Educational Acronyms

This handout is an aid for making sense of the jargon. If you have any questions or if you would like more information about any of these areas of focus—please let us know.

************District Level************

NCLB (No Child Left Behind) The law, which was passed in 2002 with bipartisan support, was designed to introduce national standards to a system in which students in some demographic groups were more likely to succeed and others likely to be left behind. But it allows states to determine how success is measured.

Chapter 12 (Iowa Administrative Code Chapter 12—Regulatory Guidance for Meeting Accreditation Standards) Document purposes: 1. To provide consistent interpretation for noncompliance determinations. 2. To provide clear interpretation for noncompliance determinations. 3. To ensure that all schools/school district are meeting accreditation standards. 4. To provide compliance information; however, the content in this document should not be construed to represent best practices in all areas.

Site Visit (Differentiated Accountability System) The School Improvement Team at the DE conducts site visits for accredited school districts, reviews Annual Progress Reports (APRs), and assists Schools and School Districts in continuous school improvement efforts such as the Comprehensive School Improvement Plan (CSIP). Data for both the APR and CSIP are collected through the C-Plan application. The Team conducts feasibility studies with accredited public school districts seeking options such as Whole Grade Sharing and School District Reorganization. The Team monitors Private Instruction, Specially Accredited Schools, Open Enrollment, School District Waivers and Exemptions, Nonpublic School Accreditation, charter schools, and Senior Year Plus.

Differentiated Accountability System The Iowa Department of Education is revamping the site visit format for schools and specifically sending teams and providing teams to work with schools in most need. The process allows for an evaluation of the system based on collaborative inquiry questions about the "health" of the school. The areas of focus will include universal instruction, targets and intensive services, leadership, infrastructure, assessment and data-based decision-making.

Healthy Indicators Healthy Indicators are used to inform the health of the system in a variety of ways and to inform continuous school and system improvement.

Title I This part of No Child Left Behind Act supports programs in schools and Local Education Agencies (LEAs) to improve the learning of children from low-income families. The U.S. Department of Education provides Title I funds to states to give to school districts based on the number of children from low-income families in each.

AYP (Adequate Yearly Progress) The No Child Left Behind Act (NCLB) of 2001 requires each district/school to annually demonstrate adequate yearly progress towards meeting the state academic annual measurable objectives (AMOs), participation rate, and other academic indicators goals.

DINA (District in Need of Assistance) If a district does not meet the annual AYP state participation goals or state AMO in either the "all students" group or any one of the subgroups within the required grade spans (3-5, 6-8, and 11) in the same subject area (either reading or

mathematics) for two consecutive years, it shall be identified as a district in need of assistance, which is also referred to as DINA. If a district does not meet the goals for district level K-8 average daily attendance rate and high school graduation rate for two consecutive years, it also shall be identified as a district in need of assistance.

SINA (School in Need of Assistance) If a school does not meet the annual AYP state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in either the "all students" group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance, which is also referred to as SINA. SINA schools that receive Title I funds are required to comply with NCLB sanctions, which include writing a plan, offering school choice, etc.

SES (Supplemental Educational Services) Supplemental educational services are additional academic instruction designed to increase the academic achievement of students in Title I schools in the second year or higher of school improvement. SES provides extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year or higher of school improvement. Parents of eligible students are notified, by the LEA, that SES will be made available, and parents may select any approved provider in the geographic area served by the LEA or within a reasonable distance of that area that they feel will best meet their child's needs. The LEA will sign an agreement with the provider selected by the parent, and the provider will then provide services to the child and report on the child's progress to the parents and to the LEA.

ACR (Attendance Center Ranking) The Attendance Center Ranking (ACR) requirements were established during the 2013 legislative session. It is a school performance system and report card for all attendance centers. The goal of this legislation is to establish specific performance goals and evaluate the effectiveness of each attendance center toward meeting these outcomes. The nine required measures are student proficiency rates in math and reading, academic growth, attendance rates, parent involvement, employee turnover, community activities and involvement, closing achievement gaps score, graduation rate, and college readiness

C-Plan (Consolidated Plan) The Department of Education consolidated the following district level plans for state reporting, including them in one plan--CSIP, APR, DDSDP, DINA, and Iowa CORE. The C-Plan is due to the state September 15 of each year. The SINA plan is also a component of the C-Plan, unlike the plans listed above; the SINA plan is a building level plan.

CSIP (Comprehensive School Improvement Plan) Schools or school districts will submit a revised five-year Comprehensive School Improvement Plan (CSIP) by September 15 of the school year following the comprehensive site visit, which incorporates, when appropriate, areas of improvement noted by the school improvement visitation team.

APR (Annual Progress Report) In order to satisfy the requirements for reporting annual progress toward state and federal indicators, school districts and non-public schools in Iowa complete an Annual Progress Report (APR) due to the Iowa Department of Education by September 15 each year. APRs include information regarding academic proficiency, academic goals, dropouts, graduation rates, attendance rates, and post-secondary data.

SIAC (School Improvement Advisory Committee) Per Chapter 12, At least annually, the school improvement advisory committee shall also make recommendations to the board with regard to, but not limited to, the following: 1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science in subrule 12.8(3); 2. Progress achieved with other locally determined core indicators; and 3. Annual improvement goals for the state indicators that address reading, mathematics, and science achievement

Fall/Spring BEDS (Basic Educational Data Survey) The Iowa Basic Educational Data Survey (BEDS) is a semi-annual data collection. The purpose of BEDS is to collect staff and non-student level information. Data are collected from Public Districts, Non-Public Schools and Area Education Agencies.

The Fall collection includes staff information from all accredited K-12 public and non-public schools and Area Education Agencies, class size data, CPI (Competent Private Instruction), professional development plans.

The Spring collection includes address information for the coming year, early childhood program information, teacher and principal evaluation data, school minutes, graduation requirements, PSEO (Postsecondary Enrollment Option) dollars spent by the district, and course data and student enrollment from the accredited non-public schools.

Data from the BEDS is used to meet state and federal reporting requirements, respond to legislative requests for information, and support education research.

ELI (Early Literacy Implementation law) The general requirements of the Early Literacy Implementation law are: provision of <u>universal screening</u> in reading for students in kindergarten through third grade; <u>progress monitoring</u> for students who exhibit a substantial deficiency in reading; the provision of <u>intensive instruction</u> – including 90 minutes daily of scientific, research-based reading instruction – for students who exhibit a substantial deficiency in reading; <u>notice to parents</u> that a student exhibits a substantial deficiency in reading, including strategies the parents can use at home to help the child succeed; notice to parents of such a student's subsequent progress; provision of an evidence-based <u>summer reading program</u> for students who exhibit a substantial deficiency in reading; <u>retention</u> of any student who is not proficient in reading by the end of the third grade, did not attend the summer reading program, and does not qualify for a good cause exemption from the retention requirement.

C4K (Collaborating for Kids) This collaboration is between the Iowa Department of Education, the Area Education Agencies and the Local Education Agencies (schools). The team looks for ways to work in conjunction with the various stakeholders and maximize the use of resources to implement education policies and initiatives.

PTO (Parent Teacher Organizations) PTOs are organizations that consist of parents, teachers and school staff. The goals include volunteerism of parents, encouragement of teachers and students, community involvement, family engagement, etc.

**********Teacher Leadership**********

TL or TLC (Teacher Leadership or Teacher Leadership Compensation) The intended goals of the Teacher Leadership and Compensation System are as follows: • Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities. • Retain effective teachers by providing enhanced career opportunities. • Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other. • Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. • Improve student achievement by strengthening instruction.

PCL (Partnership for Comprehensive Literacy) The Partnership for Comprehensive Literacy model uses literacy as a tool for measuring school change in four interrelated areas: student learning, teacher knowledge, school culture, and school processes. The ten features of the Partnerships in Comprehensive Literacy (PCL) model provide a structure for implementing, coordinating, and assessing a comprehensive literacy design for continuous school improvement. The features are based on evidence from best literacy practices, effective school reform, school-embedded professional development, and research-based interventions.

Feature 1: *A Framework for Literacy* uses a workshop approach for meeting the needs of all students, including a balance of whole group, small group, and individual conferences within an integrated, inquiry-based curriculum.

Feature 2: *Coaching and Mentoring* uses contingent scaffolding, coaching cycles, and a gradual release model for increasing teacher efficacy.

Feature 3: *Model Classrooms* are constructivist settings where teachers meet together to apprentice one another in implementing the literacy framework.

Feature 4: *High Standards* are based on state, national, and professional standards that align with specific benchmarks along a literacy continuum.

Feature 5: *Accountability* includes a school-wide, seamless assessment system with multiple measures for evaluating success, including formative and summative assessments, student portfolios, intervention assessment walls, and school reports.

Feature 6: *System Interventions* are structured within a Comprehensive Intervention Model (CIM) that includes two waves of literacy defense. The first wave is K-3, including Reading Recovery and small group interventions; and the second wave is 4-12, including classroom interventions and supplemental group interventions.

Feature 7: *Collaborative Learning Communities* are embedded into the school climate, including literacy team meetings, professional learning communities, teacher book clubs, peer observations, cluster visits, teacher conferences, and demonstration lessons.

Feature 8: *Well-Designed Literacy Plan* is developed and revised for continuous school improvement, including short and long-term goals with specific benchmarks for progress monitoring.

Feature 9: *Technology* is naturally embedded into teaching and learning contexts. Students use technology to seek information, conduct research, and produce projects. Teachers use technology for professional learning, collaboration, and research.

Feature 10: *Spotlighting and Advocacy* are techniques for disseminating information on the model, including news releases, research articles, school reports, conference presentations, and other advocacy efforts.

CIM (Comprehensive Intervention Model) The CIM includes individual and small-group interventions, including Reading Recovery in first grade. The small-group interventions can be delivered as either pullout or push-in interventions with the exception of the writing process group, which is generally implemented during writing workshop in the classroom.

1. *Guided Reading Plus Groups* are for children in grades one to three who are reading at the early to transitional levels of reading and writing, but are lagging behind their classmates. The lesson format spans two days with 30 minutes of instruction per day. Day 1 includes four components: pre-planned word study activity, orientation to the new book, independent reading with teacher observations and follow-up teaching points, including discussion of the message. On Day 2, the lesson format begins with assessment: the teacher takes a running record on two children while the other students read easy or familiar texts. Then the focus shifts to the writing component, which includes four predictable parts: responding to yesterday's guided reading text, composing individual messages, writing independently, and holding one-to-one writing conferences with the teacher.

2. *Assisted Writing Groups* are designed to support first grade children at the early stage of writing development who are lagging behind their classmates. During interactive writing and, later, writing-aloud, the students learn about the writing process: composing, revising and editing strategies, and the link between reading and writing.

3. *Writing Process Groups* are designed for first to fourth grade children who are struggling with the writing process in their writing workshop classrooms. The Intervention Specialist provides tailored instruction that focuses on the writing process, including drafting, revising, crafting, editing, and publishing processes.

4. *Comprehension Focus Groups* are for children who are reading at the transitional level and beyond in grades two and higher and who are having difficulty comprehending the wide range of text genres as they move up the grades. The interventions are designed to help students develop reading and writing knowledge for three major text types: literary, informational, and persuasive. The intervention includes two major components: 1) students participate in a comprehension focus unit around a specific text type or genre for a minimum of 3 weeks, and 2) students participate in the writing process by developing an original piece of writing within the genre of the focus unit. The lessons are 30 minutes daily.

RR (Reading Recovery) The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. During a short-term instructional intervention, children make faster-than-average (i.e. accelerated) progress that permits them to catch up to their peers and continue to work on their own within an average group setting in a regular program. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

**********Curriculum**********

NGSS (Next Generation Science Standards) The Next Generation Science Standards is the name of science standards developed by 26 states, including Iowa. Academic standards represent

consistent expectations for what students should know and be able to do from kindergarten through 12th grade.

PLTW (Project Lead the Way) Project Lead the Way has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The curriculum teachers are required to teach utilizes cutting edge technology and software requiring specialized training. Ongoing training supports the teachers as they implement the program and provides for continuous improvement of skills.

21st Century Skills The Framework for 21st Century Learning stated, "We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects" (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

> (1) civic literacy
> (2) employability skills
> (3) financial literacy
> (4) health literacy
> (5) technology literacy

************Professional Development************

PLC (Professional Learning Community) Also referred to as Data Teams and Collaborative Teams. A professional learning community is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development.

CEI (Characteristics of Effective Instruction) One of the six Iowa Core Outcomes (#6) is: Educators implement effective instructional practices to ensure high levels of learning for each and every student. The thinking behind this outcome is that… "If content is challenging and relevant, and teachers routinely deliver instruction that demonstrates the characteristics of effective instruction, then student learning and performance will increase."

Student-Centered Classrooms: In student-centered classrooms, students are directly involved and invested in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning. Through the development of the metacognitive process, students reflect on their thinking. Curriculum and assessment are centered on meaningful performances in real-world contexts. As a partner in learning, teachers intentionally create organized and cohesive experiences to assist students to make connections to key concepts.

Teaching for Understanding: Teaching for understanding is leading students to engage in a variety of thought-provoking activities such as explaining, finding evidence and examples, generalizing, applying, making analogies, and representing the topic in new ways.

Assessment FOR Learning (Formative Assessment): Formative assessment is a process, not an assessment tool or instrument, which includes collecting information on student progress toward a learning goal. The information is used to adjust instruction and increase student learning. The assessment for learning process is not an add-on to instruction, but an integral part of instruction necessary to identify and close the learning gap for each student. Assessment for learning is used by both teachers and students. Teachers use feedback to check for student understanding during the instructional process and to make adjustments to their instruction as necessary. Students use feedback from the process to monitor their own learning and to make adjustments to their learning tactics. Formative assessment practices provide students with clear learning targets, examples and models of strong and weak work, regular descriptive feedback, and the ability to self-assess, track learning, and set goals.

Rigorous and Relevant Curriculum: A rigorous and relevant curriculum is one that is cognitively demanding and challenging to students as they apply the essential concepts and skills to real world, complex and open ended situations. The content is not just interesting to students, but involves particular intellectual challenges. When students successfully meet these challenges, their new learning will have meaning and value in contexts beyond the curriculum unit or classroom setting. Rigor and relevance is characterized by content that is linked to a core disciplinary concept or skill and … 1) requires students to do authentic work, using methods that are specific to the discipline and applying what they know or what they are learning to solve complex problems 2) involves the use of prior knowledge, the development of in-depth understanding, and the ability to develop and express ideas and findings through elaborated communication.

Teaching for Learner Differences: Teaching for Learner Differences is about planning for and teaching to variances among learners in the classroom to create the best learning environment possible. It is designed to ensure all students acquire the essential concepts and skills of the Iowa Core. Using data to guide instructional decision-making students are provided core, supplemental and intensive levels of support. Teaching for Learner Differences is a framework which provides processes so that all students have access to the general education curriculum. It is best accomplished through a proactive approach where student and environmental data are used to plan for, implement, and adjust for the needs of all students.

LETRS (Language Essentials for Teachers of Reading and Spelling) LETRS provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle. It is based in real-world experience and the science of reading; prepares educators to diagnose why some students fail to learn to read, spell, or write; provides strategies and activities that can be implemented immediately; and increases effectiveness of any core or supplemental program.

CBE (Competency Based Education) The Iowa Department of Education Guidelines for PK-12 Competency-based Pathways outlines the principles for competency-based education (CBE) in Iowa 1)Students advance based on proficiency; 2) Competencies include explicit, measurable, and transferable learning objectives that empower students; 3) Students receive rapid,

differentiated support based on their individual learning needs; and 4) Learning outcomes emphasize competencies that include application and creation of knowledge along with development of important skills and dispositions.

IPI (Instructional Practice Inventory) The Instructional Practices Inventory process for profiling student engaged learning is about student learning rather than teaching. It supports teachers working collaboratively to review data to improve instructional practices. The primary purpose is "to develop a schoolwide picture of student learning practices that could serve as the basis for faculty reflection and instructional improvement." This school-wide picture is really a snapshot of instruction across an entire school for a specified period of time, usually a day. The process used to create the profile was designed to provide an "optimum" snapshot, with every effort made to present the best picture of learning on a typical school day.

Broad Categories	Coding Categories	Common Observer "Look-fors"
Student Engaged Instruction	**Student Active Engaged Learning**	Students are engaged in higher-order learning. Common examples include authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research.
	Student Learning Conversations	Students are engaged in active conversations that construct knowledge. Conversations may have been teacher stimulated but are not teacher dominated. Higher-order thinking is evident.
Teacher-Directed Instruction	**Teacher-Led Instruction**	Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and video instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.
	Student Work with Teacher Engaged	Students are doing seatwork, working on worksheets, book work, tests, video with teacher viewing the video with the students, etc. Teacher assistance or support is evident.
Disengagement	**Student Work with Teacher not Engaged**	Students are doing seatwork, working on worksheets, book work, tests, video without teacher support, etc. Teacher assistance or support is not evident.
	Complete Disengagement	Students are not engaged in learning directly related to the curriculum.

GRoR (Gradual Release of Responsibilities) This instructional model requires that the teacher, by design, transitions from assuming "all the responsibility for performing a task...to a situation in which the students assume all of the responsibility." It has for components that students move in and out of throughout the learning.

- Focus Lessons. This component allows the teacher to model his or her thinking and understanding of the content for students. Usually brief in nature, focus lessons establish

the purpose or intended learning outcome and clue students into the standards they are learning. In addition to the purpose and the teacher model, the focus lesson provides teachers and opportunity to build and/or activate background knowledge.

- Guided Instruction. During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. While this can, and sometimes does, occur with the whole class, the evidence is clear that reading instruction necessitates small group instruction. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies.
- Collaborative Learning. To consolidate their understanding of the content, students need opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning opportunities, such as workstations ensure that students practice and apply their learning while interacting with their peers. This phase is critical as students must use language if they are to learn it. The key to collaborative learning, or productive group work as it is sometimes called, lies in the nature of the task. Ideally each collaborative learning task will have a group function combined with a way to ensure individual accountability such that the teacher knows what each student did while at the workstation.
- Independent work. As the goal of all of our instruction, independent learning provides students practice with applying information in new ways. In doing so, students synthesize information, transform ideas, and solidify their understanding. Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

UbD (Understanding By Design)

The UbD framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

**********Assessments**********

FAST (Formative Assessment System for Teachers) The Formative Assessment System for Teachers is a suite of assessment tools designed to make assessment highly efficient and instructionally relevant. Assessments are designed for screening, progress monitoring, and program evaluation.

EasyCBM (Curriculum Based Measures—Math) It is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. Benchmark testing is the systematic process of screening all students on essential skills predictive of later mathematics performance. Benchmark testing is one part of a comprehensive assessment system that includes universal screening, progress monitoring, summative assessments and other formal and informal assessments all designed to get the critical information needed to make informed instructional decisions. It is a foundational link between assessment, instruction and goal setting.

OECD (Organization for Economic Cooperation and Development) The OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes, launched in late 2009, is designed to respond to the strong interest in evaluation and assessment issues evident at national and international levels. It will provide a description of design, implementation and use of assessment and evaluation procedures in countries; analyze strengths and weaknesses of different approaches; and provide recommendations for improvement.

Skills Iowa Skills Iowa provides interim and teacher made formative assessments aligned to the Iowa Core for students in grades 3-12 in literacy, mathematics, and science. Interim assessments (which can be used formatively, since they provide significant standards-based information) are offered to students in grades 3-11, three times annually in mathematics and monthly in reading comprehension. We will be using this benchmark assessment to screen students for intervention services and further diagnostic assessment needs.

Smarter Balanced Assessments The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.

CogAT (Cognitive Abilities Test) The Cognitive Abilities Test measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal. Although its primary goal is to assess students' reasoning abilities, CogAT can also provide predicted achievement scores when administered with The Iowa Tests.

QRI-5 (Qualitative Reading Inventory, 5th Edition) The Qualitative Reading Inventory-5 is an individually administered informal reading inventory (IRI) designed to provide information

about (1) conditions under which students can identify words and comprehend text successfully and (2) conditions that appear to result in unsuccessful word identification or comprehension. The QRI-5 provides graded word lists and numerous passages designed to assess the oral and silent reading and listening ability of students from the pre-primer 1 through the high school levels.

**********Programs**********

BILA (Burlington Innovative Learning Academy) The Burlington Innovative Learning Academy was relocated to the IA Building on the BHS campus during the 2015-2016 school year. Expectations for students include: each person is important and valued; each person has a responsibility to make the world a better place; each person has talents and is expected to use *them to serve the community; and each person will have an individualized, differentiated* learning opportunity. The school is designed to help student with credit recovery, online credit learning opportunities, and competency based instruction programs. The school is about HOPE

> High expectations for student learning
> Opportunities for success
> Personalized Learning
> Engagement in real-world problem solving

CPI (Competent Private Instruction) Private Instruction is instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school. It includes competent private instruction (CPI) by a licensed practitioner or a non-licensed person, independent private instruction (IPI), home school assistance programs (HSAP), and non-accredited nonpublic schools.

HSAP (Home School Assist Program) The Burlington Community School Home School Assist Program provides a supervising teacher for HSAP-enrolled students. The BCSD receives state funding for each HSAP-enrolled student. Home School Assistance Programs are allowed to impose any additional requirements on students enrolled in their programs in accordance with Iowa Code.

ELP/TAG (Extended Learning Program/Talented and Gifted) "Gifted and talented children" are those identified as possessing outstanding abilities who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination 1) general intellectual ability 2) creative thinking 3) leadership ability 4) visual and performing arts ability 5) specific ability aptitude

ELL (English Language Learners) A limited English proficient student is defined as follows: "a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English

language background." The term English Language Learners (ELL) will replace the term Limited English Proficient (LEP).

Lau Plan (U.S. Supreme Court's 1974 decision in *Lau v. Nichols*) The law requires the development of a plan to address the specific language instruction education needs should it become necessary to provide such services. The district should review and revise the Lau (ELL) Plan on an annual basis to ensure adequate preparation of all educational personnel to meet the unique needs of diverse language learners.

************Special Education************

DDSDP (District Developed Service Delivery Plan) The district's plan provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21 and shall provide for the following: 1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials. 2) The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom. 3) The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers. 4) The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.

IEP (Individual Education Program) A federal law called the *Individuals with Disabilities Education Act* (IDEA) requires that public schools create an IEP for every child receiving special education services. Kids from age 3 through high school graduation or a maximum age of 22 (whichever comes first) may be eligible for an IEP. The IEP is meant to address each child's unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP.

IEP must include, by law: 1) a statement of your child's present level of performance (PLOP)— this is how your child is doing in school now 2) your child's annual educational goals 3) special education supports and services that the school will provide to help your child reach goals 4) modifications and accommodations the school will provide to help your child make progress 5) accommodations your child will be allowed when taking standardized tests 6) how and when the school will measure your child's progress toward annual goals 7) transition planning that prepares teens for life after high school

504 (Section 504 of the Rehabilitation Act) Much like an IEP, a 504 plan can help students with learning and attention issues learn and participate in the general education curriculum. A 504 plan outlines how a child's specific needs are met with accommodations, modifications and other services. These measures "remove barriers" to learning. A student with a 504 plan usually

spends the entire school day in a general education classroom. And typically, children who need modifications would have an IEP, not a 504 plan.

SOD (Suspicion of Disability) A Suspicion of Disability meeting can be requested by the parent at any time they believe their student has a disability that significantly affects their education. When a parent requests a meeting, the building principal or designee will contact the Great Prairie Area Education Agency (GPAEA) to set up a meeting to start the determination of eligibility process.

BIP (Behavior Intervention Plan) A behavioral intervention plan is designed for a specific child to try to help that child learn to change her or his behavior. Once the function of a student's behavior has been determined, the Individual Education Program (IEP) Team should develop the behavior intervention plan

A behavioral intervention plan can be thought of as a plan to support the student in order to help him or her change behavior. Effective support plans consist of multiple interventions or support strategies and are not punishment. Positive behavioral intervention plans increase the acquisition and use of new alternative skills, decrease the problem behavior and facilitate general improvements in the quality of life of the individual, his or her family, and members of the support team.

FBA (Functional Behavior Assessment) Functional behavioral assessment is generally considered to be a problem-solving process for addressing student problem behavior. It relies on a variety of techniques and strategies to identify the purposes of specific behavior and to help IEP teams select interventions to directly address the problem behavior. Functional behavioral assessment should be integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student's IEP.

**********Before and After School**********

21st CCLC (21st Century Community Learning Centers) 21st CCLC funds create and expand after-school programs that offer extended learning opportunities for children and their families. Before and after school programs have the potential to make a significant contribution to the following "Results for Iowa Youth" in the positive development of all the state's children and youth:

1. All Iowa children and youth are healthy and socially competent.
2. All Iowa children and youth succeed in school
3. All Iowa children and youth are prepared for productive adulthood.
4. All youth have the benefit of safe and supportive families, schools, and communities.

Quality before and after school programs can provide safe, engaging environments that complement the school day by promoting learning to improve student outcomes. While there is no one single formula for success in afterschool programs, both practitioners and researchers have found that effective programs combine academic, enrichment, cultural, and recreational activities to guide learning and engage children and youth in wholesome activities. They also

find that the best programs develop activities to meet the particular needs of the communities they serve.

PIECES (Partners in Education, Community Educating Students) PIECES is the Before and After School funded by the 21st Century Grant in the Burlington Community Schools. BCSD partners with various community agencies including the Burlington Animal Shelter, the Bees, the Burlington Fire Department, the Kiwanis, Burlington Parks and Rec, the Burlington Police Department, the Burlington Public Library, Des Moines County Conservation, Farmers and Merchants Bank and Trust, the Girl Scouts, Great Prairie AEA, Hy-vee, Great River Medical Center, Iowa Public Television, ISU Extension and Outreach of Des Moines County.

Club M (Mentoring) Club M is a one-on-one youth mentoring program that matches K-5th grade students in Burlington Community School District with volunteer mentors. Mentors and the type of mentoring matches that are supported by Club M vary depending on the type of match that best suits the needs of the youth and his/her parent. Club M consists of school-based matches that meet on school grounds over the course of the school year. The mentor is consistent throughout the year and the Club M setting is supervised by program staff. Mentors are trained volunteers from area high schools, colleges, or community adults. The children in our program (mentees) and the volunteer (mentor) spend time together making crafts, playing sports, playing board games or cards, reading, or doing homework together. Club M provides the games, materials, athletic equipment, and craft supplies….the mentors and youth provide the fun!! Currently, the program has 51 matches, including students from Black Hawk, Corse, Grimes and Sunnyside.

************Tiered Support************

MTSS/RTI (Multi-Tiered System of Supports/Response to Intervention) MTSS is a proven practice to help schools identify, and intervene with, struggling readers as well as students who are on track to read proficiently early on. This is accomplished by setting up an early warning system, adapting instruction to fit those students' individual needs, and then monitoring their progress. MTSS allows educators to judge the overall health of their school system by examining data on all students in general and special education, as well as identifying students who need additional supports. Those supports are provided in both small group and individual settings and are measured to determine if they are making a difference. The idea is to ensure all students reach the expectations set by the Iowa Core standards and are prepared for success after high school.

TIER I (Universal/Core) All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

TIER II (Targeted) In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

TIER III (Intensive) At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Iowa TIER The state of Iowa has purchased Iowa TIER, a data system with the capability to house universal screening, intervention, and progress monitoring data for every student in the state. Iowa TIER is the data system the supports implementation of a Multi-Tiered System of Supports (MTSS) in the state of Iowa, currently focusing on early literacy.

************Tiered Support—Behavior************

PBIS (Positive Behavior Supports) Positive Behavioral Interventions and Supports are a multi-tiered continuum of supports for all students in the school environment. The Burlington Community School District will implement a sustainable, multi-tiered system of support focusing on safe, healthy, and caring learning environments that include well defined systems, practices, and data at each tier, resulting in improved behavioral and academic outcomes.

ODR (Office Disciplinary Referrals) If a student does not follow the expectations, s/he may receive an Office Discipline Referral. This form is aligned with the student handbooks and divides infractions into MINORS and MAJORS. The ODR is a communication tool between parents, teachers, students, and administration. Our goal is to teach children expected behaviors, so that all children can work in a school that is safe, fun, free from distraction, and allows all children to reach their maximum learning potential.

SWIS (School-Wide Information System) SWIS is a reliable, confidential, web-based information system to collect, summarize and use student behavior data for decision making. The reports available within SWIS allow teams to:

1. Review school-wide referral patterns: The five basic reports in SWIS frame the context within which problem behaviors occur at school helping teams to answer these questions:

    1. How often do referrals occur?
    2. What problem behaviors occur most frequently in our building?
    3. Where are problem behaviors most likely to occur?
    4. When are problem behaviors most likely to occur?
    5. Which students are involved in referrals?

2. Define behavior patterns in greater detail: Eight other reports allow teams to dive into the data, getting more detailed information about specific questions related to the overall school-wide patterns. Using these reports, teams can look at disproportionality by ethnicity, detailed information about individual students' referral patterns and year-end reports to guide action planning for the upcoming school year.

************Strategies/Interventions************

RTC (Responsible Thinking Classroom) The responsible thinking classroom offers students a process by which students are taught to monitor their own behavior by taking responsibility for what they do. Rather than telling students what to do where you do the thinking, we ask them what they are doing in relation to the rules or standards of where they are? That means teaching them how to think on their own and create their own effective plans rather than someone else doing the thinking for them. Everyone in school, that is teachers, administrators, and students, should be held accountable for respecting the rights of others. Students have to be taught this skill. We currently use the responsible thinking classrooms at Aldo Leopold, Edward Stone, and Burlington High School.

CICO (Check In/Check Out) Check In/Check Out is a Tier II Behavior Intervention through the PBIS system. The following guidance explains why and when Check In/Check Out should be used.

Why should I do it:
- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students to self-monitor and correct
- Internalizes success and accomplishment of goals
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention
- Leads to maintenance free responsible behaviors, habits, and effort

When should I do it:
- When a student has failed to respond to other interventions and general class management techniques and interventions
- When a student is competing little to no work
- When a student is not doing home work
- When a student is not participating, being involved, or taking part in the learning process
- When a student has emotional issues, like anxiety, frustration, etc.
- When kids have attention, focus, and impulsivity issues
- When kids have very poor organization
- When a student is exhibiting behavioral problems
- When a student demonstrates low motivation and effort

C &C (Check and Connect) Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The Burlington Community School District currently has 44 trained Check and Connect mentors and about 81 students participating in the program.