences of diverse students and groups?			X
5. Are translators or sign language interpreters available for participants in staff development who are from language minority or disability groups?		X	
6. Is content training offered to provide staff with curricular information and knowledge of multicultural print, non-print, and human resources available to enhance educational equity?			X
7. Do staff members receive training in cross-cultural communication and group processes to increase their effectiveness in working with diverse populations?			X

8. Are critical educational issues addressed in ways that do not stereotype or stigmatize groups?		X	
9. Are presenters and facilitators of in-service programs representative of the gender, racial, ethnic, and disability composition of the school system?		X	
10. Is professional learning delivered in ways which model techniques and authentic perspectives which are relevant to the diverse groups in the school community?			X
SECTION 5 SUBTOTAL		3	7
SECTION 6: STANDARDS AND CURRICULUM DEVELOPMENT			
1. Do recommended instructional materials reflect, as much as possible, the experiences and perspectives of all genders and diverse cultural groups?		X	
2. Are the teachers' classroom activities and examples multi-cultural, according to race, ethnicity, languages, gender, and disability?		X	
3. Does the teacher use classroom lessons to increase awareness and counter the past effects of bias and discrimination?			X
4. Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?			X
5. Are people with disabilities shown in the curriculum actively interacting with both people with and without disabilities?		X	
6. Does the curriculum suggest ways to examine the perspectives and contributions of people of color and women in every subject area, especially in Mathematics, Science, Social Studies, History and English?			X
7. Are teachers encouraged to use and provide examples of materials produced by women, people of color, and people with disabilities as part of the curriculum?		X	
8. Are lists and descriptions of resources (i.e., community organizations, parent volunteers, events historical sites, etc.) provided to reinforce curriculum relevant to the experiences and contributions of diverse cultural groups?			X
SECTION 6 SUBTOTAL		4	4
TOTAL		35	20

Equity Plan of Action – Part II

Step 2: In collaboration with the Leadership Team, review the total for each section of the audit.

Based on the highest number of “No” and “Needs Attention” responses, list any sections that need attention in building your equity plan and goals. You may use the information below, in addition to the school-wide equity audit, to help guide your creation of 3 SMART goals, action steps and methods of evaluation:

- **Student Learning and Achievement**
- **Student Behavior and Discipline**
- **Student Engagement**

Step 3: In collaboration with the leadership team, record your goals, action steps, and methods of evaluation in the Equity Action Plan Template.

Equity Action Plan Template*		
Develop and record SMART goals and action steps based on information from your Equity Audit to support three areas of focus: <i>Student Learning and Achievement, Student Behavior and Discipline, and Student Engagement.</i> All goals and action steps should support and improve equitable practices while promoting student achievement. Please use the District Attendance Dashboard and FAST PM Performance and Participation Dashboard available on the Research, Evaluation, and Accountability Sharepoint, as well as data sets available in BASIS to construct your SMART goals. For support, please reach out to your Equity Advisor or the Diversity Team via email to DiversityTeam@browardschools.com.		
Focus Area	Goals and Action Steps	1. How will you evaluate the effectiveness of your action steps? 2. What baseline data will you use?
Student Learning and Achievement	SMART Goal: Improve student proficiency by 5% in Algebra and Biology classes for 2024 EOC assessments.	1. Proficiency growth and learning gains on Common Assessments 2. Algebra and Biology EOC performance results from previous school year
	Action Steps: 1. Identify students in need of additional support by analyzing assessment data. 2. Schedule and promote before-school tutoring sessions for identified students. 3. Monitor student attendance and participation in tutoring sessions. 4. Continuously assess student progress through data analysis and adjust tutoring strategies accordingly.	

	5. Provide regular feedback to students and parents on their academic growth.	
Student Behavior and Discipline	SMART Goal: By June 2024, disproportionate Office Discipline Referral (ODR) rates for Black/African American students will be reduced from (1.94) to (0.94).	1. Evidence by number of ODRs in BASIS Behavior Dashboard 2. Baseline data is derived from previous school year's ODR rates.
	Action Steps: 1. The administrative team will meet bi-weekly with students to deliver Suite 360 lessons on strengthening relationships and deepening a sense of belonging. 2. Administration will meet with a diverse group of students monthly to provide an opportunity to share their perspectives, provide feedback, and share ideas and concerns. 3. Supporting staff members with disproportionate amount of ODRs with peer-to-peer support or coaching based on the level of need.	
Student Engagement	SMART Goal: By June 2024, 90% of Peer Counseling students will implement at least three “No	1. Effectiveness of the action steps will be demonstrated by project/activity completions and the overall representation of student body

	Place for Hate” diversity-focused events or initiatives at Pioneer Middle School.	2. Baseline data will be determined on previous year’s activity completion rate.
	Action Steps: 1. Students will work closely with Peer Counseling/No Place for Hate teacher and Facilitator. 2. Activities will be derived from “No Place for Hate” activity suggestions with a focus on kindness, inclusivity, and diversity. 3. Quarterly planning, implementation, and tracking of No Place for Hate activities.	