**Nome Public Schools**

**Strategic Equity Framework**

The Strategic Equity Framework is framed around five initiatives, around which Nome Public Schools equity work is structured. Equity in this strategy plan is defined as, “Our commitment to raise the achievement of all learners, and eliminate the racial and socio-economic predictability and disproportionality of the highest and lowest achieving groups”. The following will outline the Equity Framework, goal, shared leadership roles, and initiatives across our District intended to meet the goals set within our core values.

**These initiatives are:**

* **Equity/Anti-Racism Leadership:** We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.
* **Cultural Competence:** We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.
* **Student-Centered Learning and Teaching:** We will identify, develop, and systemically apply instructional practices that make a significant difference in the education, especially Alaska Native children, as demonstrated by research and best practice.
* **Family and Community Engagement:** We will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.
* **Community Collaboration and Integration:** We will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic background feel welcomed, supported, and experience academic success.

# Equity Strategy Framework

## **Initiative 1: Equity/Anti-Racism Leadership**

We will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate inequities based on race and class.

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| **#** | **Sub-Initiatives** | **Responsible Leader(s)** | **Implementation Timeline** |
| 1-1 | Develop and support strong equity leadership at the school and district levels. | Superintendent  Equity Committee  Principals | Ongoing |
| 1-2 | Establish, support, and sustain equity  leadership teams at each school and at the district level. | Superintendent  Equity Committee  Principals | Ongoing |
| 1-3 | Embrace and embed the agreements and conditions of courageous racial discourse throughout the Nome Public Schools. | School Board Superintendent Principals | Ongoing |
| 1-4 | Initiate and sustain site, district, and regional dialogue on issues of race and achievement. | School Board Superintendent  Equity Committee  Principals  Regional and Village Native Associations | Ongoing |
| 1-5 | Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status. | School Board Superintendent Principals | Annually |
| 1-6 | Examine School and District policies, practices and structures for potential bias, and, where found, eliminate it. | School Board Superintendent Principals | Ongoing |
| 1-7 | Engage multiple cultural perspectives as an essential component of decision- making at the school and District levels. | School Board Superintendent Principals  Regional and Village Native Corporations | Ongoing |

## **Equity Strategy Framework**

**Initiative 2: Cultural Competence**

We will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all cultural groups.

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| **#** | **Sub-Initiatives** | **Responsible Leader(s)** | **Implementation Timeline** |
| 2-1 | 1. Expand cultural competence performance standards for NPS. Identify ways to provide training for teachers and support staff. 2. Identify and affirm staff that are especially effective at working with and increasing the achievement of Alaska Native students, and provide opportunities for other staff to learn from them. | Superintendent  Principals  Representatives from  employee groups | Plan during the 2017-  2018 school year for  2018-2019  implementation  Complete planning  2018-2019; full  implementation 2019-  2020 |
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| 2-2 | Create awareness and understanding among all staff of institutionalized racism and other biases that serve as barriers to achievement for Alaska Native students. | Equity Committee  Superintendent Principals | Ongoing |
| 2-3 | 1. Establish district-wide expectations for cultural competence staff development, aligned with student achievement data. 2. Continue to deliver and support participation in differentiated staff development experiences that strengthen knowledge, attitudes, skills, and practices to create culturally responsive learning. | Equity Committee  Superintendent Principals  Tribal Representatives | Currently in place and ongoing. |

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| 2-4 | Continue to use Alaska Cultural Standards for Educators to measure progress for setting and reporting individual and systemic goals for cultural competence staff development. | Equity Committee  Superintendent Principals | Currently in place. Annual review. |
| 2-5 | Strengthen and align staff recruitment, selection, and retention practices with the District’s cultural competence performance standards. | HR Manager  Superintendent Principals | Ongoing |
| 2-6 | Increase the number of locally grown teachers who better reflect and understand the make-up of our student population. | HR Manager  Superintendent Principals | Ongoing |
| 2-7 | Establish, support, and sustain equity- focused participatory action-research initiatives at each school. | Equity Committee  Superintendent Principals | Currently in place and ongoing.  Annual Review. |
| 2-8 | Design and implement additional programs for developing cultural competence in students. | Director Instruction  Principals | Planning 2017-18.  Implementation 2018-19. |

## **Equity Strategy Framework**

**Initiative 3: Student-centered Learning and Teaching**

We will identify, develop, and systematically apply instructional practices that make a significant difference in the education of children, especially Alaska Native children, as demonstrated by research and best practice.

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| **#** | **Sub-Initiatives** | **Responsible Leader(s)** | **Implementation Timeline** |
| 3-1 | Establish literacy as a primary focus for eliminating the achievement gaps. Continue initiatives through Early Childhood programming and parent training. | Director Instruction  Principal  Literacy Team | Ongoing with annual review. |
| 3-2 | Explore current and critical research and best practice on creating equitable/anti-racist learning environments. Continue District and site initiatives/teams. | Equity Committee  Director Instruction  Superintendent | Ongoing. |
| 3-3 | Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners. | Equity Committee  Director Instruction  Superintendent | Ongoing. |
| 3-4 | Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices. | Director Instruction  Principals | Ongoing with annual review. |
| 3-5 | Implement, monitor, and evaluate changes in what we do that results in improved achievement for Alaska Native students. | Director Instruction  Principals | Ongoing with annual review. |
| 3-6 | Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals. Explore use of growth models. | Director Instruction  Principals | Planning 2017-18  Implementation 2018-  19. |

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| 3-7 | Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math.  Continue as priority effort.   * Improve monitoring of effectiveness of interventions, along with student participation pathways. | Director Instruction  Superintendent Literacy Team | Ongoing.  Planning 2017-18  Implementation 2018-  19. |
| 3-8 | Hold high expectations for every student and actively assist each one to reach high academic standards. | Director Instruction  Principals | Ongoing. |
| 3-9 | Develop and implement an academic support plan (K-12) that prepares all students for college and career eligibility and success. | Director Instruction  Superintendent | 2017-18 - Ongoing planning for additional grade levels; 2018-19 - implementation of current programs. |
| 3-10 | Implement and support academic programs that accelerate all students into more rigorous curriculum and courses, including honors, advanced placement, and challenge opportunities. | Director Instruction  Principals | Planning 2017-18, Implementation beginning 2018-19. |
| 3-11 | Continue to promote a learning culture where every student’s achievement is the most important priority, and staff, students, and parents are co- responsible and accountable for that success. | School Board Superintendent Principals | Ongoing. |

## **Equity Strategy Framework**

## **Initiative 4: Family and Community Engagement**

We will engage families and communities as essential partners in supporting academic achievement for learners from all demographic groups.

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| **#** | **Sub-Initiatives** | **Responsible Leader(s)Timeline (s)** | **Implementation Timeline** |
| 4-1 | Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students. | School Board Superintendent Principals | Implement Community Engagement plan – 2017-18 |
| 4-2 | Continue to engage Alaska Native families in dialogue and the creation of strategies to bridge between schools, families, and community. | Superintendent Principals | Ongoing |
| 4-3 | Identify community resources to support and be co-responsible for students’ academic success. | Principals | Planning 2017-18  Implementation 2018-  2019 |
| 4-4 | Mediate educational barriers through improved integration of school and community resources to better serve children and families. | Superintendent Principals  Tribal Associations | Ongoing with continued planning for new program development. |
| 4-5 | Expect, encourage, and provide opportunities for family involvement in their children’s education. | Principals | Ongoing implementation |
| 4-6 | Adopt and promote a district-wide culture that engages Alaska Native families as essential partners in district and school planning and decision-making. | School Board Superintendent Principals | Continued implementation 2017-  18 |
| 4-7 | Engage the business, social service, tribal associations, and government communities as partners in supporting and promoting academic achievement and the equity goals. | School Board Superintendent Principals | Ongoing implementation |

## **Equity Strategy Framework**

**Initiative 5: Community Collaboration and Integration**

We will work collaboratively with partner organizations to promote and achieve equity in our schools where students and families from all racial and economic backgrounds feel welcomed, supported, and experience academic success.

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| **#** | **Sub-Initiative** | **Responsible Leader(s)** | **Implementation Timeline** |
| 5-1 | Provide resources and services to promote and support the social and academic success of Nome students. | Superintendent Principals | Ongoing. Implement program enhancements 2017-  2018. |
| 5-2 | Provide resources and services to promote and support the full participation of Nome families. | Superintendent Principals | Ongoing. Implement program enhancements 2017-  2018. |
| 5-3 | Strengthen communication strategies to inform Nome families about enrollment opportunities in district schools. | Superintendent | Ongoing |
| 5-4 | Promote, support, and increase participation by NPS staff members in professional development opportunities provided through the community partners. | Superintendent | Ongoing |
| 5-5 | Promote, support, and increase participation by Nome students in cross-cultural learning experiences. | Superintendent | Ongoing |

**Appendix A**

## **Equity Committee**

Nome Public Schools Equity Committee is formed to provide direction and support to the District as we explore and seek to better understand and create the conditions for equitable schools.

This committee will be instrumental in reviewing, analyzing and developing the Equity Strategy Framework.

The Equity Committee is charged to:

* Develop deeper understanding of equity challenges and promising equity strategies.
* Share ideas and practices for quality professional development aimed at closing the achievement gap.
* Examine the implications of racism on student learning through the lens of leadership.
* Analyze data, policies, and practices through the lens of race and recommend changes.
* Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity.
* Develop, support implementation, and provide on-going review of the District Equity Strategy.

**Appendix B**

## **Glossary of Equity Terms Used in the Equity Strategy Framework**

**Collaborative Action Research**: In the context of the Equity Strategy, collaborative action research refers to teams of teachers working together to investigate, hypothesize, act, and reflect on their practice in order to improve learning for Alaska Native students. Teams focus on the following levels of teaching and learning: improving relationships among teachers, students, and families; incorporating instructional practices that are culturally responsive; expanding curriculum that is culturally relevant; and authenticating assessment practices so they indicate learning and teaching quality.

**Anti-Racism**: Conscious and deliberate, individual and collective action that challenges the impact and perpetuation of institutional white racial power, position, and privilege.

**Cultural Competence**: The knowledge, attitudes, skills, and practices that allow individuals to form relationships and create learning environments that support the academic achievement and personal development of learners from diverse racial and cultural groups.

**Cultural competence includes:**

* Recognizing the educational impact of race and culture.
* Addressing demographic inequities in achievement.
* Building relationships across racial and cultural differences.
* Adapting curriculum to reflect racial and cultural diversity.
* Ongoing self-reflection about one’s cultural competence.

**Diversity:**Diversity acknowledges that people are the same and different in many ways, including, but not limited to race, ethnicity, gender identity, sexual orientation, socioeconomic background, religion, political persuasion, physical and cognitive ability, or other differences. When these differences are addressed with inclusion, acceptance and respect, everyone benefits.

**Equity**: Raising the achievement of all students; while narrowing the gap between the highest and lowest achieving students; and, eliminating the racial predictability and disproportionality of which students are in the highest and lowest achieving groups. Additional resources are used where needed to ensure that all students have fair access. Availability of information and resources is the right of all students. Staff, students and parents are educated to their availability.

**Inclusion:**The intentional acts of inviting the participation of others and/or removing barriers so that all high school stakeholders have the opportunity to be successfully involved in school life.