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: Riverside Elementary	Zone:
Principal Name: Lisa Balint	Regional Associate Superintendent:
Equity & Prevention Liaison Name: Vanessa Parker	
Equity and Prevention Team Members	
Name: Kitti Magill	Guidance
Name: Vanessa Parker	Exceptional Student Education
Name: Taylor Polanco	PBIS Contact
Name: Shanon Lindenbaum	RTI Contact
Name:	Academics
Name: Lisa Balint	Position: Principal
Name: Vinson Jones	Position: Assistant Principal

School-Wide Audit

Section 1: Diversity

	Yes	No
Are activities and events facilitated in culturally competent ways?	X	
Are all levels of classes comprised of students who proportionately reflect the diversity within the overall school?		
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	

	Yes	No
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

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.

While Riverside does have several bilingual staff members, they are all fluent in Spanish. We have a growing population of families who need translation with hatian/creole. We also do not have our flyers at the school translated into various languages. A way that we can make this a "yes" is by adding QR codes to school-wide flyers that will provide a translated version of the flyer. This should include all of the languages that our school population speaks. An obstacle that exists is the knowledge of technology surrounding creating a QR code and the the outside factor of whether or not families have th technology to use the QR code.

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	

	Yes	No
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

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.

Riverside students and families attend the family nights at school with a high rate of attendance. We do not currently host any multicultural nights where families of various backgrounds get to share about their culture or learn about other cultures to foster a better understanding and tolerance. We have a very supportive PTO that can help with the organization of the event and ask for possible donations. We also have very involved families that would love to share their culture. The barriers I could see would be possible language barriers in the communication throughout the evening.

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?		
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?		
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 vison 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		
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.		
An area of growth for Riverside staff would be with the inclusion of our ESE population in the general education setting. While many teachers are accepting and supportive of our ESE students, we do have teachers who lack the knowledge, experience, and understanding of how to instruct, accommodate, and support our ESE students. Resistance is a large obstacle when it comes to inclusion. Resistance seems to come from a lack of understanding. To help with this, our ESE team can provide professional development during staff meetings, push into grade level team meetings, and provide instructional and behavioral strategies to our general education teachers. The ESE Specialist can provide the staff with upcoming trainings for inclusive education and add an ESE section of information on the weekly staff newsletter. The ESE section can provide ESE eligibility information, upcoming PDs being offered, outside resources, and more specific information about IEPs and accommodations.		

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:** By May 2025, students responding favorably to "I choose topics for my projects." Will increase by 5% through the use of professional development in instructional strategies to increase student achievement.	Survey results Teacher check-in Data chats
	Action Steps: Survey the teachers to determine if students are able to have autonomy in their projects. Provide PD in project-based learning. Push into team meetings to discuss benefits of student-centered assignments and student-created rubrics.	

Student Behavior and Discipline	**SMART Goal:** By May 2025, students responding favorably to "Students treat each other with respect." will increase by 7% through the use of professional development in instructional strategies to increase student achievement.	Student surveys Administrative walkthroughs Teacher surveys Behavior evaluations Trainings/PDs Safety team meetings/presentations
	Action Steps: Provide different trainings for teachers to attend to develop skills in monitoring and implementing positive behavior plans. Establish a school behavior plan that supports positive behavior within the school.	
Student Engagement	**SMART Goal:** By May 2025, students responding favorably to "Teachers ask what I think about school." will increase by 8% through the use of professional development in instructional strategies to increase student achievement.	Encourage joining student clubs Student surveys Teacher surveys Parent surveys Meetings with student council
	Action Steps: Invite students to join clubs that promote student inclusion and provide opportunities for students to have a voice. Allow students to develop a sense of identity within their school by embracing social/emotional success.	