



4. Student equity outcomes to be met by following this planning process

- School board, administration process by which formal recognition was conferred on the plan
- District policies that relate to equity
- District's current equity status—major findings from the assessment process
Results of student assessment phase

Results of educator assessment phase

Results of administration assessment phase

- How will the district measure progress toward the equity goals and student outcomes?

- Who was involved in development of the district equity plan and what process led to the creation of the plan?

- Who will be responsible for implementing the plan?

- What timeline will be used to implement the plan?

5. How will equity efforts and other school improvement efforts be integrated and coordinated

- With the 20 standards, especially the five standards described on page 18: (e), (h), (k), (m), and (n)?

- With the pupil nondiscrimination self-evaluation process (s. 118.13 and PI 9)?

- When designing and implementing a developmental guidance program?

- When implementing a human growth and development program?
- When planning, developing, and evaluating contemporary vocational education programs?
- When focusing on increasing the educational achievement of all students?

