2024- 2025 School-Wide Equity and Prevention Plan

Part 1- School-Wide Audit

School Information	
School Name: Coral Park Elementary	Zone: North
Principal Name: Camille Pontillo	Regional Associate Superintendent: Martha Perez
Equity & Prevention Liaison Name: Yolanda Garcia	

Equity and Prevention Team Members		
Name:	Jessica Panchoo	Guidance
Name:	Stephanie Ramage	Exceptional Student Education
Name:	Shantell Curry	PBIS Contact
Name:	Hoanca Schnider	RTI Contact
Name:	Laura Worthington	Academics
Name:	Jennifer Letvinchuk	Position: Autistic Coach
Name:	Ana Tio	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?	√	
Are all staff members responsive to the varied needs of demographic groups and communities in the school?	√	
Are critical educational issues addressed in staff meetings, PLCs, data chats, and other spaces in ways that do not stereotype or stigmatize?	√	
Are enrollments in advanced courses, innovative or special programs monitored for disproportionate representation of one racial/ethnic or cultural group or by sex?	√	

Are issues of access and equity, and topics of community concerns/needs a regular part of faculty meetings and department PLCs?		√
Are the supplemental materials and books in the media center culturally inclusive, and non-stigmatizing and unbiased in their representation of diverse people?	√	
Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?		√
Do staff at different paid or volunteer job levels feel that a culture of respect exists within the school?	√	
Do staff members engage in healthy, productive, and respectful professional interactions with other staff members from culturally diverse backgrounds?	√	
Do enrollments in advance courses, and innovative and special programming proportionately reflect the diversity within the overall student population?		√
Does staff structure activities to promote the development and exercise of leadership skills among all students, including racially, culturally, and linguistically diverse students?	√	
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?	√	
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?	√	
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?	√	
Have procedures been implemented to respond to data indicating disproportionalities related to enrollments in advance or innovative programs?	√	
Is guidance and counseling provided to inform parents and encourage all students to take advanced courses, or to participate in innovative, or special programs?	√	

Reflection

<u>Do school assemblies, special programs, and speakers reflect the diverse nature of the school and larger community?</u> The enrollment in our school becomes more diverse every school year. We have students that their language or home language are Arabic, Burmese, Chinese, Creole, Haitian French, Canadian French, Jamaican Patois, Korean, Malaysian, Portuguese, Spanish, Tamil, Telugu, Urdu, and Vietnamese. Therefore, even though we put a lot of effort in representation and creating a safe environment for all students, to find speakers for all these ethnic groups is quite challenging.

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?	√	
Are the activities and programs on campus inclusive and responsive according to the diverse identities and needs of students and the overall school community?	√	
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.)?	√	
Do teachers and staff collaborate regularly with families regarding the expectations for student academic progress and achievement, behavior, and overall wellness?	√	
Does the school ensure that families have access to information, virtually and in person, in simple plain language that they can understand?	√	
Does the school invite families to share their expertise and incorporate students' and families' funds of knowledge?	√	
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?	√	
Does the school reach out to families of students to address potential barriers that students may experience in accessing their educational learning?	√	
Reflection		
Does the school ensure that families have access to information, virtually and in person, in simple plain language that they can understand? Teachers, administration, and staff are continuously in communication with the families. Most teachers have weekly newsletter informing families about classroom news and events. The school has many activities for all families, doughnuts with parents, cupcakes and flowers with mothers, movie nights, honor assemblies, literacy night, math night, science fair, dances, etc.		

Section 3: Prevention		
	Yes	**No**
Are acceptable standards for students' behavior (both in person and online), language, and dress non-discriminatory?	√	
Are all students held to high expectations and met with a high level of support?	√	
Are consequences for student actions, such as discipline infractions and praise, distributed equitably?	√	
Are consequences for violating school procedures taught to students using evidence-based strategies (e.g., restorative practices, culturally responsive PBIS, etc.)?	√	
Are current needs of the school community frequently assessed (e.g., food, transportation, housing, physical health, and overall-wellness)?	V	
Are the prevention programs at your school offered in inclusive, non-stigmatizing, and affirming ways?	V	
Are there established areas of recognition and processes for honoring students' contributions, growth, achievements, and services? Are there opportunities to enable racially, culturally, and linguistically diverse students to develop leadership skills in problem-solving and intergroup communication?	V	
Are values of fairness and inclusion modeled by all school staff?	√	
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?	√	
Do most students and families participate in the prevention programs at your school?		√
Do you know the active prevention programs at your school?		√
Does staff facilitate diverse student representation in curricular, extracurricular, and co-curricular activities?	√	

Does the school collaborate with families and community partners to align strategies for supporting students' overall well-being?	√	
Does the school encourage cooperation between students?	√	
Does the school facilitate diverse student involvement in curricular, extracurricular, and co-curricular activities?	√	
Does the school have a clear mission or vison statement regarding educational equity?	√	
Does the school staff work to develop non-academic, personal connections with each student?	√	
Does the school use restorative approaches to support the overall well-being of students and staff?	√	
Have all staff received trauma-informed training to support student success and well-being using restorative practices?		√
Is staff able to name or identify for students who can help them with bullying?	V	
Is staff able to name or identify for students who can help them with de-escalation?	V	
Is staff able to name or identify for students who can help them with mental health resources?	V	
Is staff able to name or identify for students who can help them with substance use prevention?	V	
Is staff able to name or identify for students who can help them with suicide prevention?	V	
Is staff able to name or identify for students who can help them with violence prevention?	V	
Is staff able to name or identify for students who can help them with wellness?	V	
Is the code of student conduct applied fairly and equitably to all students?	V	
Is the language used by staff free from stereotypes about people or groups?	V	
Is the leadership team positioned to identify potential gaps in access and to respond appropriately?	V	
Reflection	██████	
<u>Do most students and families participate in the prevention programs at your school?</u> Broward schools offer parent academies that parents of our school seldom attend. This year, with the efforts of the Save Program Club, we will organize more parent trainings at our school.		

Part 2- Goals and Action Plan

Goals and Action Plan Template*		
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 give class presentations or share my work with classmates" will increase from 64% to 67% or above.**	In May 2025, the School-wide Positive Behavior Plan (SPBP) will show the evidence, the favorably increase in the Student Surveys.
	Action Steps: Students will give classroom presentations quarterly and will share their work with classmates using "whiteboards" respond boards.	
Student Behavior and Discipline	**SMART Goal: By May 2025 the percentage of Behavior Incidents for inappropriate language will decrease by 10%.**	In May 2025, the School-wide Positive Behavior Plan (SPBP) will show the evidence, the decrease of inappropriate language incidents in the school-wide Expectations Element.
	Action Steps: The School Save Promise Club through a "kind words program" will model to all students a healthy communication.	
Student Engagement	**SMART Goal: By May 2025, students responding favorably to "In my school students treat each other with respect" will increase from 51% to 57% or above.**	In May 2025, the School-wide Positive Behavior Plan (SPBP) will show the evidence, the favorably increase in the Student Surveys.
	Action Steps: The Save Promise Club will promote through different activities kindness and respect.	