



MASTER PLAN

Equity, Diversity & School Climate

2023-2024

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Course Group Number: 39002452

Purpose

The Equity, Diversity, & School Climate Department strives to provide students with access to well-rounded education addressing persistent achievement and access gaps and to improve safety and healthy school conditions for all students. The mission of Equity, Diversity, & School Climate is to ensure the academic success of all Broward County Public Schools students through prevention and intervention services, programs, and resources that create safer and more supportive learning environments.

The mission of Equity, Diversity, & School Climate Department will be achieved, in part, through the provision of effective professional learning that addresses and targets the following six strands of prevention and intervention:

1. Equity and Diversity
2. Health and wellness
3. Instructional strategies
4. Positive Behavior Interventions and Supports
5. Substance abuse prevention
6. Violence prevention

The goals of the Equity, Diversity, & School Climate Department's Master Plan are to:

1. Provide effective, ongoing professional learning and training to address youth risk factors (such as bullying, substance use/abuse, disease prevention and wellness, peer relationships, academic challenges, and trauma), which will lead to positive peer and staff relationships, reduced disciplinary infractions, increased protective factors, and enhanced student engagement and achievement; and
2. Ensure every student can develop a relationship with a trusted adult via mentoring and other trauma-informed programs.

Needs Assessment

In collaboration with the School Superintendents Association, the Children’s Defense Fund profiled Broward County Public Schools in 2018¹. According to their findings, “school and district leaders have shown that positive discipline strategies can be effective in advancing the district’s responsibility to keep all people safe, ensure students are learning, and treat everyone fairly.” The report indicates the critical importance of providing professional development to instructional and noninstructional staff, and school and district-based leaders in the six strands of prevention and intervention for the district to achieve its goal of “Educating today’s students to succeed in tomorrow’s world”².

Equity and Diversity

Over the last fifty years, education reform discussions have looked at the role of diversity as it relates to student achievement and outcomes³. Safe and welcoming environments have a foundation built on recognizing that students, teachers, and administrators have varying experiences, and that the range of experiences is an asset. Instructional, non-instructional, auxiliary staff, and administrators should receive ongoing professional development designed to help to build their capacity to identify how differences in culture, language and communication may impact student achievement and outcomes. Research suggests that professional development in diversity, equity, and inclusion reduces the use of punitive and exclusionary discipline, promotes tolerance and acceptance, and ultimately leads to more equal student achievement outcomes.⁴

Since 2013, Broward County Public Schools has taken enormous strides toward closing the graduation gap⁵. According to the *Graduation and Dropout Rate Dashboard* in 2021, the graduation rate was 89.1%, an improvement of 13.8 from 2020. When examining graduation rates by subgroups using the same dashboard, there are differences within the graduation rates of students in Broward County Public Schools that still must be addressed:

- 85.2% of Native students graduated in 2021, an improvement of 12.7 from 2020
- 86.6% of Black students graduated in 2021, an improvement of 20.4 from 2020
- 89.1% of Hispanic students graduated in 2021, an improvement of 10.8 from 2020
- 90.0% of Multiracial students graduated in 2021, an improvement of 3.2 from 2020
- 96.2% of Asian/Pacific students graduated in 2021, an improvement of 29.5 from 2020; and
- 92.7% of White students graduated in 2021, an improvement of 9.7 from 2020.

¹ https://www.childrensdefense.org/wp-content/uploads/2018/08/Broward-County-Public-Schools-Profile_Final-PDF.pdf

² <https://www.browardschools.com/about-us>

³ <https://doi.org/10.1177/2332858419844613>

⁴ <https://doi.org/10.1111/bjso.12563>

⁵ <https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/dash-gradrate.aspx>

Health and Wellness

Data collected by the federal Department of Education Office of Civil Rights⁶ revealed the following trends for students in K-12, as a result of the conditions created between 2020 and 2021:

- Nearly all students have experienced some challenges to their mental health and well-being;
- Heightened risks of sexual harassment, abuse, and violence, including online harassment from peers and others; and
- Identity-based harassment and violence have long had harmful effects on targeted students and their communities.

Like students around the Nation, many Broward County Public Schools students show the need for mental and physical health improvement to achieve academic success. One of the best ways for students to receive mental health support is to ensure that every young person has access to appropriate resources. According to Resler (2017), “Although schools are not mental health facilities, and teachers are not therapists, educators are often the most consistent adults in the lives of children struggling with traumatic events⁷.” This means that caring adults can serve as a protective factor for students who are at-risk.

Child Trends⁸, in a study conducted in 2020, found that “Students who have a relationship with a caring adult—as well as students who have an adult to talk to about educational and career decisions—are more likely to report strong social and emotional outcomes, avoid risky behaviors, and have better academic outcomes.” According to the Broward County Public Schools Climate Survey administered to students in grades 6-12 in January of 2022, 61% of students agreed that there was a teacher or other adult at school that they could go to with problems⁹. Training related to students’ physical health is also needed. As directed by state statute¹⁰, and applicable Department of Education Rules, instructional staff must deliver age-and-developmentally appropriate instruction using approved materials lessons on reproductive health and disease prevention. Implementation adhering to statute and rules is essential to promote health and wellness of all learners.

⁶ <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>

⁷ <https://www.fact.virginia.gov/wp-content/uploads/2017/04/FACT-ISSUE-BRIEF-TRAUMA-INFORMED-SCHOOLS-final1.pdf>

⁸ <https://www.childtrends.org/publications/relationships-with-caring-adults-social-emotional-strengths-related-high-school-academic-achievement>

⁹ <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/13726/6-12StudentClimateSurvey.pdf>

¹⁰ http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html

Instructional Strategies to Improve School Climate and Establish Safe and Supportive Learning Environments

The National Center on Safe Supportive Learning Environments¹¹, asserts that school climate is “the product of a school’s attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.” Annually, the Office of Service Quality¹² surveys students, parents, teachers and staff to assess elements related to school climate. In 2021-2022, 53.63% of students in grades 3-12 responded to the Cognia survey. Overall, the survey¹³ “Shows that satisfaction with the Broward County Public Schools system is high for elementary school students, parents, and staff. Middle and high school students’ level of satisfaction is lower than that of other groups.” Using the category of Safe & Supportive Environment¹⁴, 43% of middle and high school students strongly agreed or agreed that “In my school, students are treated with respect.” When middle and high school students were asked, “At my school, I am valued, respected, and shown compassion,” 49.3% of students responded that they strongly agreed or agreed. When asked, “In my school, rules are applied equally to students,” 50.8% of middle and high school respondents strongly agreed or agreed with the statement. These percentages demonstrate an opportunity for Equity, Diversity, & School Climate Department to provide professional development to all staff focused on establishing relationships, such as mentoring, building rapport with students, and increasing staff capacity to practice grace and empathy, inclusive strategies for positive behavior intervention and supports.

Positive Behavior Interventions and Supports

Every school in the district incorporates a School-Wide Positive Behavior Plan as part of its School Improvement Plan. This proven strategy is associated with increased academic engagement and achievement, reduced suspensions, and school dropouts¹⁵. A quarterly Positive Behavior Intervention Supports data report is created for each site to monitor implementation. This report is reviewed and presented to parents, school staff, and community stakeholders. The execution of the School-Wide Positive Behavior Plan, and monitoring of the School-Wide Positive Behavior Plan, are conducted by the site-based positive behavior intervention supports team. In this way, schools use data to ensure continuous improvement in problem behavior areas and reduce disciplinary infractions. The district school’s Positive Behavior Intervention Support teams will receive ongoing professional development to use Positive Behavior Intervention Support strategies with implementation fidelity. Currently, less than half of the district’s Positive Behavior Intervention Support teams have participated in Positive Behavior Intervention Supports professional development. Continued Positive Behavior Intervention Supports professional development and workshops are essential to ensure that 100% of Positive Behavior Intervention Supports teams are appropriately trained.

¹¹ <https://safesupportivelearning.ed.gov/school-climate-improvement#:~:text=A%20positive%20school%20climate%20is,from%20Pre%2DK%2FElementary%20School>

¹² https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13537/releases/memos/Cognia_Memo_2022.pdf

¹³ https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13537/releases/memos/Cognia_Memo_2022.pdf

¹⁴ https://www.browardschools.com/cms/lib/FL01803656/Centricity/domain/13537/releases/memos/Cognia_2022_AppendixA2.pdf

¹⁵ <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

Substance Abuse Prevention & Violence Prevention

Discipline incidents reported most frequently in Broward County Public Schools from 2020-2022 included:

- Disobedience/ Insubordination
- Unruly/ Disruptive Behavior
- Class Cut (Skipping)
- Out of Assigned Area
- Disruptive/ Unruly Play

Three of these five incident codes are subjective. According to McConnell (2022)¹⁴, there are two factors influencing the overuse of these types of subjective codes, nationally:

1. Individual teachers and their daily interactions; and
2. A cultural disconnect between faculty and students.

According to the work of Boykin and Noguera (2011), learning occurs at the intersection of cognitive, behavioral, and affective engagement¹⁶. That is to say that when students feel a sense of belonging, learning is optimized. Balfanz (2007) found that disengagement of three or more years prior to entering high school was a common trait amongst students who experienced discipline in school, and who ultimately elected to drop out of high school¹⁷.

Proactive use of interventions and ongoing professional development, used with fidelity, are associated with increased academic engagement and achievement, reduced suspensions, and improved graduation rates.

Since 2013, the district has implemented a school-based prearrest/diversion program designed to correct student behavior that violates Policy 5.8, Student Code of Conduct, or Policy 5090, Suspension and Expulsion, through a comprehensive set of supports and education. The district's prearrest/diversion program is designed to address eligible policy violations that may rise to the level of entrance into the delinquency system.

Some infractions are:

- Alcohol-Use/ Possession
- Alcohol-Sale/ Attempted Sale
- Drug-Use/ Possession
- Drug Paraphernalia
- Fighting-Mutual Combat
- Disruptions on Campus-Major

According to SESIR, School Environmental Safety Incident Reporting, data from August 2022 to May 2023.

The following School Environmental Safety Incident Reporting Data was collected and reported.

¹⁶ <https://www.ascd.org/books/creating-the-opportunity-to-learn?variant=107016>

¹⁷ https://new.every1graduates.org/wp-content/uploads/2012/03/preventing_student_disengagement.pdf

Table 1: SESIR Data, 2023.

Broward County Public Schools
Preliminary Reported SESIR Data (including Charter Schools)
August 16, 2022 to May 31, 2023

PRIMARY SESIR LEVEL INCIDENT	TOTAL
ALCOHOL	73
ARSON	3
BATTERY	8
BREAKING AND ENTERING/BURGLARY	6
BULLYING	141
DISRUPTION ON CAMPUS -MAJOR	186
DRUG POSSESSION OR USE	998
DRUG SALES OR DISTRIBUTION	65
FIGHTING	2,683
HARASSMENT	70
LARCENY/THEFT	24
PHYSICAL ATTACK	1,224
ROBBERY	5
SEX OFFENSES	137
SEXUAL ASSAULT	6
SEXUAL BATTERY	1
SEXUAL HARRASSMENT	52
THREAT/INTIMIDATION	1,181
TOBACCO	1,551
TRESPASSING	30
UNCLASSIFIED OFFENSES/OTH MAJR	363
UNSUBSTANTIATED BULLYING	412
VANDALISM	17
WEAPONS POSSESSION	133
Total	9,369

Note: Pull date 06/02/2023 @11:25 AM

These numbers indicate the need for more substance abuse and violence prevention and intervention training.

The tables on the following pages describe the desired outcomes for professional learning in support of the areas identified in the needs assessment driving this plan.

Desired Outcomes and Performance Indicators

1.0 Non-Administrative: Instructional and non-instructional staff			
1.1 Desired Outcome: Participants will be able to use evidence-based strategies in a continuous improvement model to enhance climate and discipline to support academic achievement of K-12 students along a pathway to success in alignment with the district’s strategic plan.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Collects, reviews, and analyses both student and district data from disparate sources.</p> <p>Implements evidence-based strategies with fidelity and collects resulting data.</p> <p>Modifies strategies as needed based on collected data in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness exceeded.</p>	<p>Collects and reviews both student and district data from disparate sources.</p> <p>Uses evidence-based strategies to plan and prepare facilitation of climate and disciplinary improvement, without consideration of data.</p> <p>Keeps data on strategies but does not evaluate for effectiveness or need for modification of strategies in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness reached.</p>	<p>Collects limited student data or receives data but does not use to determine student needs and learning.</p> <p>Uses evidence-based strategies inconsistently and without advanced planning.</p> <p>Fails to consistently utilize the continuous improvement model.</p> <p>Data indicates limited academic achievement goals of K-12 students along a pathway to college and career readiness not met.</p>	<p>Fails to collect data.</p> <p>Does not use evidence-based strategies.</p> <p>Fails to utilize the continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness declined.</p>

1.2 Desired Outcome: Intervention Supports and Other Instructional Strategies to Improve School Climate and Establish Safe and Supportive Learning Environments. Participants will design and implement research-based behavioral interventions for positive behavioral supports.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Implement and evaluate Tier 1 generalized interventions.	Implement Tier 1 generalized interventions.	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.	Limited or no evidence of design, planning or implementation.
Implement and evaluate Tier 2 moderately intensive and focused interventions.	Implement Tier 2 moderately intensive and focused interventions.	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 interventions.	
Implement and evaluate Tier 3 highly intensive, focused, and individual interventions.	Implement Tier 3 highly intensive, focused, and individual interventions.	Identify and select Tier 3 highly intensive, focused, and individual interventions (e.g., unique behavior plans and extensive functional behavior assessments)	
Implement effective positive behavior intervention techniques and strategies.	Analyze individual data to select, implement, and teach proactive intervention strategies/ replacement skills.		
Implement effective positive behavior intervention techniques and strategies.	Conduct a Functional Behavior Assessment and develop a Positive Behavior Intervention Plan based on data.		
Evaluate and revise the Functional Behavior Assessment and Positive Behavior Intervention Plan			

		<p>formally taught and practiced on individuals who do not positively respond to Tier 2 interventions.</p> <p>Identify and select data collection methods for assessing student behavior.</p>	
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1.3 Desired Outcome: Participants will be able to use evidence-based strategies to enhance classroom, school, and district safe and supportive environments, in alignment with the district’s strategic plan.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Collects, reviews, and analyses both student and district data from disparate sources.</p> <p>Implements evidence-based strategies with fidelity and collects resulting data.</p> <p>Modifies strategies as needed based on collected data in a continuous improvement model.</p>	<p>Collects and reviews both student and district data from disparate sources.</p> <p>Uses evidence-based strategies to plan and prepare facilitation of climate and disciplinary improvement, without consideration of data.</p> <p>Keeps data on strategies but does not evaluate for effectiveness or need for modification of strategies in a continuous improvement model.</p>	<p>Collects limited student data or receives data but does not use to determine student needs and learning.</p> <p>Uses evidence-based strategies inconsistently and without advanced planning.</p> <p>Fails to consistently utilize the continuous improvement model.</p>	<p>Fails to collect data.</p> <p>Does not use evidence-based strategies.</p> <p>Fails to utilize the continuous improvement model.</p>

Data Collection Plan: Instructional and non-instructional staff who are non-administrative			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' reactions	Sign in sheets/attendance Post-surveys or participant evaluation	On-Going	Equity, Diversity, & School Climate
2. Participants' Learning	Pre-test, post-test Embedded and formative assessments	On-Going	Equity, Diversity, & School Climate
3. Organizational Supports	Discipline data Pinnacle BASIS Customer Survey Youth Risk Behavior Survey	On-Going	District Research Dept. Administrative staff Instructional and non-instructional staff Leadership teams Center for Disease Control and Prevention
4. Participants' Practice	Fidelity of Implementation Checklist Scales and Rubrics Participant portfolios Personal growth plans Self-reflections	On-Going	Instructional and non-instructional staff Administrators Leadership teams
5. Student Outcomes	Student portfolios Discipline data Pinnacle BASIS Customer Survey	On-Going	Instructional and non-instructional staff Administrators Leadership teams

2.0 School and District Administrators

2.1 Desired Outcome: Participants will be able to use evidence-based strategies in a continuous improvement model to enhance school climate, reduce discipline infractions, and establish safe and supportive learning environments to support academic achievement of K-12 students along a pathway to success, in alignment with the district's strategic plan.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Collects, reviews, and analyses both student and district data from disparate sources.</p> <p>Implements evidence-based strategies with fidelity and collects resulting data.</p> <p>Modifies strategies as needed based on collected data in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness exceeded.</p>	<p>Collects and reviews both student and district data from disparate sources.</p> <p>Uses evidence-based strategies to plan and prepare facilitation of climate and disciplinary improvement, without consideration of data.</p> <p>Keeps data on strategies but does not evaluate for effectiveness or need for modification of strategies in a continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness reached.</p>	<p>Collects limited student data or receives data but does not use to determine student needs and learning.</p> <p>Uses evidence-based strategies inconsistently and without advanced planning.</p> <p>Fails to consistently utilize the continuous improvement model.</p> <p>Data indicates limited academic achievement goals of K-12 students along a pathway to college and career readiness not met.</p>	<p>Fails to collect data.</p> <p>Does not use evidence-based strategies.</p> <p>Fails to utilize the continuous improvement model.</p> <p>Data indicates academic achievement goals of K-12 students along a pathway to college and career readiness declined.</p>

2.2 Desired Outcome: Intervention Supports and Other Instructional Strategies to Improve School Climate and Establish Safe and Supportive Learning Environments. Participants will design and implement research-based behavioral interventions for positive behavioral support.

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

		<p>individuals who do not positively respond to Tier 2 interventions.</p> <p>Identify and select data collection methods for assessing student behavior.</p>	
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Data Collection Plan: School and District Administrators			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' reactions	Sign in sheets/attendance LAB (Learning Across Broward) Post-surveys Workshop evaluation forms	On-Going	Equity, Diversity, & School Climate
2. Participants' Learning	Pre-test, post-test Embedded and formative assessments LAB Post-surveys Workshop evaluation forms	On-Going	Equity, Diversity, & School Climate
3. Organizational Supports	Discipline data Pinnacle BASIS Customer Survey LAB Post-surveys Workshop evaluation forms Youth Risk Behavior Survey	On-Going	District Research Dept. Administrative staff Instructional and non-instructional staff Leadership teams Center for Disease Control and Prevention
4. Participants' Practice	Fidelity of Implementation Checklist Scales and Rubrics Participant portfolios Personal growth plans Self-reflections LAB Post-surveys Workshop evaluation forms	On-Going	Instructional and non-instructional staff Administrators Leadership teams
5. Student Outcomes	Student portfolios Discipline data Pinnacle BASIS Customer Survey LAB Post-surveys Workshop evaluation forms	On-Going	Instructional and non-instructional staff Administrators Leadership teams

3.0 Instructional Staff			
3.1 Desired Outcome: Mentoring. Teachers will develop, implement, and evaluate an effective formal mentoring program that meets the diverse needs of all students.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Facilitate and support colleagues to continue recruiting mentors and developing additional mentoring programs at the school level.</p> <p>Consistently review program evaluation data and adjust 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 consistently (quarterly, bi-weekly, monthly).</p>	<p>Identify and recognize existing evidenced-based mentoring programs within the district and nationally.</p> <p>Review components of a mentoring program designed to meet the needs of specific student populations at the school site.</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>
3.2 Desired Outcome: Transitioning & Student Progression. Utilization of district policy 6000.2 to effectively promote and transition Department of Juvenile Justice, and at-risk students within Broward County Public Schools to the appropriate educational setting.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Effectively and consistently implement elements of Policy 6000.2 when transitioning students.</p> <p>Effectively applies and plans to provide consistent implementation of all elements of Policy 6000.2 when transitioning and assigning students in grades K-12.</p>	<p>Utilize only select elements of Policy 6000.2 when transitioning students.</p> <p>Apply only select elements of Policy 6000.2 rules when transitioning and assigning students in grades K-12.</p> <p>Utilize only select tools, reports, and</p>	<p>Identify, defines, and discusses all essential elements of the Policy 6000.2</p> <p>Identify Policy 6000.2 when transitioning and assigning students in grades K-12.</p> <p>Identify only select tools, reports, and databases needed to verify and</p>	<p>Limited or no evidence of elements of Policy 6000.2 utilized when assigning student.</p> <p>No knowledge of Policy 6000.2 when transitioning and assigning students in grades K-12.</p> <p>Limited or no knowledge of tools,</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>databases needed to verify and document students' individual transition and/or progression needs.</p>	<p>document students' individual transition and/or progression needs.</p>	<p>reports, and databases needed to identify and verify students' individual transition and/or progression needs.</p>
<p>3.3 Desired Outcome: Drop Out Prevention/ Juvenile Justice Involved Youth. Educators have a common understanding of the concept of trauma and the deleterious impacts of trauma on adolescent youths. Additionally, staff will acquire de-escalation techniques that can be employed with trauma-impacted adolescent youths. Staff will attain and apply trauma-related interaction and de-escalation skills/strategies in a consistent manner toward trauma-impacted youths and their families.</p>			
<p>Performance Indicators</p>			
<p>Level 4</p>	<p>Level 3</p>	<p>Level 2</p>	<p>Level 1</p>
<p>Develop, implement, and evaluate effective strategies that have the most positive impact demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.</p>	<p>Develop and implement effective strategies that have the most positive impact on demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.</p>	<p>Identify effective strategies that have the most positive impact on demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.</p>	<p>Limited or no evidence of planning or implementation on demonstrating an understanding of trauma, the adverse impact trauma has on the learning process, and exhibiting skills to manage the conditions of trauma.</p>

4.0 All Staff

4.1 Desired Outcome: Responsive Pedagogy. Demonstrate an instructional approach that engages students cognitively, affectively, and behaviorally through the authentic integration of diverse perspectives in an environment that reflects the cultural, racial, linguistic, gender, and religious diversity of their site and community.

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.

4.2 Desired Outcome: Health and Wellness. Participants will be able to implement State Statute 1003.42 Section 2, Item O (following State Statute 1003.46 and other applicable statutes and Department of Education rules) using state adopted standards and approved materials, apply strategies to effectively engage and communicate to students, parents, and other stakeholders the knowledge needed to recognize and choose healthy behaviors, and prevent disease.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Collects and analyzes Current student assessment results and correlates data with appropriate prevention curriculum/ strategies. Facilitates and supports colleagues to identify trends, patterns and root causes using four or more sources of data.	Collects student data from three sources. Shares and discusses student data with colleagues to predict and determine student needs, modifies instruction as needed. Teachers plan and prepare facilitation of prevention 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. No knowledge of expectation for instruction in the

<p>Plan, prepare and implement prevention curriculum with fidelity. Monitors progress, implementation and effectiveness using multiple sources of formative data (quarterly) to analyze change in student behaviors.</p> <p>Effectively applies and plans to provide consistent implementation of State Statute 1003.42 Section 2, Item O (following State Statute 1003.46 and other applicable statutes and Department of Education rules) using state adopted standards and approved materials.</p>	<p>Apply understanding of State Statute 1003.42 Section 2, Item O (following State Statute 1003.46 and other applicable statutes and Department of Education rules) using state adopted standards and approved materials.</p>	<p>Identify the expectations of State Statute 1003.42 Section 2, Item O (following State Statute 1003.46 and other applicable statutes and Department of Education rules) using state adopted standards and approved materials.</p>	<p>application of State Statute 1003.42 Section 2, Item O (following State Statute 1003.46 and other applicable statutes and Department of Education rules) using state adopted standards and approved materials.</p>
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5.0 School Based Staff			
5.1 Desired Outcome: Equity and Access. Teachers and school leaders ensure equity and inclusion by identifying, respecting, and attending to the diverse strengths and unique challenges of all the students they serve.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Identify, implement, and evaluate appropriate differentiated instructional strategies, services, and resource distribution to respond effectively to the diverse needs of students, with the aim of ensuring that all students can learn and thrive.</p>	<p>Develop differentiated instructional strategies, services, and resource distribution to respond effectively to the diverse needs of students, with the aim of ensuring that all students can learn and thrive.</p>	<p>Identify differentiated instruction strategies, services, and resource distribution to respond effectively to the diverse needs of students, with the aim of ensuring that all students can learn and thrive.</p>	<p>Limited or no evidence of planning or implementation.</p>

Data Collection Plan: All Other Staff			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' reactions	Sign in sheets/attendance LAB (Learning Across Broward) Post-surveys Workshop evaluation forms	On-Going	Equity, Diversity, & School Climate
2. Participants' Learning	Pre-test, post-test Embedded and formative assessments LAB Post-surveys Workshop evaluation forms	On-Going	Equity, Diversity, & School Climate
3. Organizational Supports	Discipline data Pinnacle BASIS Customer Survey LAB Post-surveys Workshop evaluation forms Youth Risk Behavior Survey	On-Going	District Research Dept. Administrative staff Instructional and non-instructional staff Leadership teams Center for Disease Control and Prevention
4. Participants' Practice	Fidelity of Implementation Checklist Scales and Rubrics Participant portfolios Personal growth plans Self-reflections LAB Post-surveys Workshop evaluation forms	On-Going	Instructional and non-instructional staff Administrators Leadership teams
5. Student Outcomes	Student portfolios Discipline data Pinnacle BASIS Customer Survey LAB Post-surveys Workshop evaluation forms	On-Going	Instructional and non-instructional staff Administrators Leadership teams

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators Leadership Staff Support Staff Community Liaisons	Professional Development 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>
Educators Leadership Staff Support Staff Community Liaisons	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>
Educators Leadership Staff Support Staff Community Liaisons	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>
Educators Leadership Staff Support Staff Community Liaisons	District resources and databases, including RTI (Response to Intervention) team, Social Work, Equity, Diversity, & School Climate Department, Guidance, terms, CARES, BASIS	Annual summary of staff implementation Annual analysis of data
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Educators Leadership Staff Support Staff Community Liaisons	Transitions to appropriate placements Increased attendance at school Continued progression vs. retention Graduation rate	Annual summary of student outcomes / data

