Component #3 - Providing Equitable Learning Opportunities: All members of the staff work collaboratively to increase the learning of all students while accelerating the learning of students in traditionally underperforming groups.

Structures to Support School-wide Practices	Evidence	Principal Behaviors	Principal Attitudes and Habits of Mind
Staff Convenings: During staff meetings, professional development days and minimum days, the staff seeks ways to deepen their own learning and promote equity for students.	1. Staff members seek to understand how some racial and ethnic groups have enjoyed more privilege than others within the broader culture and how this has impacted students' opportunities to learn. 2. Staff members engage in experiences (speakers, videos, articles) that challenge their values and beliefs about students. 3. Staff members practice respectful discourse by listening openly, seeking multiple perspectives and valuing one another's experiences. 4. Staff members work together to increase their understanding of the cultures of their students and to learn to communicate successfully with their families. 5. Staff members examine and reflect on their own beliefs and reflect with others about racism through courageous conversations. 6. Staff members learn *culturally responsive teaching** strategies that promote *educational equity*. 7. Staff members increase their understanding of how teacher behaviors promote or detract from the academic status of individual students in the peer group.	1. Uses an equity lens to evaluate student access to resources and learning. 2. Assures equity in the allocation of resources. 3. Challenges low expectations and complacency related to student outcomes. 4. Confronts practices which limit learning opportunities for some students. 5. Promotes and monitors discipline practices that focus on improved behavior and learning rather than punishment. 6. Assures that students participate in heterogeneous groups for the majority of the day. 7. Seeks to build a staff that reflects the school community. 8. Monitors and holds people responsible for *culturally responsive teaching* and respectful discourse. 9. Uses data to analyze the performance of individual students and groups. 10. Sets up structures, policies and procedures that promote equity for all. 11. Creates outreach to all portions of the community, using multiple	1. Sees oneself as the guardian of equity in the school. 2. Deals courageously with inequitable issues and situations of prejudice without self-righteousness. 3. Is courageous in the face of political pressures (i.e., hiring, student assignments). 4. Believes that all students can produce quality work under the right conditions. 5. Believes all teachers can master effective equity practices.
Grade-level Teams: Grade-level teams meet regularly to plan instruction, and all planning is guided by principles of *equity*.	1. Teams study student achievement data through an equity lens and take collective responsibility for the learning of all students. 2. Teams seek engagement strategies that work for the specific groups represented in their classrooms.		
Classrooms: Classroom practice reflects the principles of equity.	Classroom Climate and Discourse: 1. Teachers empower all students through warm and caring relationships. 2. Teachers interact with students in a manner that promotes students' self-worth. 3. Students actively share their viewpoints and perspectives. 4. Students direct their own learning through book clubs, literature circles, workshops, inquiry groups and individually selected research topics. 5. Teachers allow and affirm reasonable differences in verbal and physical expression. 6. The teachers expect each student, regardless of race, ethnicity, language or culture, to produce high level work and provide the needed support. 7. Teachers engage students in discussions about future plans to broaden their views of career and educational opportunities.		

	8. Teachers work together to increase each student's academic status in the classroom. *Culturally Responsive Teaching*: 1. Teachers implement practices that encourage full participation by all students (differentiated instruction; questioning and 'calling-on' strategies; seating arrangements; movement in the classroom; shared ownership of classroom space). 2. Teachers use strategies that fortify each student's academic competence without diminishing his/her status within the peer group. 3. Teachers deliver comprehensible lessons, relevant to students' lives. 4. Teachers demonstrate personal responsibility for students' learning. 5. Teachers provide experiences and materials that represent and affirm the racial, ethnic, language and cultural traditions of the students in the classroom. 6. Homework advances students' appetite for learning. Learning & Behavior of Underperforming Students**:** 1. Students perceive that classroom rituals and routines are fair (a structure that allows for individual differences; positive management practices; equitable treatment of students. regardless of race, language or culture). 2. Students' classroom work shows accelerated progress. 3. Students are actively engaged in their learning activities. 4. Students interact and move in the classroom with confidence and purpose. 5. Students persevere in their work, act independently and responsibly and seek help as needed. 6. Students are eager to come to school. 7. Students spontaneously share evidence of their learning.	modalities (communications tools, events, etc.). 12. Identifies and acknowledges equitable practices.
Intensification Supports: Schools provide services to extend students' opportunities to learn.	1. Schools provide support for students who need additional assistance to accelerate their learning, and direct the necessary resources toward these efforts. 2. Data are used to identify learning needs and to design relevant instruction rather than to sort and label students. 3. Intensification efforts are rigorous, coherent and aligned with the core program. 4. Intensification assistance begins by probing students' thinking in order to identify misconceptions and develop new learning. 5. Grouping is fluid and flexible and students move in and out of interventions. 6. Intensification efforts are evaluated regularly and modified when results don't meet expectations.	