

Element One

Curriculum, Instruction, and Assessment

Creating equity in education requires a deep understanding of the socio-cultural groups served by the district and specific, targeted methodologies for embedding effective pedagogy into content area instruction and assessment.

Indicators	Meets	Does Not Meet	Serious Concern
(E1-A) Curriculum Content	The curriculum content, as experienced by the students, strongly reflects the socio-cultural nature of the district populations served ensuring that high standards are maintained.	The curriculum content, as experienced by the students, somewhat reflects the socio-cultural nature of the district populations served.	The curriculum content, as experienced by the students, barely reflects the socio-cultural nature of the district populations served.
(E1-B) Alaska Standards for Culturally Responsive Schools	Practice of the Alaska Standards for Culturally Responsive Schools is strongly evident throughout every level of the school/program.	Practice of the Alaska Standards for Culturally Responsive Schools is somewhat evident at some levels of the school/program.	Practice of the Alaska Standards for Culturally Responsive Schools is not or barely evident in the school/program.
(E1-C) Culturally Responsive Instructional Practices	There is strong evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.	There is some evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.	There is little or no evidence that instructional practices are culturally relevant and differentiated to adapt to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.

(E1-D) Equitable Participation in District-Wide Optional Programs, Higher Level Classes, and Enriched Educational Experiences.	Student enrollment and participation in district-wide optional programs, higher level classes, and programs, including, but not limited to; advanced placement classes, advanced classes, and extended learning classes and programs, is within two percent below the district average of the diversity of the district student population.*	Student enrollment and participation in district-wide optional programs, higher level classes, and programs, including, but not limited to; advanced placement classes, advanced classes, and extended learning classes and programs, is 2.1%-5% below the district average of the diversity of the district student population.*	Student enrollment and participation in district-wide optional programs, higher level classes, and programs, including, but not limited to; advanced placement classes, advanced classes, and extended learning classes and programs, is 5.1%-100% below the district average of the diversity of the district student population.*
(E1-E) Assessment System	Has an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress, that is specifically designed to eliminate the achievement gaps.	Has some elements of an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress, that is specifically designed to eliminate the achievement gaps.	Does not have an easily accessible formative and summative assessment system to identify student needs, improve instruction, and assess progress, that is specifically designed to eliminate the achievement gaps.
(E1-F) Accountability For Closing Achievement Gaps Of Sub-Populations.*	Has an action plan that specifically states its goals and strategies for closing achievement gaps. Progress on these plans are, at a minimum, evaluated annually.	Has some elements of an action plan but is not specific and is minimally evaluated.	Does not have an action plan that specifically states goals and strategies for closing achievement gaps.

*Student diversity is the NCLB categories for sub-populations and includes district-wide percentages of students eligible for free/reduced lunches, Extended Learning, those served at different levels and categories of special education, ethnicity, gender, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services.

**Levels of the district include, but are not limited to, central administration, school administration, classroom teachers, specialists, and instructional support staff.

Element Two

Well-Prepared, Accountable Teachers and Administrators

Accountable Leadership

Indicators	Meets	Does Not Meet	Serious Concern
(E2-A) Achievement Gap Meeting Focus	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the achievement gaps by having it, at a minimum, a quarterly agenda item.	School board, administrative team, site council, and staff meetings demonstrate the continuing priority of closing the achievement gaps by having it, at a minimum, an agenda item twice a year.	School board, administrative team, site council, and staff meetings do not demonstrate the continuing priority of closing the achievement gaps and have it as an agenda item less than twice a year.
(E2-B) Equity Committee	The Equity Committee guides, oversees, and evaluates the implementation of achievement gaps work at school year monthly meetings.	The Equity Committee guides, oversees, and evaluates the implementation of achievement gaps work at school year quarterly meetings.	The Equity Committee plays a minimal role in guiding, overseeing, or evaluating the implementation of achievement gaps work.

Professional Development

Indicators	Meets	Does Not Meet	Serious Concern
(E2-C) Professional Development In Meeting Student Needs	90% or more professional development focuses on how to meet the needs of all students, particularly those who are less successful within the school district.	50%-75% of professional development focuses on how to meet the needs of all students, particularly those who are less successful within the school district.	<50% of professional development focuses on how to meet the needs of all students, particularly those who are less successful within the school district.

(E2-D) New Teacher Orientation	All new teachers have an orientation that provides an overview and understanding of the socio-cultural make-up of the school district.	50%-99% of new teachers have an orientation that provides an overview and understanding of the socio-cultural make-up of the school district.	<50% of new teachers have an orientation that provides an overview and understanding of the socio-cultural make-up of the school district.
(E2-E) New Teacher Professional Development	All new teachers have a three-year professional development package that includes training in culturally relevant and responsive education.	50%-99% of new teachers have a three-year professional development package that includes training in culturally relevant and responsive education.	<50% of new teachers have a three-year professional development package that includes training in culturally relevant and responsive education.
(E2-F) Professional Development In Cultural Awareness	All teachers receive annual training in cultural awareness.	50%-99% of teachers receive annual training in cultural awareness.	<50% of teachers receive annual training in cultural awareness.
(E2-G) Professional Development Staff	All professional development staff are trained in curriculum and instruction with a focus on cultural competence and differentiating instruction for diverse learners.	50%-99% of professional development staff are trained in curriculum and instruction with a focus on cultural competence and differentiating instruction for diverse learners.	<50% of professional development staff are trained in curriculum and instruction with a focus on cultural competence and differentiating instruction for diverse learners.
(E2-H) Monitor Professional Development Success	90%-100% of staff feel that professional development training has increased their cultural awareness and their ability to meet the needs of all of their students.	50%-89% of staff feel that professional development training has increased their cultural awareness and their ability to meet the needs of all of their students.	<50% of staff feel that professional development training has increased their cultural awareness and their ability to meet the needs of all of their students.
(E2-I) School Board And/Or Leadership Team Equity Training	All School Board and/or leadership team members have participated in equity and cultural awareness training.	50%-99% of School Board and/or leadership team members have participated in equity and cultural awareness training.	<50% of School Board and/or leadership members have participated in equity and cultural awareness training.

Human Resources

All students will be provided with instructional and support staff who are knowledgeable, competent and committed to high standards for all students.

Indicators	Meets	Does Not Meet	Serious Concern
(E2-J) Personnel Issues	All office staff has received training in cultural competency training related to personnel issues.	50%-99% of office staff has received cultural competency training related to personnel issues.	<50% of office staff has received cultural competency training related to personnel issues.
(E2-K) Administrators	All administrative personnel have demonstrated competence in cultural awareness, cross-cultural communication, and knowledge of the cultural characteristics of the student populations and families served by the JSD.	50%-99% of administrative personnel have demonstrated competence in cultural awareness, cross-cultural communication, and knowledge of the cultural characteristics of the student populations and families served by the JSD.	<50% of administrative personnel have demonstrated competence in cultural awareness, cross-cultural communication, and knowledge of the cultural characteristics of the student populations and families served by the JSD.
(E2-L) Staff Composition	Staff composition is within 10% of the student diversity ratio of the JSD.	Staff composition is 50%-89% of the student diversity ratio of the JSD.	Staff composition is <50% of the student diversity ratio of the JSD.

Element Three

Respectful and Equitable Relations Between Home and School

Partnerships, Family, and Community Engagement

Establishing meaningful relationships with families whose values and expectations may be different from those traditionally expected by the schools must begin with a belief in the premise that families are the primary caretakers and educators of their children and desire them to be successful.

Indicator	Meets	Does Not Meet	Serious Concern
(E3-A) Staff And Professional Development	Every teacher has been trained and has a professional development plan aligned with successful teaching strategies with the Alaska Standards for Preparing Culturally Responsive Teachers and other resources including, but not limited to: Communicating Across Cultures, Elders as Teachers, Native Parent Handbook, understanding and respecting the cultural and economic diversity of families in our community, and home visit strategies.	50-99% percent of teachers have been trained and have a professional development plan that aligns with the Alaska Standards for Preparing Culturally Responsive Teachers and other resources including, but not limited to: Communicating Across Cultures, Elders as Teachers, Native Parent Handbook, understanding and respecting the cultural and economic diversity of families in our community, and home visit strategies.	Less than 50% of teachers have been trained and have a professional development plan that aligns with the Alaska Standards for Preparing Culturally Responsive Teachers and other resources including, but not limited to: Communicating Across Cultures, Elders as Teachers, Native Parent Handbook, understanding and respecting the cultural and economic diversity of families in our community, and home visit strategies.
(E3-B) Family Engagement Strategies	All families, students, and visitors are treated respectfully. All families are communicated with frequently via classroom/program newsletters, phone calls, emails, home visits, etc. and are invited to quarterly community gatherings held at or off the school site.	Some families, students, and visitors are treated respectfully. Some families are communicated with via classroom/program newsletters, phone calls, emails, home visits, etc. and are invited to yearly community gatherings held at or off the school site.	Little effort is made to ensure that all families, students, and visitors are treated respectfully. Few families are communicated with regularly via classroom/program newsletters, phone calls, emails, home visits, etc. and no community gatherings are held at or off the school site.

(E3-C) Supporting Families	Schools/programs inform families frequently through classroom/program newsletters, school wide newsletters, emails, and personal phone calls home concerning available resources and to offer socio-culturally relevant opportunities on a monthly basis for parents to learn about, engage in, and support instructional programs.	Schools/programs inform families infrequently through classroom/program newsletters, school wide newsletters, emails, and/or personal phone calls home concerning available resources and to offer some socio-culturally relevant opportunities on a quarterly basis for parents to learn about, engage in, and support instructional programs.	Little effort is made to inform families of available resources or to offer socio-culturally relevant opportunities for parents to learn about, engage in, and support instructional programs..
(E3-D) Forums/Meetings	Schools/programs host monthly forums/meetings to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.	Schools/programs host quarterly or sporadic forums/meetings to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.	Few or no school/program forums/meetings are held to inform and solicit input from family and community members about school-related issues and to serve as a vehicle for maximizing communication between educators and the community.
(E3-E) Informing The Community	Schools/programs use the student achievement data to inform the broader community, on a bi-annual basis, through school-based newsletters, regular submissions to the Juneau Empire, school news channel, and public forums on its priority and plans to close the achievement gaps.	Schools/programs use the student achievement data to inform the broader community, on a yearly basis, through school-based newsletters, submissions to the Juneau Empire, school news channel, and public forums on its priority and plans to close the achievement gaps.	Schools/programs use the student achievement data to inform the broader community, on a yearly basis through a single submission to the Juneau Empire, on its priority and plans to close the achievement gaps.

(E3-F) Community Partnerships	Schools/programs and teachers frequently promote and solicit partnerships with community members and organizations that represent all socio-cultural groups through personal phone calls, emails, personal invite letters, M.O.A.'s, and honorariums to enrich the curriculum and develop student support programs.	Schools/programs and teachers sporadically promote and solicit partnerships with community members and organizations that represent most socio-cultural groups through personal phone calls, emails, personal invite letters, M.O.A.'s, and honorariums to enrich the curriculum and develop student support programs.	Little effort is made to promote and solicit partnerships with community members and organizations that represent any of the socio-cultural groups to enrich the curriculum and develop student support programs.
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Element Four

Nurturing and Equitable School Environment

“Positive interpersonal relationships among adults and students value multiple perspectives, engage in courageous conversations and increase knowledge about students and colleagues. Sharing successful practices and involving students in leadership roles in our schools and throughout the district will serve as a vehicle for encouraging collaboration and fostering high achievement for all.”

Indicator	Meets	Does Not Meet	Serious Concern
(E4-A) Academic Environment	95-100% of students and staff report that academic environments promote learning and self-fulfillment.	85-94% of students and staff report that academic environments promote learning and self-fulfillment.	<85% of students and staff report that academic environments promote learning and self-fulfillment.
(E4-B) Social/emotional Development Of Individuals	100% of school/program uses research based strategies and techniques, (e.g. TRIBES, Responsive Classroom, Aggressors, Victims, & Bystanders, Smaller Learning Communities, Steps to Respect, climate surveys) that create a positive climate, fostering high achievement for all.	50-99% of school/program uses research based strategies and techniques, (e.g. TRIBES, Responsive Classroom, Aggressors, Victims, & Bystanders, Smaller Learning Communities, Steps to Respect, climate surveys) that create a positive climate, fostering high achievement for all.	< 50% of school/program uses research based strategies and techniques, (e.g. TRIBES, Responsive Classroom, Aggressors, Victims, & Bystanders, Smaller Learning Communities, Steps to Respect, climate surveys) that create a positive climate, fostering high achievement for all.
(E4-C) Adult Modeling	95-100% of students report that adults model high behavioral and academic expectations of students.	85-94% of students report that adults model high behavioral and academic expectations of students.	<85% of students report that adults model high behavioral and academic expectations of students.
(E4-D) Welcoming Environment	95-100% of students report that they feel welcome in the school/program.	85-94% of students report that they feel welcome in the school/program.	<85% of students report that they feel welcome in the school/program.

(E4-E) Emotional Safety	95-100% of students report that they feel safe, valued, and are known by staff in the school/program.	85-94% of students report that they feel safe, valued, and are known by staff in the school/program.	<85% of students report that they feel safe, valued, and are known by staff in the school/program.
(E4-F) Program And Activity Accessibility	Programs and activities are open and accessible to 100% of its students.	Programs and activities are open and accessible to 85-99% of its students.	Programs and activities are open and accessible to <85% of its students.
(E4-G) School Stewardship	95-100% of students and staff take an active stewardship role in keeping the school clean and in good repair.	85-94% of students and staff take an active stewardship role in keeping the school clean and in good repair.	<85% of students and staff take a stewardship role in keeping the school clean and in good repair.
(E4-H) Valuing Students	95-100% of students report that they are valued for individual strengths, uniqueness, and differences.	85-94% of students report that they are valued for individual strengths, uniqueness, and differences.	<85% of students are valued for individual strengths, uniqueness, and differences.

Element Five

Alignment of Policies, Procedures, Resources, and Facilities

Alignment of Policies and Plans with the District Achievement Gap Goal

The goal of the district to close the achievement gaps and ensure that all students achieve proficiency must be evident in all aspects of the district's operations.

Indicators	Meets	Does Not Meet	Serious Concern
(E5-A) Student Population	Student diversity reflects the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 2% below the district average to twice the district average. Students receiving EL services are within 2% of the district average.	Student diversity approaches the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 2.1% to 5% below the district average. Students receiving EL services are within 5% of the district average.	Student diversity does not reflect the diversity of the district. The percent of students eligible for free/reduced lunches, gender, those served at different levels and categories of special education, those not meeting CORE in reading, writing, and/or math, and those receiving ESL/ELL services range from 5.1%-100% below the district. Students receiving EL services exceed the district percentage by more than 5%.
(E5-B) JSD Strategic Goals Success In Optional Programs: <ul style="list-style-type: none"> •Increase in student engagement. •Increase in student achievement. •Increased graduation rate. •Decrease in the graduation and achievement gaps between district averages and sub-population groups such as Native students, Special Education students, English Language Learners, and low-income students. 	Program shows tangible evidence of meeting all of the JSD strategic plan goals in ways that would not have been met in a mainstream classroom.	Program shows tangible evidence of meeting some of the JSD strategic plan goals in ways that would not have been met in a mainstream classroom.	Program shows no tangible evidence of meeting the JSD strategic plan goals in ways that would not have been met in a mainstream classroom.

Equity in Operations

It is important that school facilities are clean, well maintained, reasonably accessible, and conducive to learning throughout the district and that disparities in the kind, quality, and maintenance of learning environments available to students be minimized.

Indicators	Meets	Does Not Meet	Serious Concern
(E5-C) Homeless Student Transportation	Transportation is fully provided to homeless students' school of origin.	Transportation is sometimes provided to homeless students' school of origin.	Transportation is not provided to homeless students' school of origin.
(E5-D) Optional Program Transportation	District-wide programs are available to all students with safe and reasonable district-provided transportation; optional programs are situated such that student transport time is minimized (45 minutes or less each way).	District-wide programs are available to all students with safe and reasonable district-provided transportation to/from central drop-off/pick-up sites; optional programs are situated such that student transport time may exceed 45 minutes each way.	Families are responsible for transporting students to/from school; optional programs are situated such that student transport time may exceed 45 minutes each way.
(E5-E) Impact On Mainstream Programs	Placement of district-wide programs does not negatively impact mainstream classroom/school programs.	Placement of district-wide programs results in moderate negative impact on mainstream classroom/school programs.	Placement of district-wide programs results in extensive impact on mainstream classroom/school programs.
(E5-F) Optimal Space For Learning	All students, including at-risk populations, have clean, well-maintained spaces that are optimal for learning.	Most students have clean, well-maintained spaces that are optimal for learning.	Some students have clean, well-maintained spaces that are optimal for learning; some at-risk populations have inadequate space.

Indicators	Meets	Does Not Meet	Serious Concern
(E5-G) Optional Program Class Size	Optional program class sizes are at the Board adopted average class size.	Optional program class sizes are 85%-99% below the Board adopted average class size.	Optional program class sizes are >85% below the Board adopted average class size.

Adequate Funding

In order to adequately educate every student, the funding to schools must be equitable and at the same time differentiated by each school's identified needs.

Indicators	Meets	Does Not Meet	Serious Concern
(E5-H) Resource Distribution	Educational resources are equitably distributed, prioritizing our resources in programs that lessen or eliminate student disparities in academic achievement and program participation.	Educational resources are distributed with some effort toward prioritizing our resources in programs that lessen student disparities in academic achievement and program participation.	Educational resources are distributed with little or no effort toward prioritizing our resources in programs that lessen student disparities in academic achievement and program participation.
(E5-I) Materials Provided	Materials are provided with priority given to the most challenged populations to meet their learning needs.	Materials are provided to meet the learning needs of most students but priority is not necessarily given to meeting the needs of the most challenged populations.	Materials are provided to meet the learning needs of some students but priority is not given to meeting the needs of the most challenged populations.
(E5-J) Human Resources	Human resources are prioritized to meet the needs of the most challenged student populations.	Human resources are somewhat prioritized to meet the needs of the most challenged populations.	Human resources are not prioritized to meet the needs of the most challenged populations.

<p>(E5-K) Financial Burdens</p>	<p>Financial burdens placed on students and families through fees for supplies and books, other fees, and fundraising expectations required for educational and extra-curricular participation are minimized and do not keep any students from participating.</p>	<p>Financial burdens placed on students and families through fees for supplies and books, other fees, and fundraising expectations required for educational and extra-curricular participation are minimized but do keep some students from participating.</p>	<p>Financial burdens placed on students and families through fees for supplies and books, other fees, and fundraising expectations required for educational and extra-curricular participation are a significant barrier to participation for many students.</p>
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