



Alachua County Public Schools

District Equity Plan 2018-2019

Embedding Equity to Achieve Excellence:

Ensuring the Success of Every Student!

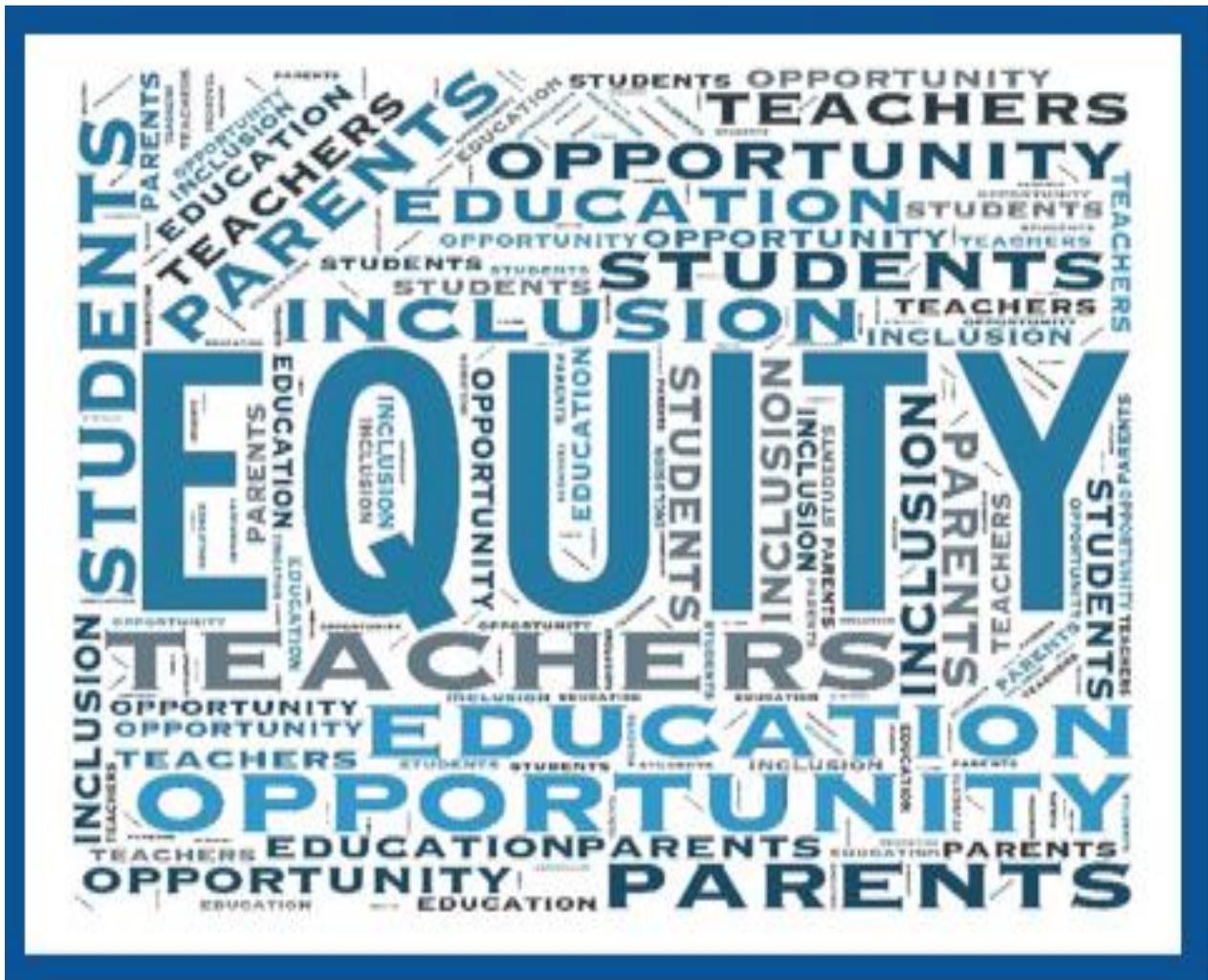




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Forward

Alachua County Public Schools is committed to the success of every student, to ensuring equity and excellence for all students, and to closing the achievement gap. All students are entitled to a high quality educational experience that will prepare them to achieve their post-secondary goals.

While the district consistently receives a high rating from the Florida Department of Education, it continues to have the state's widest achievement gap between white and black students. African American students' performance on state and district assessments is well below that of their white peer across all core curriculum areas. For example, the results of the 2018 Florida Standard Assessment (FSA) for English Language Arts show white student achievement ranked 6th in the state, while African American student achievement ranked 46th in Florida. On the math FSA, white student achievement ranked 8th and African American student achievement ranked 55th in the state.

This document represents the first step of a long-term plan to reduce the achievement gap across the district and in each school through a commitment to diversity, equity and inclusion, which includes a diverse workforce.

The district's goal is to greatly narrow or eliminate the achievement gap within 10 years (2028).

Equity Belief Statement

It is our belief that *all* students can meet and exceed high performance (proficiency) standards, regardless of where they live, their family's income, their race, gender, disability or any other factor. All students should be provided with excellent teachers who are culturally responsive and set high expectations, a high-quality learning environment, and equitable resources to ensure that they are reaching their full potential.

Educational Equity Definition

Education Equity: Providing equitable access to opportunities, support, and resources for every child by intentionally recognizing and eliminating past and present barriers, as well as the predictability of academic success based on race, economics, disabilities, limited English, and or any other circumstances.

Office of Educational Equity and Outreach

Recognizing both the historical, persistent achievement gap between white students and students of color and the need for a coordinated and aggressive approach to closing that gap, Alachua County Public Schools established the Office of Educational Equity and Outreach in July of 2017. Since that time, the Equity Office has been developing a comprehensive, districtwide equity plan while also conducting work within the schools aimed at addressing the achievement gap. This work has included staff training and the planning and implementation of additional programs and services for targeted student groups.

Year One

During the 2017-2018 school year, training was conducted with teachers and administrators on developing culturally responsive classrooms. The Equity Office achieved its goal of training all 2000 of the district's teachers by the end of the school year.

The Equity Office worked closely with schools and various district departments to collect and analyze data, including academic performance, school discipline, attendance, and other records. The Office also reviewed data from the "Racial Inequity in Alachua County" report commissioned by the members of the Friendship Seven Committee, which includes Alachua County Public Schools.

All school-based and a majority of district administrators participated in a year-long book study led by the Equity Office. The study included monthly workshops based on *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools* by noted author Glen Singleton and culminated with an educational summit featuring Mr. Singleton.

The Office engaged in numerous conversations with parents, faith-based organizations, civic and advocacy groups, the Alachua County Council of PTAs and many other organizations and individuals throughout the community to gather input and promote ongoing conversations and partnerships that will ultimately benefit students. The Equity Office also reviewed recommendations from the Gainesville4All Education Team and other organizations including International Development Research Association, Equity Assistance Center South (IDRA).

In addition, the Office researched "best practices" implemented in other districts to find programs, initiatives, and systemic changes that have increased the achievement of all students, particularly those who consistently underperform in Alachua County.

Implementation of Equity Plan

The goals for the first year of the plan include gains in student achievement, participation in advanced courses, graduation rates, and minority hiring, and reductions in disproportionate discipline for students of color.

Data analysis and reporting are critical to the success of the equity plan. In order to evaluate equity-related strategies and promote accountability, data will be disaggregated by race/ethnicity, socioeconomic, disability, English language proficiency, and gender. This 'deep dive' into the data will allow the district to determine which practices/programs are having the most significant impact.

For the 2018-19 school year, a District Equity Leadership Team (DELT) will be established. The DELT will be comprised of leaders from district departments and meet monthly to ensure meaningful communication and collaboration.

The Director of the Office of Education Equity and Outreach and Goal Managers will report progress towards each goal to the District Advisory Council (DAC) semi-annually. The Director will compile mid-year and end-of-year reports that address progress toward the benchmarks in each of the plan's goals. These reports will be presented to the Superintendent, the School Board, and the community, and will be posted on the district's website.

Alachua County Public Schools' Equity Plan must be a living, breathing document. It must be reviewed and revised on a regular basis to ensure it is meeting the needs of the students it is designed to support.

Foundational Statements

The following statements serve as a scaffolding/rationale for determining the equity plan's short and long-term strategies, its measurable goals and outcomes, and its accountability timelines.

- 'Equal' is not 'equitable';
- Race must not be a predictor of success;
- Closing the achievement gap between the highest- and lowest-performing students is an achievable and essential goal;
- Changes in educational practices must occur in order to eliminate racial predictability and disproportionality in student achievement and other benchmarks of success;
- Previous efforts to address inequity and reduce the achievement gap have been largely unsuccessful;
- The equity plan must align with the district's overall strategic plan; and
- Alachua County Public Schools accepts the responsibility of addressing inequities and ensuring that all students are provided with the opportunity to succeed in school and reach their full potential

Demographics

Alachua County is home to one of the largest universities in the state of Florida. Not surprisingly, it also has the state's highest concentration of adults with advanced degrees.

Alachua County Public Schools serves approximately 29,500 students and employs an instructional staff of just over 2000. The district operates twenty-three elementary schools, seven middle schools, and eight (8) high schools. Approximately 44% of its students are white, 34% are African-American, 10% are Hispanic, 5% are Asian, and 7% are identified by the state of Florida as 'Other.' More than 66% of Alachua County's students qualify for free or reduced priced meals. Twenty-two of the district's twenty-three elementary schools receive some level of supplemental federal funding support under Title I, calculated by economic need criteria.

Critical Needs

Academic

The academic achievement of African-American and Hispanic students is consistently below that of their non-Hispanic white peers, regardless of income.

African-American students are underrepresented in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, gifted, magnet, and other academically-rigorous courses and programs.

Discipline

Disciplinary data indicate that African-American students are disciplined at disproportionately higher rates than white students. This includes a higher rate of out-of-school suspensions, which remove students from the educational environment and significantly impact their academic performance.

Diversity of Work Force

Currently, 81% of Alachua County teachers identify as white, 11% identify as black, and 6% identify as Hispanic. The racial demographics of the district's teachers does not reflect the racial demographics of students within the district, or in the community, which may lead to a lack of cultural understanding between students, their families and teachers. This can negatively impact African American students' sense of belonging in the classroom.

During equity training conducted in 2017-18, teachers expressed their strong interest in additional professional development that would help them more effectively communicate and build stronger relationships with students of color and their families.

Parent and Community Engagement

The citizens of Alachua County are currently engaged in vital discussions about racial equity—more specifically, the lack of equity and the negative effects on the lives of African-Americans and the well-being of the entire community. District leadership is committed to ongoing, active communication with the Equity Community Advisory Committee (ECAC) and Parents Focused on Equity Committee (PFEC), both of which provided input into the development of the equity plan. The initial ECAC membership included representatives from over 21 community organizations, University of Florida, and Santa Fe College. A listing of organizations can be found in Appendix D. Each entity was asked to nominate a representative to serve on the ECAC. Additional community organizations with a commitment to education equity and a desire to collaborate with the district will be added to the membership of the ECAC. The PFEC membership includes a representative from each school and a representative from Alachua County Council of PTAs. The ECAC and the PFEC represent diverse voices and perspectives and will collaborate with district leaders to ensure effective implementation of the District Equity Plan. The committees will monitor the progress and outcomes of goals and will provide this information to the community. Meetings for the ECAC and PFEC will be scheduled bi-annually.

Educational equity is critical to improving the quality of life for African-American students, their families, and all citizens.

Recognizing that educators cannot and should not operate in isolation, the district is committed to ongoing communication and collaboration with stakeholders throughout the community to achieve educational equity.

Strategies

Student Achievement	Advanced Coursework	Graduation Rate
Provide an instructional model that ensures rigor and culturally relevant instruction for all students.	Increase the number of schools piloting universal screening for 2 nd grade gifted identification. With a goal to expand universal screening for gifted identification for all 2 nd grader in the district.	Develop an individual learner profile and personalized plan for all black students who are not on track to graduate within four years with a regular high school diploma.
Provide additional strategically focused academic interventions and flexible instructional delivery in schools with high minority enrollments.	Ensure that all black students demonstrating the potential to succeed in an AP or dual enrollment course are scheduled into the appropriate level course with support provided.	Provide targeted professional development and additional coaching to teachers on culturally responsive strategies.
Provide parent workshops at schools and in the school community neighborhoods to focus on engaging families in their child’s education through understanding student data, available resources, and personalized learning plans.	Provide training to all school counselors in the use of data from district and state assessments to select appropriate accelerated course options for students.	Provide students who are not on track to graduate access to a rigorous and engaging credit retrieval program during school hours. Track all over age students to assist with progression with credit retrieval and other graduation cohort requirements
Ensure teachers have access to real-time data specific to black students with personalized plans in order to have effective data chats that would guide instruction.	Identify and recruit potential Advanced Placement students beginning in 7 th grade to promote diversity and ensure access to higher-level courses at the high school level.	Engage families by hosting a Graduation Awareness night for families of incoming 9 th graders. The focus would be to promote graduation discussion requirements and available tools and resources to support their children.

Student Discipline	Diverse Workforce
Implement a school-wide behavior plan, in all schools, integrating all components of Positive Behavioral Interventions and Supports (PBIS).	Expand Florida Future Educators of America clubs at high school level and identify future educators among enrolled black high school students.
Provide training to all school administrators, deans, behavior resource teachers, and school counselors in culturally responsive disciplinary practices.	As part of Alachua County’s Grow Your Own program, identify future educators participating in Florida Future Educators of America clubs at each high school.
Provide school leadership teams with strategies on Social and Emotional Learning and programs designed to help students develop social and emotional competencies.	Establish strong relationships with historically black colleges and universities.
Implement a re-integration process for all middle and high school students returning from an out of school suspension for more than one day and for all elementary school students returning from an out of school suspension regardless of the number of days.	Establish a cultural responsive/equity literacy onboarding training for teachers employed in high minority populated schools.
	Collaborate on grant-based proposals with UF and SFC to increase instructional personnel of color in Alachua County.

Goal 1: Student Achievement – Raise achievement for all students with an emphasis on increasing the achievement level of black students by 3 percentage points each year.

Student Achievement	<p>Goal Manager: Jennifer Wise Executive Director Curriculum & School Improvement</p>	<p>Goal 1: Raise the achievement of black learners in reading (ELA) and math by 3 percentage points each year.</p>
Current Conditions	<p>Alachua County Schools has a current achievement gap of 45% in reading and math between the number of white students scoring Level 3 or above and the number of black students scoring Level 3 or above on the Florida Standards Assessment. According to 2018 data results, 29% of black learners score a level 3 or above in ELA and 30% score a level 3 or above in math on FSA.</p>	
Short-Range Target	<p>Raise the achievement in ELA-Reading and Math proficiency for black students by 3 percentage points each year on state assessments while increasing the proficiency level for all students in ELA and Math through the development of Culturally Responsive Classrooms in every school.</p>	
Long-Range Target	<p>Increase the proficiency for black students and decrease the gap on state assessments by 3 percentage points each year with the long-range target of high proficiency (level 3 or higher) for all students through the establishment of Culturally Responsive Classrooms in every school.</p>	
Focus Area	Action Steps	
Academic Rigor/Standards-Based Instruction	<p>Provide professional development and coaching opportunities that are equity literacy based to teachers and instructional coaches to increase engagement in rigorous instruction for black learners, and increase the percentage of proficient students.</p>	
	<p>Implement and monitor culturally responsive instructional practices in classrooms and provide specific feedback. Instructional leaders will conduct informal equity audit snapshots in the classroom.</p>	
	<p>Provide small group interventions during the school day, using experienced instructional personnel, through a combination of push in and pullout models at the elementary level. (Title 1 funding).</p>	
Focus Area	Action Steps	
Early Warning Systems/Effective Monitoring Systems	<p>Develop a learner profile and personalized learning plan for all black students who are not on track to graduate or at risk of retention.</p>	
	<p>Provide each school’s leadership team with a monthly data report which includes academic, discipline and attendance information specific to black students who are not on track for promotion or graduation for development or revision of the student’s individual profile and personalized plan.</p>	

Focus Area	Action Steps
<p>Learning Programs/Interventions</p>	<p>Provide students who are not on track to graduate access to a rigorous and engaging credit retrieval program during school hours.</p>
	<p>Expand and monitor new methods of differentiated instruction including computer-based programs that assess student progress toward benchmarks and provide teachers with information, activities, and lesson plans targeting students’ specific areas of weakness.</p>
	<p>Administer College Board PSAT (correlates to FSA and SAT) to all 8th grade students in the district. Use resulting data reports as formative assessments to guide classroom instruction, create individualized college and career learning plans for every 8th grade student, and provide expert training for middle school counselors using College Board representatives. Expand programs such as Algebra Nation and Khan Academy to increase performance on assessments.</p>
	<p>Expand district options for 3rd grade black students who do not typically perform well on standardized tests and disproportionately represent retention populations, to demonstrate mastery of Florida standards other than the Florida Standards Assessment.</p>

Goal 2: Advanced Coursework – Increase participation of black students in advanced and accelerated courses and programs by 2 percentage points each year.

Advanced Coursework	<p>Goal Manager: Jennifer Wise Executive Director Curriculum & School Improvement Donna Kidwell – Executive Director of ESE/Student Services</p>	<p>Goal 2: Increase participation of black students in advanced and accelerated courses and programs by 2 percentage points each year and increase the number of black students referred for gifted by 2 percentage points.</p>
Current Conditions	<p>In the 2017-18 school year, 9% of students in Alachua County academic magnet programs were black. In accelerated high school courses, the number of black students represented 11% in Advanced Placement (AP), 8% in International Baccalaureate (IB), 12% in Cambridge (AICE), and 12% in Dual Enrollment. Black students comprised 10% of students identified as gifted.</p>	
Short-Range Target	<p>Increase the participation rate for black students by 2 percentage points in magnet programs, 2 percentage points in Advanced Placement courses, 2 percentage points in the Cambridge program, 2 percentage points in International Baccalaureate, and 2 percentage points of black students referred for gifted.</p>	
Long-Range Target	<p>Alachua County Schools will increase the percentage of black students enrolled in advanced coursework (magnet programs, advanced placement courses, IB, ACIE, Dual Enrollment and gifted) by 2 percentage points each year until enrollment meets or exceeds the percentage population of black students in the school system.</p>	
Focus Area	Action Steps	
Academic Rigor/Standards-Based Instruction	<p>Ensure that all black students demonstrating the potential (AP Potential Reports) to succeed in an AP/AICE/IB or dual enrollment course are scheduled into the appropriate level course and that supports are provided such as AVID/College Board/Graduation Coaches/Mentors..</p>	
	<p>Provide training for teachers of accelerated courses that is specific to culturally relevant instruction in order to ensure engagement and inclusive comfort of black learners. Provide professional development for teachers to scaffold advanced content and to support more diverse learners.</p>	
	<p>Provide training to all school counselors in the use of data from district, state, and informal assessments to select appropriate accelerated course options for students.</p>	
Focus Area	Action Steps	
Early Warning Systems/Effective Monitoring Systems	<p>Increase the number of schools participating in universal screening for gifted identification for all 2nd graders through a 3 year phase in plan with all elementary schools offering universal screening by the 2019-2020 school year.</p>	

	<p>Promote the positive impact of gifted curriculum exposure within families.</p> <p>Secure a plan in place to transition students into gifted with needed support. For the 2019 school year, the county will research the cost and feasibility of online gifted screening as a preparation for expansion efforts.</p>
	<p>Identify and recruit potential Advanced Placement students beginning in 7th grade to promote diversity and ensure access to higher- level courses at the high school level.</p>
	<p>Provide a gifted/talented model to support talented and gifted students in elementary schools that have low numbers of gifted identified students.</p>
Focus Area	Action Steps
<p>Learning Programs/Interventions</p>	<p>Identify and recruit potential Advanced Placement/AICE/IB students beginning in 7th grade to promote diversity and ensure access to higher level / rigorous courses at the high school level.</p>
<p>Cultural/Climate College and Career Readiness</p>	<p>Implement AVID at two middle and two high schools to establish a district feeder pattern to provide additional academic, social and emotional support that prepares students for college and career success.</p>

Goal 3: Graduation Rate – Raise the graduation rate for black students by 3 percentage points each year.

Graduation Rate	Goal Manager: Jennifer Wise Executive Director Curriculum & School Improvement	Goal 3: Raise the graduation rate for black students by 3 percentage points each year.
Current Conditions	Alachua County Schools has a current graduation rate of 68% for black students.	
Short-Range Target	Increase the graduation rate for black learners by 3% each year with the long-range target of meeting or exceeding the state graduation rate each year for all students, and eliminating the gap between black and non-black students.	
Long-Range Target	Increase the graduation rate for black learners by 3% each year with the long-range target of meeting or exceeding state graduation rates each year for all students, and eliminating the gap between black and non-black students.	
Focus Area	Action Steps	
Academic Rigor/Standards-Based Instruction	Provide targeted professional development and additional coaching to teachers and school leaders on culturally responsive strategies to increase student engagement and improve course pass rates and grade point averages.	
	Implement and monitor culturally responsive instructional practices in classrooms and provide specific feedback on teacher’s instructional practice.	
Focus Area	Action Steps	
Early Warning Systems/Effective Monitoring Systems	Develop an individual learner profile and personalized plan for all black students who are not on track to graduate within four years with a regular high school diploma. Early identification and personalized timeline plan of support is critical.	
	Provide school leadership teams with monthly data that includes failing grades, cumulative grade point average, and assessments needed to meet graduation requirements specific to black students who are not on track to graduate. School based administration will form a student support team for every black student on the warning list.	
Focus Area	Action Steps	
Learning Programs/Interventions	Develop an individual learner profile and personalized college and career plan for all black students who are not on track to graduate within four years with a regular high school diploma. Counselor and teachers will use PSAT identify deficit areas and link student with Khan Academy for online tutoring program and targeted instruction.	

	<p>Provide students who are not on track to graduate access to a rigorous and engaging credit retrieval program during school hours.</p>
	<p>Provide opportunities for all black students to participate in college readiness testing, such as ACT, SAT, and PERT. Promote (SAT N/R Days) All high school sites explore becoming a testing center for SAT/ACT</p>
	<p>Provide graduation coaches or a designated school counselor at each high school to provide strategic support to students regarding high school graduation requirements and completion and outreach to parents/guardians.</p>

Goal 4: Student Discipline – Reduce the number of out of school suspensions for black students by 15% each year.

Student Discipline	Goal Manager: Donna Kidwell Executive Director of ESE/Student Services	Goal 4: Reduce the number of out of school suspensions for black students by 15% each year.
Current Conditions	While Alachua County Schools has reduced the number of out-of-school suspensions for black students yearly, the district has not reduced the disparity gap as the number of suspensions for other groups has decreased by a similar rate with the exception of multi-racial, which has increased.	
Short-Range Target	Reduce the number of out-of-school suspensions for black students by 15% each year with a focus on reducing the number of days given for each suspension	
Long-Range Target	Reduce the number of out-of-school suspensions for black students by 15% each year until the number of suspensions given to black students meets or is less than the percentage enrollment of black students.	
Focus Area	Action Steps	
Equitable Practices/Procedures	Implement in all schools a school-wide behavior plan integrating all components of Positive Behavioral Interventions and Supports (PBIS).	
	Closely monitor out-of-school suspensions (OSS) to ensure compliance with changes to the Code of Student Conduct that requires district staff involvement for any OSS more than 7 days for a Level I offense and restorative practices for Level I, II, and III offenses in lieu of suspension.	
	Closely monitor the number of days for each suspension to ensure compliance with the Code of Student Conduct and to eliminate or reduce suspension days for non-violent infractions such as skipping, missed detentions or Saturday School, excessive tardies, use of electronic devices, or being in an unauthorized location.	
	Implement a re-integration process for all middle and high school students returning from an out of school suspension for more than one day and for all elementary school students returning from an out of school suspension regardless of the number of days.	
	Provide training to all school administrators, deans, behavior resource teachers, and school counselors in culturally responsive disciplinary practices.	
Focus Area	Action Steps	
Preventative Practices	Monitor the implementation of school-wide behavior plan that includes school-wide expectations/rules, plan for teaching appropriate student behavior, and positive reinforcement for student behavior.	

	District level administrators will monitor schools with high number of out of school suspensions and provide appropriate support and training.
	Provide school leadership teams with strategies on Social and Emotional Learning and programs designed to help students develop social and emotional competencies.
Focus Area	Action Steps
Disciplinary Alternatives/Restorative Practices	Provide school leadership teams with strategies on Social and Emotional Learning and programs designed to help students develop social and emotional competencies.
	Develop a guide on Whole-School Restorative Practices for distribution to each school.
	Plan for an expansion of the Alternative Learning Center with a certified teacher at sites where transportation would be provided.

Goal 5: Diversity of Work Force – Increase the number of newly hired instructional staff members and administrators of color by 10% each year until the number closely mirrors the district’s population by race/ethnicity.

Diversity of Work Force	Goal Manager: Kevin Purvis Assistant Superintendent, Human Resources	Goal 5: Increase the number of instructional staff members and administrators of color to closely mirror that of county’s population by race/ethnicity.
Current Conditions	Alachua County Schools’ employs teachers, district level administrators, principals, and assistant principals. 11% of the teachers, 23% of the district-level administrators, 23% of the principals, and 28% of the assistant principals are black.	
Short-Term Target	Increase the number of instructional staff and administrators of color by 10% points a year.	
Long-Term Target	Increase the number of newly hired instructional staff members and administrators of color by 10% each year until the number closely mirrors the county’s population by race/ethnicity.	
Focus Area	Action Steps	
Hiring/Recruitment	Establish strong relationships with historically black colleges and universities. Human Resources Department will expand engagement level with local college/university internship programs.	
	Conduct annual job fairs, including virtual job fairs. Continue early recruitment fairs for high need schools targeting instructional hires of color. Interview committees should be as diverse as possible.	
	As part of Alachua County’s Grow Your Own program, identify future educators participating in Florida Future Educators of America clubs at each high school. H/R meeting on a monthly basis with Director of Equity to expand on innovative hiring and recruitment strategies. District Participation with Florida Minority Fund Grant. UF/SFC/St. Leo collaborative grant efforts to increase diversity of instructional staff.	
	Develop social media strategy to recruit teachers of color.	
	Development of ongoing broadcast public service announcements aimed at recruiting teachers to the district.	
Focus Area	Action Steps	
Retention/Support	Continue mentoring program for new teachers with a focus on cultural responsiveness training for year 1-year 3 instructional staff. Continue equity literacy and cultural responsiveness conversation with UF Pro-Teach program. Provide targeted professional development to support teacher needs and to build their confidence as educators.	
	Expand communication of availability of teacher certification tutoring for General Knowledge Test for first year teachers and Subject area assistance for year 2- year 3 minority teachers. Emphasis on targeting non-traditional teachers.	

Alachua County Equity Plan

Overview of 2018 Results

An overview of the 2018 data has indicated the following:

- Alachua County continues to have the largest gaps in the state in ELA, Math, and Science, and the second largest in Social Studies.
- In ELA, white and black achievement were identical to last year, so the gap remained the same.
- In Social Studies, achievement for both white and black students increased by 1%, so the gap remained the same.
- In Math, white achievement increased by 3% and black achievement matched last year, so the gap grew by 3%.
- In Science, white achievement increased by 2% and black achievement increased by 1%, so the gap grew by 1%.

In response to the 2018 outcome of student achievement for our black students, we will follow the advice provided by the guest equity speaker from the ACPS Equity Summit, Glen Singleton. Mr. Singleton stated that “Raising the achievement of all students while narrowing the gap between your highest and lowest performing students, with an accompanying of eliminating the race predictability, should be Alachua County’s focus to achieve your goals and do what is best for all students, in particular those that are underrepresented that we sometimes don’t hear”.

Equity Lens Progress Monitoring and Accountability

The seven areas of educational measurement noted below will be utilized throughout the district to evaluate the district progression on both a qualitative and quantitative measure of success through an equity lens. This process will assist the district in creating a capacity for an equity transformation and an accountability framework by which we operate on a daily basis

In the 2018-2019 school year, strategies and programs implemented by departments will be monitored and evaluated as to their effectiveness of outcomes/impact. The district may revise those programs or strategies that are determined not effective for all students. 2017-2018 assessment data will be used as a baseline to determine progress towards achieving equity plan goals.

Educational Measure of Success of Goals

1. Equitable comparable high academic proficiency (level 3 or above on FSA) and other positive trends of student outcomes within all subgroups of students. (elimination of racial predictors)
2. Equitable inclusion and access for advanced programs and coursework (increase in objective placement tools)
3. Equitable interactions with adults (established sense of belonging, outcomes are similar with aligned actions/behavioral situations, regardless of race)
4. Equitable resources based on need at each school location (funding allocations per school in relation to ratio of underrepresented groups of students and socio-economic indicators)
5. Equitable Opportunity to higher order learning (black and Hispanic student enrollment with targeted increases in rigorous classes and programs)
6. Equitable access to career technical education (explore and expand options resulting in increased accessibility opportunities for underrepresented groups of students)
7. Equitable Accountability: Director of Educational Equity and Outreach and district departments will communicate progression of embedment of equity efforts to Superintendent, Board, and District Advisory Committee on a formative and summative reporting basis.

New or Expanded Equity Strategies/Programs for 2018-2019 School Year

- District will administer the PSAT to all 8th grade students. Data generated by The College Board will provide an individualized learning pathway link with Khan Academy to create a personalized academic and career plan to meet the unique needs of all of our students. Objective AP potential reports will assist with the placement of underrepresented students in advanced coursework. Teachers will be able to use the data reporting and FSA aligned resources, as well as the SAT, as invaluable tools in preparing all students for college and career readiness.
- Advocate for the increased use of the Khan Academy Classroom Program throughout the district in grades K-12. This program provides FSA and SAT links to personalized learning both at school, after-school, and at home.
- Head Start/Early Learning/Parent Academy will be encouraged to implement the use of Eureka math offered through Khan Academy as an additional resource that will provide early exposure to kindergarten readiness skills that are aligned to FSA standards.
- All data mining opportunities will provide equitable methods to disaggregate data by subgroups so that curriculum, programs, strategies, classroom instructional methods, social emotional learning, and administrative decisions are made in an objective, equity responsive manner.
- Each school will establish a school based equity team with directing oversight by the principal or designee. The district will provide professional development training throughout the school year for these school based teams. Additional expert training, provided by the Intercultural Development Education Association, will foster the development of individual school equity action plans that are conducive to the climate and culture of each school campus.
- Book study for administrators using *Excellence through Equity* (Pedro Noguera) and *When Treating All the kids the Same Is the Real Problem* (Dr. Lisa Williams).
- Infusion of culturally responsive curriculum, materials, and training, in support of teachers, so that delivery of responsive content in the classroom is relatable, relevant, and engaging for all students. Equity classroom audits during informal administrative walk-throughs.
- Responsive changes to Student Code of Conduct to include language regarding the use of restorative discipline practices.
- Revision of Student Code of Conduct to limit out of school suspensions (OSS) to a maximum of five days for a Level 2 infraction and seven days for a Level 1 violation unless a longer suspension is required by law, another board policy or is accompanied by a recommendation for expulsion or reassignment. In addition, district option to refer students for mental health counseling in lieu of disciplinary action.
- Development and implementation of expert training to assist school sites with high level of behavioral concerns. Social and Emotional Learning (SEL) grant submission for funding SEL program at identified high needs school sites.
- Equitable disciplinary practices for every student; Focused positive behavioral support system; reviewing and piloting of additional researched based restorative disciplinary practices; provide increased alternatives to out of school suspensions that will effectively reintegrate students successfully back into the classroom.
- Advancement via Individual Determination (AVID) program will be piloted in 2018-2019 at the following partner schools, Santa Fe High with Mebane Middle, and Gainesville High with Westwood Middle School. District goal would be to become an AVID district with full implementation at all school sites.
- Host Family Equity Empowerment Sessions with a goal of building trust through transparency, clear communication, supportive and encouraging opportunities to engage. Other topics would include understanding students' academic data, and providing resources available to improve learning at school, home, and academically focused after-school programs.

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- Expand 2nd grade gifted screening opportunities by establishing a goal of 5-7 additional school sites for the next two years resulting in all elementary schools participating by the 2019-2020 school year. Additional research will be conducted to compare the cost of expanding into a computer based screening model for gifted identification.
- Expansion of Dual Enrollment opportunities with SFC offered at all high school locations with a total of 65 seats for the 2018-2019 school year.
- Implementation of AP Capstone program at Eastside High School. AP Capstone provides AP seminar and AP research courses to assist students in improving research, writing, and other skills to promote success in advanced courses and preparation for college and careers.
- African American History course offering expansions at Eastside High School and Loften High School.
- Addition of new career/technical education program in Manufacturing and Logistics for 11th graders at Loften High School.
- Curriculum Department expansion of media collection to include equity based resources and support.
- Future collaborations to expand STEM opportunities to ensure equitable access to all students, specifically in traditionally underrepresented areas.
- Partnership with Alachua County School Board and the Alachua County Library District to provide library cards to all of Alachua County students.
- Future collaborative efforts with the Chamber of Commerce to expand on college and career preparation to meet the expected employment needs of our district.

Key Areas of Communication with Stakeholders

- ➔ Establishment of District Equity Leadership Team (DELT) facilitated by Deputy Superintendent.
- ➔ Continue stakeholder input, information, and monitoring committees with community members and parents to collaborate on plan adjustments and implementation feedback.
- ➔ Request for consideration by Superintendent and Board to review samples of other district adopted Educational Equity Policies that have noted areas of success with all students in their districts.

Future Equity Considerations to Close the Gap: Year 2 and beyond

The list noted below is a result of valuable feedback provided to the Equity Department by various community stakeholders

- ➔ Accountability metrics assuring that all students in the district regardless of the school they attend, or their program within the school, have the same likelihood of being taught by a highly effective teacher.
- ➔ Ensure that all students have the same equal access to the highest level of rigorous courses and programs offered in their school and in the district.
- ➔ Structure teaching assignments within All schools that result in all teachers working with representative groups of students from diverse demographic and achievement levels.
- ➔ Implement equitable entrance or admission policies for magnet and academy programs.
- ➔ Expand the number of “whole school” retrofits with rigorous academic programs and facility upgrades in elementary schools with an emphasis on schools located in East Gainesville. (STEM or STEAM theme.)
- ➔ Creation of “programs of emphasis or interest” that build instruction around themes such as Engineering, IT, and Fine Arts, based upon future employment growth needs. Feeder patterns could be established to articulate from elementary, middle to high school with random lottery admissions.
- ➔ Summer enrichment opportunities for students for elementary and middle school with an emphasis on STEM or STEAM.
- ➔ Review of current zoning practices/lines.
- ➔ Youth Empowerment Zone (Harlem model) for East side of Gainesville.

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- ➔ Building of capacity with consistent and reliable support to provide equitable base for students from underrepresented populations to ensure success.
- ➔ Ensure that measures are in place throughout district to reinforce expectation of high school graduation, for all students, with an emphasis on college and career readiness.
- ➔ Set a goal of 100% graduation rate for all students.
- ➔ Expand implementation of equitable discipline practices.
- ➔ Collaboration with Chamber of Commerce on updated, comprehensive Parent Workbook.
- ➔ Expand on services provided by Parent Academy.

Conclusion

In conclusion, Alachua County Public Schools recognizes and embraces our responsibility for the academic and career success of **ALL** students and we must take this level of responsibility and accountability as a critical call to action. District programs and strategies that we have implemented in the past, and those that we planned to implement this year, must be reviewed through an equity lens and monitored to ensure positive impact for each and every student. Rising to the challenge results in the creation of bright futures for all.

“Without preparation, opportunity is an empty promise” Brian Barnes, College Board of Education.

The Board approved version of the Alachua County Equity Plan will be reviewed and adjusted as needed. Strategies and programs that are nonresponsive or found not to have the intended outcomes of success will be replaced. The plan will serve as a guidance tool to direct our current and future equity efforts. A continuous model of improvement will assist our district efforts in capturing progress as well as identifying the need for redirection of programs, resources, and human capital efforts contained in the plan. The district recognizes that the level of equity effort needed will require commitment, acceptance of change, and growth from all stakeholders. We must stay deliberate in our actions to ensure success for **every** student.