

# **The Building Equity Audit— Staff Version**

## **PHYSICAL INTEGRATION**

1. Our student body is diverse.
2. Students are being prepared to function as members of a diverse society.
3. Our school publicly seeks and values a diverse student body.
4. We reach out to families from different backgrounds to ensure they feel welcomed and valued.
5. Efforts are made to promote students' respecting, and interacting with, students from different backgrounds.
6. There are tensions in the school between students with different backgrounds and identities.
7. Our school facilities and resources are at least equal to those of other district schools.
8. We are proud of our school facilities and resources.
9. Classroom placement and student schedules ensure that diversity exists in all learning environments.
10. There are self-contained or special day classes on our campus.

## **SOCIAL-EMOTIONAL ENGAGEMENT**

11. The social and emotional needs of students—from prosocial skills to responsiveness to trauma—are adequately supported in our school.
12. Students feel safe at school.
13. Teachers know what to do if a student’s mental health and well-being are in question.
14. Students who need counseling and social services receive them.
15. Bullying is not a problem at our school.
16. There are students who are afraid to come to school.
17. Teachers and staff show they care about students.
18. We care for, support, and mentor some students beyond their classroom performance.
19. Students have at least one adult in school who cares about, supports, and mentors them.
20. We promote positive race and human relations to better understand and interact with students from different backgrounds.
21. We are a culturally competent staff.
22. Our school has programs and policies that are designed to improve attendance.
23. We need to spend more time trying to improve attendance.
24. Our school’s discipline plans are restorative rather than punitive.
25. Staff receive professional development to help us understand and implement our schoolwide discipline plan.
26. We understand and support our schoolwide approach to discipline.
27. Students value their relationships with teachers.
28. Students are treated equitably when they misbehave, and consequences are based on an ethic of care rather than demographic characteristics.
29. Students from specific subgroups are treated differently than others when they misbehave.
30. Students from specific subgroups are more likely to be sent out of class, suspended, or expelled.

## **OPPORTUNITY TO LEARN**

31. We do not use tracking to group or schedule students.
32. There is a noticeable relationship between student demographics and challenging assignments and classes.
33. We have remedial classes.
34. We have two sets of core classes: high level and basic.
35. Students have equitable access to class placement and course offerings.
36. Students are encouraged to take on challenging classes, projects, and activities.
37. All students have access to challenging curriculum.
38. We pay attention to differentiation and are well prepared to differentiate our instruction.
39. I am able to meet the needs of a diverse group of students.
40. We have interventions in place to help our students succeed in our core classes.
41. Teachers have high expectations for all students.
42. Students know we believe in them and that they are capable of challenging work.
43. We need remedial classes.
44. There are active working relationships between home and school to increase opportunities to learn.
45. Parents know we believe their children are capable of great things.
46. We communicate positively, regularly, and promptly with families.
47. We invite families to get involved in school events and decision making.
48. Parents know how their child's schedule meets standards and is preparing their child for the next school level.
49. Soft skills are developed and valued in our school.

## **INSTRUCTIONAL EXCELLENCE**

50. Students are demonstrating commitment, perseverance, and flexibility, especially in challenging situations.
51. Students are learning to manage their time and complete tasks.

52. We build creativity and problem-solving skills.
53. Our students learn how to communicate, collaborate, and work in small groups.
54. All students experience quality core instruction.
55. Students in every classroom experience focused instruction, guided instruction, collaborative learning, and independent learning every day.
56. Teachers actively convey the learning purposes in every lesson.
57. Students understand criteria for success in every classroom.
58. There are transparent and transportable instructional routines in place schoolwide.
59. Grading and progress reports are focused on subject matter mastery and competence.
60. Teachers notice students' individual instructional needs and have systems to differentiate as needed.
61. I am aware of and support our school's response to intervention program.
62. Flexible heterogeneous and homogenous small groups meet daily in classrooms.
63. We have access to professional learning that builds our technical and intellectual skills.
64. Our professional learning highlights teaching and learning and is aligned to our school's academic goals.
65. Instructional coaching is available to every teacher.

## **ENGAGED AND INSPIRED LEARNERS**

66. Students are engaged in a wide range of leadership activities within our school.
67. Student aspirations are fostered.
68. Students select learning opportunities related to their interests.
69. Students are provided authentic and applied learning experiences that link with their goals and aspirations.
70. Students are inspired by their teachers to achieve greatness.

**Most of our students will agree with the following statements:**

71. I am proud of myself.
72. I like who I am.
73. I know where I am going.
74. I don't feel lost.
75. I am positive about my future.
76. School is a place that is helping me dream about my future.
77. School is a place that is helping me plan my future.
78. School is giving me positive power.
79. I like what I am learning.
80. I've got a plan for myself.
81. I am prepared to work hard to reach my dreams.
82. I feel I have lots of chances to ask and answer questions about myself.
83. School is helping me discover what life is all about.
84. School is helping me discover what I am all about.
85. I am a leader.
86. I feel empowered as a student.
87. I am a powerful person.
88. I feel prepared to face the challenges in my life.
89. I can look in the mirror and smile at who I see.
90. I have wonderful dreams about my future.
91. Some of the things I learn in school help me dream bigger.
92. I learn more about myself every year.
93. I don't feel held back.
94. Nothing is going to keep me from reaching my goals.
95. I have aspirations.

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