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 extend 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 earning 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.