



SOCIAL EQUITY. High-performing schools with middle grades are socially equitable, democratic, and fair. They provide every student with high-quality teachers, resources, learning opportunities, and supports. They keep positive options open for all students.

- 1. To the fullest extent possible, all students, including English learners, students with disabilities, gifted and honors students, participate in heterogeneous classes with high academic and behavioral expectations.**
 - Faculty and administrators are committed to helping each student produce proficient work.
 - Evidence of this commitment includes tutoring, mentoring, enrichment assignments, differentiated instruction, special adaptations, supplemental classes and other supports.
 - Accelerated, short-term interventions for students with similar needs are fluid.

- 2. Students are provided the opportunity to use many and varied approaches to achieve and demonstrate competence and mastery of standards.**
 - Teachers differentiate instruction in order to give each student equal opportunity to comprehend the standards-based curriculum.
 - Teachers provide a variety of learning experiences so all students have opportunities to master a challenging curriculum.
 - Teachers provide learning activities that represent varying learning styles so all students have opportunities to master standards.

- 3. Teachers continually adapt curriculum, instruction, assessment, and scheduling to meet their students' diverse and changing needs.**
 - The faculty is always seeking ways to improve programs, curriculum, and assessment to better meet student needs.
 - Teachers assess mastery continuously and modify their instruction to meet current needs.
 - The master schedule is developed in a way that provides flexibility for teachers to meet specific instructional needs on a daily basis.

- 4. All students have equal access to valued knowledge in all school classes and activities.**
 - To the fullest extent possible, students use technology to do research and analyze data, read more than textbooks, and understand how to solve complex problems.
 - To the fullest extent possible, students with disabilities are in regular classrooms.
 - Students have access to interest-based classes, activities, or opportunities.

5. Students have ongoing opportunities to learn about and appreciate their own and others' cultures.

- The school values knowledge from the diverse cultures represented in the school, community, and our nation.
- Materials in the media center represent all of the cultures of the students.
- Families often come and share their traditions and beliefs.
- Multiple viewpoints are encouraged.

6. The school community knows every student well.

- Each student is appreciated and respected.
- Staff members do not use negative labels or discuss students in negative ways.
- Every student has an adult advocate and supporter in the school.

7. To the fullest extent possible, the faculty welcomes and encourages the active participation of all its families and makes sure that all its families are an integral part of the school.

- Transportation, meals, childcare, and translation support are provided so all families of diverse cultures and languages can attend school events.
- Efforts are made to eliminate barriers (e.g., transportation, childcare, translation) to attend school events.
- Multiple forms of communication are used with families and communication is two way.
- Families have a voice in the decision-making process of the school.
- Opportunities are provided for families to engage in supporting student learning (e.g., parenting classes, literacy programs, accessing information about student progress, making meaningful connections to the curriculum).

8. The school's reward system is designed to value diversity, civility, service, and democratic citizenship.

- The faculty recognizes the contributions of all its students.
- Awards are not limited to sports and academic honors.

9. To the fullest extent possible, staff members understand and support the family backgrounds and values of their students.

- The school recruits a culturally and linguistically diverse staff.
- The staff members are a good match to the school's community.

10. The school rules are clear, fair, and consistently applied.

- Students and parents are informed of school rules and know exactly what will and does happen if students break the rules.
- Staff members routinely analyze and act upon referral and suspension data to make sure that no one group of students is unfairly singled out by classroom and school staff.
- The school's disciplinary referrals and suspension rate are low as a result of proactive interventions that keep students engaged, resilient, healthy, safe, and respectful of one another.