

## **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: LAKESIDE ELEMENTARY	Zone: SOUTH
Principal Name: DR. RIQUELME RODRIGUEZ	Regional Associate Superintendent: ALAN STRAUSS
Equity & Prevention Liaison Name:	
Equity and Prevention Team Members	
Name: AMBER RIVERA	Guidance
Name: MICHELLE CHEMALY	Exceptional Student Education
Name: ZOE LEAL	PBIS Contact
Name: MERICIS SANCHEZ	RTI Contact
Name: MAYRE RESTREPO	Academics
Name: MARIA AMARO	Position: 5 <sup>TH</sup> GRADE TEAM LEAD
Name: RITA RODRIGUEZ	Position: AUTISM COACH

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	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?	UNKNOWN	
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	
<b>Reflection</b>		
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.		
A deeper dive needs to done into the demographics of our school and compared against placement in dual enrollment classes and grade level classes demographics. Obstacles included time needed to sit and complete the data when all office personal stay busy with day-to-day tasks. Resources needed include reports from FOCUS. Structures in place to support change is the school counseling program.		
<b>Section 2: Engagement</b>		
	<b>Yes</b>	<b>No</b>
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	
<b>Reflection</b>		
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.		
All areas are addressed; however, I believe from general experience school outreach/communication can be improved from certain school departments and creating better access to students. Extra emails/flyers/communication from these departments can address this concern. Possible obstacles included time needed to sit and complete the data when all office personal stay busy with day-to-day tasks. Structures in place to ensure change is new FOCUS communication portal, established modes of communications and parent links.		
<b>Section 3: Prevention</b>		
	<b>Yes</b>	<b>No</b>
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?	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		
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.		
Our school is very inclusive and consider an inclusive school but can occasionally still struggle with staff members not using person-first language when referring to students with ASD. Simple advocacy and workshops of person first language can address the area of concern. Structures in place to make change include advocacy from autism coach, ESE department and school counselor.		

## **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](mailto: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](mailto: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	<b>SMART Goal:</b> <i>By May 2025, students responding favorably to “I actively participate in class discussions and activities” will increase by 8%, from 79% to 85%, through the use of bell ringers.</i>	Literacy coach and administration will encourage bell ringers use as an educational measure and as a way to engage students with the material more. Baseline data will measure the effectiveness which includes customer survey data and informal results from classroom walkthroughs.
	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>Communicating data to teachers</li> <li>Communicating importance of bell ringers and adding to “look fors” during walkthroughs</li> </ul>	
Student Behavior and Discipline	<b>SMART Goal:</b> <i>By May 2025, students responding favorably to “In my school, students treat each other with respect” will increase by 30%, from 46% to 60%, through the use of CHAMP expectations.</i>	Effectiveness will be evaluated through the baseline data from customer survey as well as school discipline data from the last 3 years and comparing the results.

	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Training staff on CHAMP</li> <li>• Implementing school wide CHAMP expectations</li> <li>• Use of CHAMP Visuals</li> </ul>	
<b>Student Engagement</b>	<b>SMART Goal:</b> <i>By May 2025, students responding favorably to “My teachers ask me what I think about school” will increase by 25%, from 40% to 50%, through the use of mindful Monday’s practices.</i>	Effectiveness will be measured through anonymous survey of teacher who participate in mindful Mondays and check ins. Baseline data will include customer survey results.
	<b>Action Steps:</b> <ul style="list-style-type: none"> <li>• Sharing data with teachers</li> <li>• Encouraging and implementing mindful Mondays</li> <li>• Encouraging a check in process for teachers to student</li> </ul>	