*The principal keeps the climate and culture of the school at the forefront of all school-reform efforts because achievement cannot occur at optimal levels when the climate and culture are less than optimal. -Principal Baruti Kafele*

**My School Profile:**

|  |  |  |
| --- | --- | --- |
|  | **Prompt** | **Reflection** |
| **Our Mindsets** | What are the students saying about our school climate? Any survey/focus group/anecdotal data? |  |
| What are the parents/guardians saying about our school climate? Any survey/focus group/anecdotal data? |  |
| What are the teachers saying about our school climate? Any survey/focus group/anecdotal data? |  |
|  |  |  |
| **Our Infractions** | What are the top 3 referrals?(Use the Big 5 or Basis) |  |
| Is it a certain group of students committing these infractions? What are the demographics? |  |
| **Dig Deeper:** Why are these 3 referral infractions happening? |  |
| Is it a certain group of students committing these infractions? What are the demographics? |  |
| What are the top 3 Internal Suspensions? |  |
| **Dig Deeper:** Why are these Internal Suspensions happening? |  |
| Is it a certain group of students committing these infractions? What are the demographics? |  |
| What are the top 3 External Suspensions or AES? |  |
| Is it a certain group of students committing these infractions? What are the demographics? |  |
| **Dig Deeper:** Why are these external suspensions happening? |  |
| **Other Considerations** | Are there any external/community factors that are contributing to the referrals/suspensions? |  |
| How do these needs affect the academic culture and data for my school? |  |
| Based on the mindsets summarized in the surveys and/or infraction data, what connections am I making? What are the highest priority needs of my school? |  |

**Your Equity & Prevention Liaison (EPL):**

* This is one staff member.
* This requirement supports District Policy and the Strategic Plan
* This staff member is compensated based on their successful completion of agreed-upon deliverables which could total $3,000.
* EPLs work to support their school communities by:

1. Conducting an annual audit,

2. Developing and working towards SMART goals that improve school climate and affective engagement,

3. Attending and sharing information about professional development and district resources centered on prevention and cultural outreach, and

4. Coordinate events for students, families, and staff.

Please contact DiversityTeam@browardschools.com for more information; keep your eye out for the PIVOT memo later in the summer so you can officially select your EPL.

Think about the definition of the equitable school. Consider who is in your building. Are there specific staff who stand out in supporting the whole school including school-wide events, staff trainings, etc.?

**What are the characteristics I would use to select my EPL in August?**

**Which administrator will be responsible for working with the Equity & Prevention Liaison (EPL)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Next Steps: Think about the anecdotes, customer survey, and data (referrals or suspensions).**

|  |  |  |  |
| --- | --- | --- | --- |
| What are my top three infractions **OR** mindset shifts that must take place as they impact school climate? |  |  |  |
| How has the data for these infractions/mindsets changed over the past 3 years? |  |  |  |
| Develop a goal based on the trends seen with this infraction or mindset. |  |  |  |
| Develop a theory of change. What do I need to accelerate the improvement of this climate data? |  |  |  |
| What program can we use to enhance the work and combat this infraction or mindset? |  |  |  |
| Who is the contact person for this program? |  |  |  |
| Who do I need to consult to get buy-in to this program? |  |  |  |
| Who will be the lead in my school to make sure we carryout this program? Ex: Equity & Prevention Liaison (EPL), AP, Peer Counseling Teacher etc. |  |  |  |
| Who is the target audience for this program? |  |  |  |
| How will this program be facilitated? Parent Night, Assemblies, clubs, classes, peer counseling, study hall, etc. |  |  |  |
| What training will my team need to combat this infraction or mindset? |  |  |  |
| What funding will I need for to carryout this program? |  |  |  |
| What is the potential timeline for implementing this program? |  |  |  |
| What are the checkpoints that my team will use throughout the year to assess the impact or effectiveness of the program? Dates? Evaluation tool? |  |  |  |
| What will I do if I don’t see improvement in this mindset or infraction within the timeline set? |  |  |  |
| If we are successful in this plan, what will my teammates and students be doing differently or better? |  |  |  |
| What will be my communication plan to staff, students, parent/guardians regarding this infraction/mindset and program? |  |  |  |

**Final Step: Using this mind map, you may choose to enter your ideas into your FACE Plan template or revise your SPBP.**