



Alachua County Public Schools
District Educational Equity Plan 2019-2020
Embedding Equity to Achieve Excellence:
Ensuring the Success of Every Student!

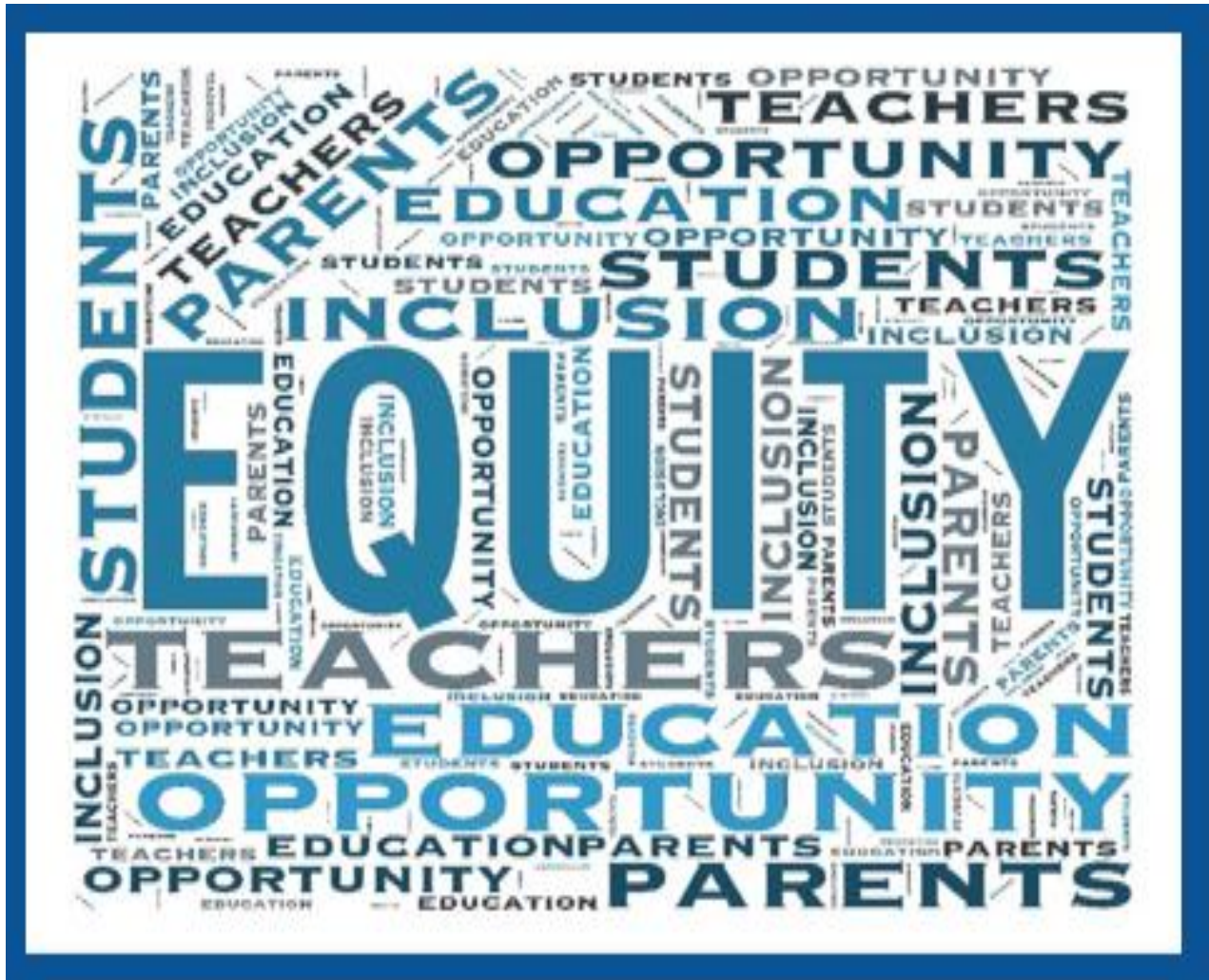




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Forward

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 2019 Florida Standard Assessment (FSA) for English Language Arts show white student achievement ranked 6th in the state, while African American student achievement ranked 51st in Florida. On the math FSA, white student achievement ranked 17th and African American student achievement ranked 60th 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 collaborative 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 collaborative conversations and partnerships that will ultimately benefit students. The Equity Office also reviewed recommendations from the Gainesville4All Education Team, and other research based organizations including Intercultural 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 of the plan include gains in student achievement, participation in advanced courses, graduation rates, reductions in disproportionate discipline for students of color, and increases of instructional and administrative diversity of the work force.

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.

During the 2018-19 school year, the District Equity Leadership Team (DELT) was established. The DELT is comprised of leaders from district departments and meets 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) 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 measureable 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 (AICE), 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 both 2017-18 and 2018-2019, 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 collaborative 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 and continue to provide valuable feedback for updates to the district adopted plan. The ECAC membership includes representatives from over 21 community organizations, including University of Florida, and Santa Fe College. Each entity was asked to nominate a representative to serve on 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 will represent diverse voices and perspectives and will collaborate with district leaders to ensure effective communication and implementation of the District Equity Plan. Valuable parent and community feedback can be found under Appendix B. The committees will monitor the progress and outcomes of goals and will provide this information to the community.

Educational equity is critical to improving the quality of life for African-American students, their families, and **ALL** citizens. Stronger academic outcomes for ALL students regardless of the student's own economic status on the average, have been linked to socioeconomically and racially diverse classrooms (The Century Foundation 4/29/2019).

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
<p>Provide an instructional model that ensures rigor and culturally relevant instruction for all students.</p> <p>Develop African and African American Studies curriculum for K-12 in all subject areas.</p> <p>Utilize the same rigorous math curriculum materials for regular and advanced math courses.</p>	<p>Increase the number of schools piloting universal screening for 2nd grade gifted identification. With a goal to expand universal screening for gifted identification for all 2nd graders in the district.</p>	<p>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.</p>
<p>Provide additional strategically focused academic interventions and flexible instructional delivery in schools with high minority enrollments.</p> <p>Instructional paraprofessionals are providing direct academic intervention to students in both small groups and individually based on student need and program specifications.</p> <p>Intervention teachers are also in place along with additional classroom teachers to reduce class size.</p> <p>All students have access to math supplemental resources such as Algebra Nation, Khan Academy, IXL, and textbook digital resources.</p>	<p>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.</p> <p>Increased support at all high schools through an additional 20% teacher allocation to support under-enrolled students in more rigorous courses and programs including summer (AP, IB, AICE, DE).</p> <p>Added an extra support period at three middle schools to support increasing opportunities and access of advanced coursework for black students.</p>	<p>Provide targeted professional development and additional coaching to teachers on culturally responsive strategies.</p> <p>School-based Equity Mentors trained on a monthly basis in best practices in educational equity are utilized to build capacity at the school level.</p> <p>Math teachers are receiving training on accessing and utilizing progress monitoring data to drive planning for quality instruction. Data sources available to teachers include: AIMS, Algebra Nation, Khan Academy, College Board, IXL, and textbook digital resources.</p>

<p>The Full STEAM Ahead program in collaboration with the Cade Museum has expanded for a second year serving 2nd and 3rd graders at Metcalfe, Lake Forest, and Idylwild. Students participate in museum experiences as well as receiving classroom visits from museum staff.</p>	<p>Provide training to all school counselors in the use of data from district and state assessments to select appropriate accelerated course options for students.</p>	<p>Curriculum staff provides face to face professional learning communities (PLC) and job-embedded support.</p>
<p>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.</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 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</p>
<p>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.</p>	<p>Lottery selection of students to increase access and exposure to magnet, academy, and career technical education courses for underrepresented groups of students.</p>	<p>Engage families by hosting a Graduation Awareness night for families of incoming 9th graders. The focus would be to promote graduation discussion requirements and available tools and resources to support their children.</p>

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.
System of Care Mental Wellness program to support the “whole child” with Tier III interventions at 8 high need 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	Goal Manager: Jennifer Wise Executive Director Curriculum & School Improvement	Goal 1: Raise the achievement of black learners in reading (ELA) and math by 3 percentage points each year.
Current Conditions	Alachua County Schools has a current achievement gap of 45 percentage points in ELA and 44 percentage points in math between the percentage of white students scoring Level 3 or above and the percentage of black students scoring Level 3 or above on the Florida Standards Assessment. According to 2019 results, 29% of black learners scored a level 3 or above in ELA and 28% scored a level 3 or above in math on FSA.	
Short-Range Target	Raise the achievement in ELA 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.	
Long-Range Target	Increase the proficiency for black students and decrease the achievement 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.	
Focus Area	Action Steps	
Academic Rigor/Standards-Based Instruction	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.	
	School-based Equity Mentors trained in best practices in equity are utilized to build capacity at the school level.	
	Implement and monitor culturally responsive instructional practices in classrooms and provide specific feedback. Instructional leaders will conduct informal equity audit snapshots in the classroom.	
	Gale e-Books, the district’s online professional library, is available to all teachers, and books in the collection have been aligned with the Educational Equity Plan through the efforts of the Professional Development Department. School-based PLC’s and book studies utilize this resource.	
	Mentor Coaches and Professional Development Specialists support teachers through an equity literate lens during the facilitation of coaching conversations or professional learning sessions.	

	<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> <p>English Language Arts (ELA) teachers receive professional development around planning for culturally responsive, standards-based lessons. ELA teachers examine student work for alignment and rigor. Teachers of students reading below grade level are targeted with a PLC led by Curriculum staff that include planning, observation, debriefing and collaborations with peers to determine next steps.</p> <p>Students assigned to both regular and advanced math courses are using the same rigorous math curriculum. More middle school students are being scheduled into the advanced math courses to provide more rigor and opportunity. All math teachers have the opportunity to participate in Math PLC's in Algebra 1, Geometry, 8th Grade Math, and utilization of the TIInspire calculators in an effort to improve the quality of instruction in mathematics.</p>
Focus Area	Action Steps
<p>Early Warning Systems/Effective Monitoring Systems</p>	<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> <p>Disaggregated OSS data is shared with principals weekly. A district team visits schools to share year end data and plan ways to monitor progress towards suspension goals.</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 and after-school hours.</p> <p>Provide a half-time DOP specialist to serve and engage students in strategies to keep them on track for graduation.</p> <p>Professional development is provided to both regular and ESE teachers around Universal Designed for Learning, alternate methods for communication, differentiated instruction, and the MTSS/Rtl process to meet the individual needs of all students.</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>i-Ready added as an interactive supplemental reading resource at three middle schools. This resource includes a baseline literacy assessment paired with individualized online adaptive learning.</p> <p>Hired a Differentiated Instructional Coach and Equity Coach on Special Assignment to provide targeted support to teachers.</p> <p>The CROP contact at each school can access accommodations available through the Edgenuity platform and to oversee the provision of appropriate accommodations for each ESE student enrolled in credit retrieval.</p> <p>All mathematics teachers can use Algebra Nation, Khan Academy, College Board, IXL, and digital textbook resources to develop intervention programs for all students.</p>
	<p>Administer College Board PSAT (correlates to FSA and SAT) to all 8th and 10th 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. Expert training provided for middle and high school counselors, administrators, technology coaches, and teachers using College Board representatives.</p> <p>Increase usage of programs such as Algebra Nation and Khan Academy to positively impact performance on assessments.</p> <p>Curriculum specialist and IT coaches are supporting teachers and students to link PSAT and SAT results to Khan Academy so that they can take advantage of the online resources.</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	Goal Manager: Jennifer Wise Executive Director Curriculum & School Improvement Donna Kidwell – Executive Director of ESE/Student Services	Goal 2: Increase participation of black students in advanced accelerated courses and magnet programs by 2 percentage points each year.
Current Conditions	In the 2018-2019 school year, 13% of students in Alachua County magnet programs were black. In accelerated high school courses, black students comprised 15% in Advanced Placement (AP), 7% in International Baccalaureate (IB) courses, 11% in Cambridge (AICE) courses, and 16% in Dual Enrollment courses.	
Short-Range Target	Increase the participation rate for black students by 2 percentage points in magnet programs, and 2 percentage points in accelerated high schools courses (AP, IB, AICE, and Dual Enrollment).	
Long-Range Target	Alachua County Schools will increase the percentage of black students enrolled in advanced coursework (magnet programs, AP courses, IB, AICE, and Dual Enrollment) by 2 percentage points each year until enrollment meets or exceeds the overall percentage population of black students in the school system.	
Focus Area	Action Steps	
Academic Rigor/Standards-Based Instruction	Ensure that all black students demonstrating the potential (examples include AP Potential Reports, Grade Point Averages, and Teacher Recommendations) 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/.2 School Site Support Teacher.	
	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.	
	Hired a Differentiated Instructional Coach and Equity Coach on Special Assignment to provide targeted support to teachers.	
	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.	
Increase enrollment of black students in AICE General Paper at GHS, AP Capstone classes added to EHS, BHS, NHS, and SFHS.		

	Schedule all FSA level 3 and above students into 6 th and 7 th grade advanced math to place students on the advanced math pathway.
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. All elementary schools will participate in universal screening for all 2nd graders in the 2019-2020 school year.</p> <p>To promote the positive impact of gifted curriculum exposure within families, as students pass the screener and then meet the state’s eligibility criteria for Gifted, information about the benefits of Gifted education are presented to each family of eligible students.</p> <p>The certification process for teachers of the Gifted includes three courses of relevance: Nature and Needs of Diverse Populations, Social Emotional Needs of Gifted Learners, and Guidance Counseling for Underrepresented Populations. This required process secures a plan to transition underrepresented students into gifted with needed support.</p> <p>For the 2019-2020 school year, an online screening platform will be used for all 2nd graders as a part of the universal screening process.</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> <p>Increased the allocation of a gifted teacher for Lake Forest, Metcalfe, Rawlings, and Shell Elementary to .50 to provide daily service for Gifted.</p>
Focus Area	Action Steps
Learning Programs/Interventions	Identify and recruit potential Advanced Placement/AICE/IB students beginning in 7 th grade to promote diversity and ensure access to higher level / rigorous courses at the high school level.
Cultural/Climate College and Career Readiness	For the 2019-2020 school year, Howard Bishop Middle, Hawthorne Middle/High and Shell Elementary are in year 1 of AVID implementation. Westwood Middle, Mebane Middle, Gainesville High, and Santa Fe High are in year 2 of AVID implementation. Stephen Foster Elementary is currently in year 2 of the Leader in Me stage of implementation.

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 79% for black students.	
Short-Range Target	Increase the graduation rate for black learners by 3% each year	
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.	
	English language arts (ELA) teachers receive professional development around planning for culturally responsive, standards-based lessons. ELA teachers examine student work for alignment and rigor. Teachers of students reading below grade level are targeted with a PLC led by Curriculum staff that include planning, observation, debriefing, and collaborations with peers to determine next steps.	
	Provide PD to address culturally responsive teaching and PLC’s designed to plan for rigorous standards-focused instruction.	
	Gale eBooks, online professional library, is available to all teachers and books in the collection have been aligned with our Equity Plan with the direction of the Professional Development Department. School –based PLC’s and book studies utilize this resource.	
	Mentor Coaches and Professional Development Specialists support teachers through an equity literate lens during the facilitation of coaching conversations or professional learning sessions.	
	School –based Equity Mentors trained in best practices in equity of utilized to build capacity at the school level.	

	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.
	ESE and Student Services Department facilitates a yearly EWS Color Coding training provided by State personnel for a team from every high school to analyze, interpret, and plan a response to current graduation data. A district team meets with school teams two times each year to discuss each student with disabilities and to develop a plan to meet graduation requirements.
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. Counselors and teachers will use PSAT linking with Khan Academy to identify deficit areas for online tutoring and targeted instruction.
	Provide students who are not on track to graduate access to a rigorous and engaging credit retrieval program during school hours and after school.
	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

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	From the 2017-2018 school year to the 2018-2019 school year, the incidents of out- of- school suspensions for black students was reduced by 19%, while the out-of-school suspensions for white students decreased by 13%. The number of days of OSS reduced by 21% for white students and was reduced by 26% for black students. Both areas showed an increased reduction for black students.	
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.	
	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 positive 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 and restorative 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/reteaching appropriate student behavior, and positive reinforcement for student behavior.	

	<p>District level administrators will monitor schools with high number of out of school suspensions and provide appropriate support and training.</p>
	<p>Provide school leadership teams with strategies on Social and Emotional Learning and programs designed to help students develop social and emotional competencies.</p> <p>Social Workers will be scheduled to each school for at least one day a week to provide group and individual counseling to students experiencing trauma or behavioral issues which impact their success in the educational setting.</p> <p>SEL Circles for Middle Schools training was provided to 5 schools to incorporate a classroom structure in which SEL curriculum can be implemented in any and all classrooms.</p>
Focus Area	Action Steps
<p>Disciplinary Alternatives/Restorative Practices</p>	<p>Provide school leadership teams with strategies on Social and Emotional Learning and programs designed to help students develop social and emotional competencies.</p> <p>Develop a guide on Whole-School Restorative Practices for distribution to each school. The Discipline Guidelines booklet was provided to all schools’ leadership teams for initial implementation throughout the 2019-2020 school year. Deans, BRTs and school administrators will add strategies and make notes to the document as it is used for the purpose of revising it for the following year.</p> <p>Plan for an expansion of the Alternative Learning Center with a certified teacher at sites where transportation would be provided.</p> <p>An “In Lieu of Parent/Student Seminars” are scheduled weekly and conducted by District staff to provide a restorative practice that can replace at least one day of out of school suspension. These are offered alternately on both the east and west sides of town.</p>

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/ethnicity to mirror that of the county’s population by race/ethnicity.
Current Conditions	The demographics of Alachua County Schools’ personnel of color/ethnicity is as follows: 26% Teachers, 37% District-Level Administrators, 32% Principals, and 32% of the Assistant Principals.	
Short-Term Target	Increase the number of instructional staff and administrators of color/ethnicity by 10% points a year.	
Long-Term Target	Increase the number of newly hired instructional staff members and administrators of color/ethnicity by 10% each year until the number closely mirrors the county’s population by race/ethnicity.	
Focus Area	Action Steps	
Hiring/Recruitment	Continue to develop strong relationships with historically black colleges and universities. Human Resources Department will expand engagement level with local college/university programs.	
	Conduct annual job fairs, including virtual job fairs. Continue early recruitment fairs for high need schools targeting instructional hires of color. Interview committees shall be diverse.	
	As part of Alachua County’s Grow Your Own program, identify future educators participating in the Academy of Future Teachers@ GHS and Florida Future Educators of America clubs at each high school. District participation with Florida Minority Fund Grant. UF/SFC/St. Leo collaborative grant efforts to increase diversity of instructional staff. Collaborative effort with UF Advertising program to develop a comprehensive marketing strategy.	
	Continue social media strategy to recruit teachers of color.	
	Continue use of ongoing broadcast public service announcements aimed at recruiting teachers to the district in Alachua County and beyond.	
Focus Area	Action Steps	
Retention/Support	Continue mentoring program for newly hired teachers plus second year teachers with a focus on culturally responsiveness training for year 1 through year 3 instructional staff. Continue equity literacy and cultural responsive 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 and year 3 teachers of color. Emphasis on targeting non-traditional teachers such as long term substitutes and para-professionals.	

Alachua County Equity Plan

Overview of 2019 Results

An overview of the 2019 data has indicated the following:

- Alachua County continues to have the largest gaps in the state in ELA, Math, and Science, and the third 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 matched last year, so the gap remained the same.
- In Math, white achievement decreased by 3 percentage points and black achievement decreased by 2 percentage points, so the gap decreased by 1 percentage point.
- In Science, white achievement matched last year and black achievement decreased 1 percentage point, so the gap increased 1 percentage point.

In response to the 2019 outcome of student achievement for our black students, we will continue to 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

For the 2019-2020 school year, strategies and programs implemented by departments will continue to 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. 2018-2019 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 ,Expanded, and Continuing Equity Strategies/Programs for 2019-2020 School Year

- District will continue to administer the PSAT to all 8th and 10th 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.
- Increased the number of College Board Family Nights from four during the 2018-2019 school year, to ten for the 2019-2020 school year.
- School Improvement Plan (SIP) Technical Assistance Training for all school based administrators including updated Every Student Succeeds Act (ESSA) federal components.
- 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.
- District expansion of training, implementation, and usage of Career Shines in collaboration with the Equity department and CTE. This free online career readiness preparation program is a state approved resource for all district students in grades 6th – 8th. The program has the capability of assisting students in producing individualized student career plans.
- System of Care expansion of Tier III intervention services at 5 high needs elementary schools, two middle schools, and one high school on a daily basis of support.
- 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 identify a school based equity mentor that will lead the effort in establishing a school based equity team with directing oversight by the principal or designee. The district will provide monthly professional development training throughout the school year for these school based teams through the selected equity mentor. Additional expert training, provided by the Intercultural Development Research Association (IDRA), will assist with the inclusion of Every Student Succeeds Act (ESSA) components in each school site School Improvement Plan (SIP) and educational equitable practices that are conducive to the climate and culture of each school campus.
- Book study for administrators using *Excellence through Equity* (Dr. Pedro Noguera) and *When Treating All the kids the Same Is the Real Problem* (Dr. Lisa Williams) with each ending with professional development presented by the noted authors.
- 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.
- For the 2019-2020 school year, the Advancement via Individual Determination (AVID) program at the following partner schools, Santa Fe High with Mebane Middle, and Gainesville High with Westwood Middle School are in year 2 of implementation. Howard Bishop Middle, Hawthorne Middle/High, and Shell Elementary are in year 1 of AVID implementation. A long range 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.
- Continue 2nd grade gifted screening opportunities for all elementary schools in the district.
- 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, and 100 seats for the 2019-2020 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 at all high schools.
- Expansion of professional development training infusing African and African American history across the curriculum in grades K-12.
- Continue the offering of the career/technical education program in Manufacturing and Logistics for 11th graders at Lofton 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. Establish feeder patterns to articulate from elementary, middle to high school with random lottery admissions.
- ➔ 100% lottery for Career Technical Education Programs in duplication with many other districts.
- ➔ Summer enrichment opportunities for students in elementary or 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.
- ➔ 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.
- ➔ Schedule all FSA level 3 and above students into 6th and 7th grade advanced math to place students on the advanced math pathway.
- ➔ Expand implementation of equitable discipline practices.
- ➔ Future collaboration with SBAC, SFC, and other business entities to expand career/apprenticeship student opportunities.
- ➔ 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.