

2024- 2025 School-Wide Equity and Prevention Plan

Equitable schools provide all students with a safe and supportive environment that enables them to reach their highest potential. The climate, process, and content ensure successful outcomes by providing appropriate resources, employing culturally competent strategies, and eliminating barriers to opportunity. The equitable school:

- Has a clear mission committed to optimizing opportunities for all students, regardless of age, color, disability, neurodivergence, expression, genetic information, marital status, national origin, language ability, race, religion, sex, or orientation;
- Provides a welcoming and positive environment where visual displays and supplemental materials present diversity in inclusive, non-stigmatizing, and affirming ways; and
- Works in partnership with parents, guardians, and caregivers, and the community at large to provide consistent support for all students, to enrich the experiences of students, and lead to improved and enhanced student outcomes.

According to the Diversity Committee Policy, the School Board of Broward County believes “that educational equity should be promoted to ensure equitable opportunities and resources to meet the needs of all students.” To facilitate this vision, each school principal is tasked, as part of the Anti-Bullying Policy, with designating a liaison to act as the Equity, Diversity, and School Climate Department contact and disseminator of prevention related resources. The Equity & Prevention Liaison collaborates with their site’s administration to:

- Facilitate the completion of an audit and use that information, with other relevant data, to construct SMART goals and an action plan;
- Operationalize the plan of action by identifying and using data-aligned, appropriate district resources that support diversity, wellness, substance use prevention, and violence prevention; and
- Monitor their site’s progress by reporting on and updating the plan as necessary.

As part of the school’s School Improvement Plan, the Equity & Prevention Liaison will submit their site’s School-Wide Equity and Prevention Plan.

The plan consists of two sections: the audit, and the goals and action plan. Both sections must be uploaded as a single PDF to BCPS Central and should be updated as necessary following all SAC procedures and applicable district policies.

Part 1- School-Wide Audit

Using the questions below, the Equity and Prevention Liaison will facilitate the completion of a comprehensive audit. Only the members of the site Equity and Prevention Team are asked to participate with the completion of the audit. The Equity and Prevention Team should consist of the Equity and Prevention Liaison and the site Principal/ Director, and a representative from the following groups: Guidance, Exceptional Student Education (such as the Inclusion Champion or Behavior Specialist), PBIS Contact, RTI Contact, and Academics (such as a Literacy, Math, or Science Coach or Curriculum Leader). SAVE Promise Champions, Mentoring Coordinators or Site Directors, Peer Counseling Teachers, or Human Relations Council Advisors can also be invited to participate as members of the Equity and Prevention Team.

After reviewing each section, go item by item deciding if “yes” this occurs at your site or “no” this does not occur at your site. For an item to be “yes” the practice must be done consistently, across multiple spaces on your campus. On the final audit, there should be no tally marks or counts for yes or no. The final audit should indicate the consensus, either a yes or no for each item. Remember the audit is non-evaluative; it is meant to open discussions about equity and prevention.

School Information	
School Name: South Plantation	Zone: South Plantation
Principal Name: Christine Henschel	Regional Associate Superintendent: Dr. Ted Toomer
Equity & Prevention Liaison Name: Daneen J. Brown	
Equity and Prevention Team Members	
Name: Jhanal Davis	Guidance
Name: Ryan Manuell	Exceptional Student Education
Name: Dahiana Icardo	PBIS Contact
Name: Carolyn Johnson	RTI Contact
Name: Stephanie Williams	Academics ELA Literacy Coach
Name: Erin Thomas	Position: Peer Counseling
Name: Jessica Overstreet	Position: Social Worker

School-Wide Audit		
Section 1: Diversity		
	Yes	No
Are activities and events facilitated in culturally competent ways?		
Are all levels of classes comprised of students who proportionately reflect the diversity within the overall school?		X
Are all staff members responsive to the varied needs of demographic groups and communities in the school?		X
Are critical educational issues addressed in staff meetings, PLCs, data chats, and other spaces in ways that do not stereotype or stigmatize?	X	
Are enrollments in advanced courses, innovative or special programs monitored for disproportionate representation of one racial/ethnic or cultural group or by sex?	X	
Are issues of access and equity, and topics of community concerns/needs a regular part of faculty meetings and department PLCs?		X
Are the supplemental materials and books in the media center culturally inclusive, and non-stigmatizing and unbiased in their representation of diverse people?	X	
Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?		X
Do staff at different paid or volunteer job levels feel that a culture of respect exists within the school?	X	
Do staff members engage in healthy, productive, and respectful professional interactions with other staff members from culturally diverse backgrounds?	X	
Do enrollments in advance courses, and innovative and special programming proportionately reflect the diversity within the overall student population?		X
Does staff structure activities to promote the development and exercise of leadership skills among all students, including racially, culturally, and linguistically diverse students?	X	
Does the interaction of school staff with each other, students, families, and community members convey a respect for people regardless of their identity or background?	X	
Does the visual environment, including online school portals, virtual and in-person classrooms, bulletin		

boards, displays, hall decorations, and offices, who diverse students of varied racial, ethnic, language, expression, orientation, cultural groups, and people with disabilities in a variety of roles?		X
Have interpreters and translators been identified for the varied languages present in the school community to facilitate two-way communication between families and school staff?	X	
Have procedures been implemented to respond to data indicating disproportionalities related to enrollments in advance or innovative programs?		X
Is guidance and counseling provided to inform parents and encourage all students to take advanced courses, or to participate in innovative, or special programs?	X	
Reflection		
<p>After reviewing the items in this section, identify one (1) area indicated as a “no” that can be addressed in the site’s plan of action for this year. What needs to happen to make this item a “yes”? What potential obstacles exist? What potential resources are needed? What structures are already in place to make this change happen? Please address all elements in your written response in the space below.</p>		
<ul style="list-style-type: none"> • <i>After reviewing the items in this section, the focus areas for this year's site plan of action include offering activities and events that are facilitated with cultural competence, as well as ensuring that all class levels reflect the overall diversity of the school.</i> • <i>To support this effort, faculty and staff should engage in culturally competent professional development and deliver instruction that is relevant to diverse cultures.</i> • <i>Potential challenges include Resistance to Change as some faculty and staff may resist new approaches, preferring traditional methods, faculty may have limited knowledge of different cultures, leading to misunderstandings or misrepresentations and a lack of school wide commitment to diversity and inclusion can limit resources and support for culturally competent practices.</i> • <i>Potential resources needed may include professional focused on cultural competence, diversity, and inclusion, provide tools for assessing cultural competence and the effectiveness of culturally responsive teaching methods and establish platforms for faculty to collaborate and share experiences, such as regular discussion groups, and employ diversity officers or coordinators who can provide expertise, resources, and support to faculty.</i> • <i>The current structures in place to address this area of concern include, an equity liaison has been designated and the School Counseling office is actively working towards ensuring that all class levels reflect the overall diversity of the school.</i> 		

Section 2: Engagement		
	Yes	No
Are staff equipped with the skills, knowledge, and expertise to develop partnerships with families that are built on trust and respect, and enhance students' learning and well-being?		X
Are the activities and programs on campus inclusive and responsive according to the diverse identities and needs of students and the overall school community?	X	
Do all segments of the school community participate in and are encouraged to attend school events (including service-learning or volunteer opportunities, PTA/PTO, etc.)?	X	
Do teachers and staff collaborate regularly with families regarding the expectations for student academic progress and achievement, behavior, and overall wellness?	X	
Does the school ensure that families have access to information, virtually and in person, in simple plain language that they can understand?	X	
Does the school invite families to share their expertise and incorporate students' and families' funds of knowledge?		X
Does the school provide avenues for families and other community members of diverse backgrounds to advocate for their students and help students to develop their abilities and obtain needed resources?	X	
Does the school reach out to families of students to address potential barriers that students may experience in accessing their educational learning?	X	
Reflection		
<p>After reviewing the items in this section, identify one (1) area indicated as a “no” that can be addressed in the site’s plan of action for this year. What needs to happen to make this item a “yes”? What potential obstacles exist? What potential resources are needed? What structures are already in place to make this change happen? Please address all elements in your written response in the space below.</p>		
<ul style="list-style-type: none"> After reviewing the items in this section, the focus area for this year's site plan of action includes inviting families to share their expertise and incorporate students' and families' funds of knowledge? To support this effort the school can host events that encourage family participation, such as workshops, cultural nights, or 		

“sharing circles” where families can showcase their skills and traditions, recognize and celebrate the contributions of families through events, displays, or newsletters, reinforcing the value of their expertise and acknowledge that families bring a wide range of experiences and expertise, including cultural knowledge, professional skills, and community resources.

- **Potential Challenges** may include: Language differences or varying levels of literacy may hinder effective communication with families, making it difficult for them to engage; previous negative experiences with schools or institutions may lead to skepticism about the school’s intentions, causing families to withdraw from involvement; families may have busy schedules or work commitments that make it challenging to attend school events or contribute their knowledge and lastly ensuring that all families, especially those from marginalized backgrounds; have equal opportunities to share their expertise can be challenging.
- **Potential Resources Needed** may include creating multilingual newsletters, and community boards to keep families informed and engaged; organize inclusive events such as workshops, cultural fairs, or “family sharing” nights; implement surveys or suggestion boxes for families to provide input on how they would like to contribute to the school; collaborate with local cultural organizations or experts who can help facilitate connections; develop initiatives to celebrate family contributions, such as certificates, highlights in newsletters, or acknowledgment during school events.
- **The current structures** *Paladin weekly newsletter exist but is not multilingual.*

Section 3: Prevention

	Yes	No
Are acceptable standards for students' behavior (both in person and online), language, and dress non-discriminatory?		X
Are all students held to high expectations and met with a high level of support?		X
Are consequences for student actions, such as discipline infractions and praise, distributed equitably?		X
Are consequences for violating school procedures taught to students using evidence-based strategies (e.g., restorative practices, culturally responsive PBIS, etc.)?		X
Are current needs of the school community frequently assessed (e.g., food, transportation, housing, physical health, and overall-wellness)?	X	

Are the prevention programs at your school offered in inclusive, non-stigmatizing, and affirming ways?	x	
Are there established areas of recognition and processes for honoring students' contributions, growth, achievements, and services?	X	
Are there opportunities to enable racially, culturally, and linguistically diverse students to develop leadership skills in problem-solving and intergroup communication?	X	
Are values of fairness and inclusion modeled by all school staff?		X
Do staff nurture student self-esteem through the study of student backgrounds, languages, and cultures?		X
Do staff set expectations, teach, and reinforce positive behaviors; support students to get back on track; and hold all students to consistent standards of behavior?	X	
Do most students and families participate in the prevention programs at your school?		X
Do you know the active prevention programs at your school?	X	
Does staff facilitate diverse student representation in curricular, extracurricular, and co-curricular activities?	X	
Does the school collaborate with families and community partners to align strategies for supporting students' overall well-being?	X	
Does the school encourage cooperation between students?	X	
Does the school facilitate diverse student involvement in curricular, extracurricular, and co-curricular activities?	X	
Does the school have a clear mission or vision statement regarding educational equity?	X	
Does the school staff work to develop non-academic, personal connections with each student?		X
Does the school use restorative approaches to support the overall well-being of students and staff?	X	
Have all staff received trauma-informed training to support student success and well-being using restorative practices?		X
Is staff able to name or identify for students who can help them with bullying?	X	
Is staff able to name or identify for students who can help them with de-escalation?	X	
Is staff able to name or identify for students who can help them with mental health resources?	X	
Is staff able to name or identify for students who can help them with substance use prevention?	X	

Is staff able to name or identify for students who can help them with suicide prevention?	X	
Is staff able to name or identify for students who can help them with violence prevention?	X	
Is staff able to name or identify for students who can help them with wellness?	X	
Is the code of student conduct applied fairly and equitably to all students?	X	
Is the language used by staff free from stereotypes about people or groups?	X	
Is the leadership team positioned to identify potential gaps in access and to respond appropriately?	X	
Reflection		
<p>After reviewing the items in this section, identify one (1) area indicated as a “no” that can be addressed in the site’s plan of action for this year. What needs to happen to make this item a “yes”? What potential obstacles exist? What potential resources are needed? What structures are already in place to make this change happen? Please address all elements in your written response in the space below.</p>		
<ul style="list-style-type: none"> • <i>After reviewing the items in this section, the focus area for this year's site plan of action to address if consequences for student actions, such as discipline infractions and praise, are distributed equitably?</i> • To support this effort <i>the should could provide professional development for educators on equity in discipline practices, helping them recognize biases and implement fair responses to behavior; implement restorative justice approaches that focus on understanding the impact of actions, promoting accountability, and fostering dialogue between students rather than solely punitive measures; utilize frameworks like PBIS (Positive Behavioral Interventions and Supports) to promote and reward positive behaviors consistently across the school and tailor disciplinary and praise strategies to be culturally relevant, recognizing and valuing diverse backgrounds and experiences in the school community.</i> • Potential Challenges <i>Educators may unconsciously hold biases that affect their perceptions of students, leading to inconsistent application of discipline and praise based on race, gender, or socioeconomic status; different cultural backgrounds may influence how behavior is perceived and responded to, making it challenging to find a universally equitable approach. Faculty and staff may be resistant to adopting new approaches that promote equity, preferring familiar disciplinary methods that may not be equitable.</i> • Potential Resources Needed <i>may include Professional development focused on equity, implicit bias, restorative practices, and culturally responsive teaching to help educators recognize and address disparities; Access resources and training on restorative practices that emphasize accountability, relationship-building, and conflict resolution rather than punitive measures,</i> • Currently in place <i>Behavioral specialists to support staff in implementing equitable practices and addressing specific student needs,</i> 		

systems to collect and analyze data on discipline and praise to identify patterns and disparities among different student groups, allowing for informed decision-making; materials and programs that support social-emotional learning, helping students develop skills for managing their behavior and understanding the impact of their actions.

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Part 2- Goals and Action Plan

In collaboration with the leadership team, review the results of the audit, focusing on areas for growth. Evaluate the audit findings using applicable data, and complete the template. For the submitted plan to be evaluated as complete the plan must have: three (3) SMART goals, action steps, a plan for monitoring and evaluating progress, and aligned data. The focus of these goals should be affective and behavioral engagement. The SMART goals must be properly formatted, action steps aligned to the properly formatted goals, and the plan for monitoring and evaluation must be progressive and aligned to data. If you need support with constructing acceptable goals, please contact your zone's assigned Equity & Prevention Advisor or the Diversity Team via email to DiversityTeam@browardschools.com.

Goals and Action Plan Template*

Develop and record SMART goals and action steps based on information from the audit to support three areas of focus: Student Learning and Achievement, Student Behavior and Discipline, and Student Engagement.

All goals and action steps should support and improve equitable practices while promoting student achievement. Please use the District Attendance Dashboard, BCPS Customer and Climate Survey Dashboard, and FAST PM Performance and Participation Dashboard available on the [Research, Evaluation, and Accountability Sharepoint](#), as well as data sets available in the SIS to construct your SMART goals.

For support, please reach out to your Equity & Prevention Advisor or the Diversity Team via email to DiversityTeam@browardschools.com.

Focus Area	Goals and Action Steps	How will you evaluate the effectiveness of your action steps? What baseline data will you use?
Student Learning and Achievement	SMART Goal: <i>By May 2025 students responding favorably to “in my school a high-quality education is offered” will increase by 10% using Professional Development for Instructional Staff and Enrichment.</i>	Baseline Data BCPS Customer and Climate Survey Evaluate Effectiveness In-house student survey Evaluation of Instructional Teaching practices Data from PM1, PM2, & PM3 A decrease in D's & F's reported from Report Card BCPS Customer and Climate Survey 2025
	Action Steps: <i>Organize professional development that addresses culturally responsive instructional strategies, and recognizing implicit bias in educational practices, as well as experiential enrichment.</i>	

Student Behavior and Discipline	SMART Goal: <i>By May 2025 students responding favorably to “in my school students treat each other with respect” will increase by 10% through the use of resources and programs provide by BCPS’s Diversity and School Climate department.</i>	Baseline Data BCPS Customer and Climate Survey 2024 Evaluate Effectiveness In-house student survey No Place for Hate deliverables Participation of HRC members in county events Decline in verbal and physical altercations, as observable by SESIR BCPS Customer and Climate Survey 2025
	Action Steps: <i>Establishing A Human Relations Club Promote and participation in No Place For Hate initiatives, participate in Peace Week Integrate SEL programs into the student portals, utilize MTL peer mentorship program, conflict resolution training for Peer Counselors.</i>	
Student Engagement	SMART Goal: <i>By May 2025 students responding favorably to “My school considers students’ opinions when changing rules/policies and planning ways to improve the school” will increase by 10% through the use of pro-social clubs.</i>	Baseline Data BCPS Customer and Climate Survey 2024 Evaluate Effectiveness In-house student survey The establishment and continuation of additional pro-social clubs with evidence of club activities and impact. The establishment of the Multi-club Councils with minutes, administration response and impacts.
	Action Steps: <i>Establish clubs that reflect a diverse student population of the school.</i>	

	<i>Establish a Multi-club Council to relay student concerns to administration.</i>	
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