

Cape Elizabeth Growth Cycle Outline

(Equity Audit Overview)

01

Unearth

Garner insights from stakeholders about, hopes, concerns, and any specific needs. This informs in the development and formalization for the vision, goals, and roadmap for equity audit.

02

Tillage

Preparing a plan of action that addresses concerns uplifted, arrives at the goals the team has indicated are most important.

03

Excavate

Digging into past and present demographics, mission statements, hiring practices, student achievement metrics, curriculums, disciplinary action and evaluation tools. As well as delving into prospective plans for the aforementioned.

04

Discover

Uncover desires, fears and beliefs of current and prospective systems through interviews with teachers, students, administration, parents, community members, and administration. Additionally through observing classes, meetings, and town halls.

05

Harvest

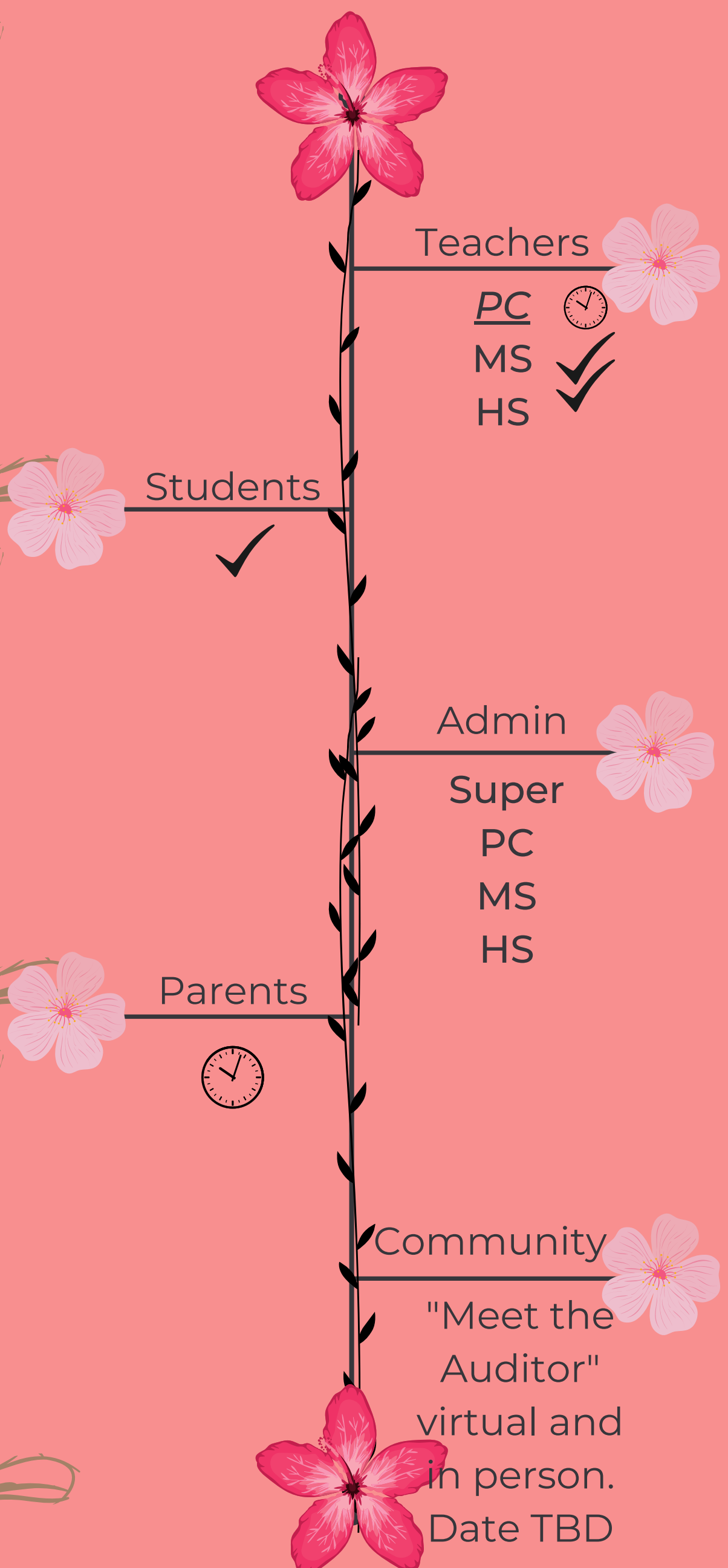
The formal collection, compilation and dissemination of the data collected with individualised recommendations.

PHASE ONE

Unearth

INTRODUCTORY INTERVIEWS

Speak with teachers, students, administration and the community about their hopes, concerns, and any specific needs regarding the Equity Audit.



QUESTIONS AND COMMENTS

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PHASE TWO Tillage

Based upon uplifted themes from Phase one: Unearth, the plan for observation and data collection regarding racial equity will occur in the following categories with emphasis on the bulleted points.

STUDENTS

- **Curriculum:** What & how are students learning?
- **Student Voice:** How are student ideas/beliefs elevated & which student voices?
- **Comfort:** How are all students made to feel welcomed & valued?
- **Student Engagement:** What opportunities are provided to students & which students participate
- **Student Achievement:** Demographics of graduation rates, honour roll, and advanced placement classes
- **Student Discipline:** Disciplinary procedures and regulations, suspension/expulsion metrics

STAFF AND FACULTY

- **Hiring practices:** Recruitment & Retention efforts & candidate qualifications
- **Voice:** How are *employee ideas/beliefs being elevated & which voices?
- **Comfort:** How are all employees made to feel welcomed and valued?
- **Evaluation:** Evaluation metrics
- **Support:** Do employees have what they need in order to do their jobs effectively and improve?
- **Dynamics:** How does administration engage with the students, family, staff and faculty?
- *"employee" includes administration

FAMILIES AND COMMUNITIES

- **Comfort:** How are all family and community members made to feel welcomed & valued?
- **Engagement:** How does the school encourage family & community participation?
- **Voice:** Who speaks up? Who is listened to?
- **Contribution:** How are the CE schools preparing thier students to be contributing members os their immediate community & society at large?

CULTURE, COMMITMENTS & POLICY

- **Morale:** Ease of generating buy-in, willingness to participate, as well express dissent
- **Voice:** Who speaks up? Who is listened to?
- **Commitment:** What are the CE commitments (gnerally and as individual schools)? How are they displayed, accepted, & implemented?
- **Dedication:** What is the fidelity to articulated commitments?
- **CE Schools:** How do the schools engage with and support one another?
- **Funding:** What is funded? How is it funded?
- **Policy:** What policies and procedures assist and/or hinder progress towards equity?

QUESTIONS AND COMMENTS

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PHASE THREE Excavate

Uncovering various themes and patterns through the systematic analysis of documents and previously assembled data. Findings at this stage will be used to inform additional talking points during phase 4: Discovery.

STUDENT

- **Past and present racial demographics as compared to state and city percentages.**
- **Demographics of disciplinary action**
- **Demographics of honours/advanced placements**
- **Requirements for honours/advanced placement**
- **Extracurricular activities and regulations for participation (including cost and experience)**

STAFF

- **Past and present racial demographics as compared to state and city percentages.**
- **Hiring practices (recruitment and retainment efforts and qualifications measures)**
- **Evaluation tool**
- **Past and present Professional Development**
- **Curricula and sample lesson plans**
- **School Council minutes**

FAMILY AND COMMUNITY

- **Townhall attendance**
- **Townhall minutes**
- **PTA minutes**
- **Other organised committee meeting minutes as they pertain to the CE schools**
- **Submitted requests/preferences on policies and/or procedures**

COMMITMENTS

- **Mission and Value statements**
- **Website**
- **Past, present and prospective programming/Initiatives**
- **Budget/Funding**

QUESTIONS AND COMMENTS

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