



MASTER PLAN

Equity & Academic Attainment

2018

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Course Group Number: 39001553

Purpose

The Department of Equity & Academic Attainment is designed to address persistent opportunity gaps faced by students who struggled to find success in traditional educational environments.

Specific goals are as follows:

1. Close the achievement gap between minority males and other subgroups around indicators of early childhood readiness, academic performance, college & career readiness and graduation rates.
2. Eliminate the school-to-prison pipeline by reducing school related arrests/suspension and expulsions of minority male students.
3. Support a Three Tier Mentoring model that ensures every child will have access to a mentor.
4. Successful transition of students into an appropriate educational setting

Services:

- Student Progression and transition support for all overage students
- Department of Juvenile Justice Educational Transition Support
- Mentoring Identification, Development and Support for student success
- Course and credit recovery guidance and resources
- Instructional strategies for struggling students
- Community support, awareness and education regarding Social Justice Initiatives

Needs Assessment

Nationally, on average, African-American and Latino students are roughly two to three years of learning behind white students of the same age. Some researchers have argued that this racial achievement gap persist regardless of social class and the structural characteristics of schools. For example, Evans (2005) reflects on the data of middle-class African American and Hispanic students in suburban communities who attend well-staffed schools with ample resources and have professional parents, still showing significant disparities in achievement. This and other national studies give evidence that a primary focus for reframing the effort of schools toward an Equity model is needed. A primary focus on Equity includes efforts to make all schools a safe and welcoming environment where teachers intentionally engage in the practice of building personal relationships with students and share a message of high expectations. In addition, it requires that teachers be given consistent opportunities to learn and understand the impact that social and emotional supports have on reducing racial disparities in achievement including:

- a. learning methods of positive discipline
- b. mentoring
- c. integrating a culturally responsive curriculum
- d. successful academic transitions

In addition, there is an immediate need to focus on providing schools and the communities they serve with the knowledge and understanding necessary to address the immediate and long term needs of at-risk students and those who have entered the juvenile justice system. These efforts include, identifying overage students in need of progression and transition services, as well as providing community support and education around social justice initiatives (i.e., Policing and Equity).

According to data collected from the Behavioral and Academic Support Information System (BASIS), Broward County Public Schools had a total of 425 non-ESE elementary students that were identified as 2 or more years overage for grade level. Without direct intervention in terms of positive discipline, mentoring, integrating culturally responsive curriculum, and the provision of successful academic transitions, these students will not be on track to graduate and/or drop-out of school. Given that dropouts make up 40% of all incarcerated 16- to 24-year-olds in the United States, it is imperative that we address the needs of each of these overage students and work toward policy, professional and program development that will eliminate ALL roads that lead students to be retained, drop-out and enter the school to prison pipeline.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

1.0 Teachers			
1.1 Desired Outcome: Positive Behavioral Supports. Participants will assess, design and implement research-based behavioral strategies for positive behavioral supports.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Implement and evaluate Tier 1 generalized interventions.</p> <p>Implement and evaluate Tier 2 moderately intensive and focused interventions.</p> <p>Implement and evaluate Tier 3 highly intensive, focused, and individual interventions.</p> <p>Implement effective positive behavior intervention techniques and strategies.</p> <p>Evaluate and revise the Functional Behavior Assessment and Positive Behavior Intervention Plan</p>	<p>Implement Tier 1 generalized interventions.</p> <p>Implement Tier 2 moderately intensive and focused interventions</p> <p>Implement Tier 3 highly intensive, focused, and individual interventions.</p> <p>Analyze individual data to select, implement and teach proactive intervention strategies/ replacement skills.</p> <p>Conduct a Functional Behavior Assessment and develop a Positive Behavior Intervention Plan based on data.</p>	<p>Identify and select Tier 1 generalized interventions (e.g. rules, routines, rewards, expectations, consequences, etc.) formally taught and practiced on a large scale in a systematic and structured manner on an ongoing basis.</p> <p>Identify and select Tier 2 moderately intensive and focused interventions (e.g. standardized behavior plans, simple functional behavior assessments) formally taught and practiced on a small group of students who do not respond to Tier 1.</p> <p>Identify and select Tier 3 highly intensive, focused, and individual interventions (e.g. unique behavior plans and extensive functional behavior assessments) formally taught and practiced on individuals who do not respond to Tier 2 interventions.</p> <p>Identify and select data collection methods for assessing student behavior.</p>	<p>Limited or no evidence of planning or implementation.</p>
1.2 Desired Outcome: Mentoring. Teachers will effectively develop, implement and evaluate a formal mentoring program.			

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Facilitate and support colleagues to continue the development of additional mentors and mentoring programs at the school level.</p> <p>Consistently review program evaluation data and make adjustments as needed.</p>	<p>Examine and discuss data (school climate, student population, risk factors) related to developing a mentoring program relevant to needs of the school's specific populations.</p> <p>Plan, prepare and implement a formal mentoring program(s) and associated curriculum with fidelity.</p> <p>Monitor mentor and mentee's response to program initiates on a consistent basis. (quarterly, bi-weekly, monthly).</p>	<p>Identify and recognize existing evidenced-based mentoring programs within the district and nationally.</p> <p>Discuss and plan implementation of a formal mentoring program.</p>	<p>Receive data from district-based training, school data base and/ or district level personnel, but do not use it to determine school-based need for mentoring.</p> <p>Limited or no evidence of planning or implementation.</p>

1.3 Desired Outcome: Transitioning & Student Progression. Use the PREP Model (Pause, Review, Evaluate, Place) and the District policy 6000.1 to effectively promote and transition overage and at-risk students within Broward Schools.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Effectively and consistently implement of all PREP elements when transitioning students.</p> <p>Effectively applies and plans to provide consistent implementation of all Policy 6000.1 rules and promotion criteria for grades K-12.</p> <p>Creates a plan to consistently access and utilize all available tools, reports and databases needed to verify and document students' individual transition and/or progression needs.</p>	<p>Utilize only select elements of PREP model when transitioning students.</p> <p>Apply only select Policy 6000.1 rules and promotion criteria for grades K-12.</p> <p>Utilize only select tools, reports and databases needed to verify and document students' individual transition and/ or progression needs.</p>	<p>Identify, defines and discusses all essential elements of the PREP model.</p> <p>Identify Policy 6000.1 rules and promotion criteria for grade levels K-12.</p> <p>Identify only select tools, reports and databases needed to verify and document students' individual transition and/or progression needs.</p>	<p>Limited or no evidence of PREP model utilized when placing student.</p> <p>No knowledge of Policy 6000.1 Student Progression Plan.</p> <p>Limited or no knowledge of tools, reports and databases needed to identify and verify students' individual transition and/or progression needs.</p>

1.4 Culturally Responsive Teaching. Demonstrate cultural competency through equity-based practice including: appropriate “look-fors” demonstrated classroom and school wide. Demonstrate self-reflection, adapt to the cultural context of their students, staff and communities and manage the dynamics of difference as it pertains to diversity’s impact.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Collects and analyzes current student assessment results and correlates data with appropriate equity-based prevention, curriculum and strategies. Facilitates and supports colleagues to identify trends, patterns, and root causes using two or more sources of data. Plan, prepare and implement equity-based /prevention curriculum with fidelity.	Collects student data from three sources. Shares and discusses student data with colleagues to predict and determine student needs, modifies instruction and intervention as needed. Teachers plan and prepare facilitation of equity-based prevention and intervention strategies.	Reviews results of student data collected from colleagues. Fails to make the connection between student needs and learning. Implementation is inconsistent.	Receives data from colleagues, Does not use data to determine student needs and learning. No planning or implementation.

1.5 Desired Outcome: Equity and Access. Participants will assess, design and implement research-based equity strategies for equitable access for all students.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Implement and evaluate Tier 1 equitable interventions. Implement and evaluate Tier 2 moderately intensive and equitable interventions. Implement and evaluate Tier 3 highly intensive, equitable, and individual interventions. Implement effective positive equitable intervention techniques and strategies. Evaluate and revise the Functional Behavior Assessment and Positive	Implement Tier 1 generalized interventions. Implement Tier 2 moderately intensive and focused interventions Implement Tier 3 highly intensive, focused, and individual interventions. Analyze individual data to select, implement and teach proactive intervention strategies/ replacement skills. Conduct a Functional Behavior Assessment and develops a Positive Behavior Intervention Plan based on data.	Identify and select Tier 1 generalized interventions (which includes rules, routines, rewards, expectations, consequences, etc.) formally taught and practiced on a large scale in a systematic and equitable manner on an ongoing basis. Identify and select Tier 2 moderately intensive and equitable interventions (which includes standardized behavior plans, simple functional behavior assessments) formally taught and practiced on a small group of students who do not respond to Tier 1. Identify and select Tier 3 highly intensive, equitable, and individual	Limited or no evidence of planning or implementation.

Behavior Intervention Plan.		<p>interventions (which includes unique behavior plans and extensive functional behavior assessments) formally taught and practiced on individuals who do not respond to Tier 2 interventions.</p> <p>Identify and select data collection methods for assessing equitable access for all students.</p>	
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Data Collection Plan: Teacher			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	PD Management System Feedback Attendance	1x/workshop	Facilitator
2. Participants' Learning	Pre/Post Tests	1x/workshop	Facilitator
3. Organizational Supports	District records of communication with school administrators	1x/year	District staff
4. Participants' Practice	District resources and databases, including RTI team, Social Work, EAA, Guidance, terms, CARES, BASIS	1x/week	Facilitators, school and District administrators
5. Student Outcomes	Transitions to appropriate placements Increased attendance at school Continued progression vs. retention Graduation rate	Yearly or as needed	Facilitators, School-based and district stakeholders

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	PD Management System Feedback Attendance	Summary of PDMS Feedback Summary of attendance
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Pre/Post Tests	Analysis of pre/post test results
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	District records of communication with school administrators	Annual summary of district support provided to administrators
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	District resources and databases, including RTI team, Social Work, EAA, Guidance, terms, CARES, BASIS	Annual summary of teacher implementation
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teachers	Transitions to appropriate placements Increased attendance at school Continued progression vs. retention Graduation rate	Annual summary of student outcomes