

School's Interactive Components and Description

Components	Description
<p>Fair Funding is the availability of funds in a school district to support a quality educational program for <i>all</i> students.</p>	<ul style="list-style-type: none"> • Provides enough to fund a quality school program. • Provides enough additional funds for a quality school program for students with special needs. • Provides enough to fund educational programs to help students who are not having success in school. • Is fairly distributed among the various schools in the school district. • Is fairly distributed among the schools in the state.
<p>Governance is the policy making and pro-active support of a school board to support a quality educational program for <i>all</i> students in a school district.</p>	<ul style="list-style-type: none"> • School board actively supports a quality educational program for all students. • School board sets policies that support programs for students who are successful academically. • School board sets policies that do not affect negatively the quality of education that some students receive. • School board provides for funding and other resources to implement policies that support programs for students who are not successful academically. • School board supports efforts by school administration to ensure high achievement and no achievement gaps among different student groups. • School board tracks and acts on inequalities within the various schools' academic achievement performance. • School board tracks and acts on inequalities within the various schools' access to resources and quality curriculum.
<p>Leadership is the ability and inclination of administrative and supervisory personnel to deliver quality educational services to <i>all</i> students and prides itself for its ability to hold on to students in a school setting.</p>	<ul style="list-style-type: none"> • School leaders know the needs and educational programs for the various student populations. • School leaders know the needs of a diverse student population. • School leaders actively promote and ensure that the needs of a diverse student population are met. • School leaders represent the ethnicity of the student population in the school. • School leaders involve parents in the decisions affecting the quality of education that their children receive.
<p>School culture is an educational environment that promotes safety and high expectations for <i>all</i> students, reflects high energy and commitment across the board to do what is needed to ensure that students stay in school, and guarantees academic success for all students.</p>	<ul style="list-style-type: none"> • School personnel at all levels reflect attitudes and beliefs that all students can and will learn in that school. • School personnel at all levels respect and value all students regardless of ethnicity, religion and lifestyle. • All students feel safe and are able to express themselves without fear of ridicule or embarrassment. • Students from various ethnic groups respect each other and learn in a cooperative setting.
<p>Community involvement is the creation of a partnership based on respect and the shared goals of academic success and integration of the community into the decision-making processes of the school.</p>	<ul style="list-style-type: none"> • The community has an interest in becoming an integral part of the education community of the school. • The community takes a pro-active role in ensuring that all students receive a quality education. • The school actively promotes the involvement of the community in school activities and decisions. • The school perceives community involvement as an essential partner in its campaign to teach all students.
<p>Teaching quality is the preparation of teachers, the placement of teachers in their fields of study, and the opportunities provided teachers to grow professionally.</p>	<ul style="list-style-type: none"> • Teachers have the highest preparation available to teach students from different cultures and languages. • Qualified teachers (bilingual or English as a second language teachers for English language learners) are placed in appropriate classrooms. • Teachers teach in their discipline. • Teachers have ample opportunities for professional growth.

School's Interactive Components and Description (cont'd)

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<p>Assessment and accountability are the school practices related to fair and unbiased assessment of students and the degree to which schools take responsibility for the academic success of <i>all</i> students.</p>	<ul style="list-style-type: none"> • School uses fair and unbiased tests that are reliable for students from diverse cultures and languages. • School uses assessment data in planning and delivering instruction. • School communicates assessment data in a comprehensible way to parents and the community. • School feels responsible for serving a diverse student population.
<p>Curriculum is the educational programs of study, materials and other learning resources, such as technology, and their accessibility to all students.</p>	<ul style="list-style-type: none"> • Academic goals for the school are congruent with district and state goals. • Curriculum meets federal, state and local requirements. • School offers quality bilingual or ESL programs of study for English language learners. • School offers quality educational programs for students with disabilities. • School capitalizes on the power of technology to enhance the delivery of instruction. • School offers the most challenging state graduation plans available. • School has agreements with colleges and universities to offer courses that carry college credit. • Students, regardless of ethnicity or home language, have access to the most challenging graduation plans and courses.
<p>Instruction is the practices that teachers use in the classroom to deliver comprehensible instruction that prepares all students to meet academic goals and ensures that no child drops out of school.</p>	<ul style="list-style-type: none"> • Teachers use appropriate teaching techniques that are aligned with student characteristics and learning styles. • Teachers feel responsible for teaching all students. • Teachers capitalize on cultural resources in the community to enhance their teaching. • Teachers articulate high expectations through their actions and beliefs. • Teachers communicate with other school personnel to coordinate the best instruction for all students.
<p>Student engagement is the school activities designed to incorporate students into the learning process and other social activities within the school that ensure academic achievement.</p>	<ul style="list-style-type: none"> • Teachers know and practice the value of connecting students socially and academically. • All students believe that school personnel want them engaged in the academic and socialization processes of the school. • There is evidence that all students have access to and are supported in the academic and socialization processes of the school. • All students feel valued and respected and engage themselves in the academic and socialization challenges provided by the school.
<p>Support systems are programs and activities designed to support students academically, psychologically and socially to ensure that students reach the goals set by the school.</p>	<ul style="list-style-type: none"> • Counseling programs are sensitive to cultural and linguistic characteristics of the student population. • Counselors are trained and committed to work with students from different cultural and linguistic backgrounds. • Counselors and teachers encourage and prepare all students to enroll in college. • School provides academic programs to address students who have fallen through the cracks. • School has been successful in addressing students who are falling through the cracks.

Source: Villarreal, A. Intercultural Development Research Association, 2006.