

EQUITY REPORT CARD

- We as a staff believe in “all means all” and that each and every child should have a place in our school that is not segregated in any way.
- I as an individual recognize that all children can learn and that I have an active role in their learning.
- I individually and we collectively actively examine whether all student groups represented in our community are a part of our school. We ask ourselves, “Who is missing?”
- Staff who serve my school embrace the mindset that each child can learn to high levels.
- Staff who serve my school have a shared understanding of our collective resources.
- Staff understand that we will consider all resources as we understand student needs.
- We have shifted our thinking from “yours” and “mine” to “ours.”
- We have articulated the expectations of what Universal, Additional, and Intensified tiers are inclusive of all learners.
- We have screening and progress monitoring tools that will help guide decisions across academic, behavior, and social-emotional learning domains that are inclusive of all learners. Our tools are technically sound to the maximum extent available.
- We approach the creation of a student-centered master schedule by considering time, people, and spaces as variables we can alter to impact changes in student outcomes.
- We are committed to working with the master schedule in a dynamic manner, meaning that we make adjustments based on student data and a clear understanding of our design, needs, current reality, and strengths.
- Our resulting master schedule reflects our beliefs, attitudes, values, and priorities.
- We are prepared to continuously improve our system, reflecting on the data, available resources and our share values.
- We understand the value of social-emotional learning as a mechanism for building equitable support.

Continued

Source:

McCart.A & Miller, D. (2020). Leading equity-based MTSS for all students. Corwin Press, Thousand Oaks, CA.

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- We commit to regularly revisit our thinking around equity as we learn more about the historical pain of many and the incredible pride and individual humanity of each child and their family.

- We commit to learning the names of all our students, our co-workers, and their families.

- We celebrate all the family structures that make up our student and school population.

- We recognize that equity demands that we do more, even though we have already given so much.

- We recognize that throughout our careers we must challenge ourselves to deeply understand the students who come to us, and we commit to changing our practices as part of the way we do business.

- We work in a place where we know we have a voice, we belong, and we work daily to show others belong too.

- We see evidence of authentic student and family voice in our school community.

- We recognize and commit to MTSS as the framework for building equity in our school, and we support the time investment it will require over a number of years.

- We recognize that, no matter how long we have been working on equity, in many ways we are still just beginning.

- We recognize that we are educators, and we are quite simply amazing. 😊

Source:

McCart.A & Miller, D. (2020). Leading equity-based MTSS for all students. Corwin Press, Thousand Oaks, CA.



Optimistic Closing

TITLE

Source



Time:

Overview:

When and Why:



SEL Focus:

Steps:



Debrief:

Modifications and Variations: