

Glossary of Terms as used within the Colton School District Comprehensive Improvement Plan for the 2017-2018 School Year

Acronyms

CAP- Comprehensive Achievement Plan
CCSS- Common Core State Standards
CGT- Collaboration Grant Team
CIP- Comprehensive Improvement Plan
CMI- Campus Monitor Interventionist CMI
CTE- Career Technical Education
DIBELS- Dynamic Indicators of Basic Early Literacy Skills
ELL/ESL- English Language Learner/English as a Second Language
FIT- Focus in Teaching team
JEL- Job Embedded Learning
MTSS- Multi-Tiered Systems of Support
NGSS Next Generation Science Standards
OAKS- Oregon Assessment of Knowledge and Skills (for Social Studies/Science)
ODE Oregon Department of Education
PBIS- Positive Behavioral Intervention and Supports
PD- Professional Development
PDSA- Plan Do Study Act
RTI- Response to Intervention
SAC- Superintendent Advisory Council
SBAC- Smarter Balanced Assessment Consortium
SLGG- Student Learning Growth Goals
SSC- School Site Councils
STEM- Science, Technology, Engineering and Math

Definitions

Campus Monitor Interventionist (CMI)- A staff member that provides support in K-12 safety, interventions through the implementation of the K-12 multi-tiered systems of support (MTSS) for social, emotional, and behavioral development.

Career Technical Education (CTE)- Classes that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

Collaboration Grant Team (CGT)- A team of teacher leaders working collaboratively with administration to facilitate the four areas of focus for the Collaboration Grant from Chalkboard Project. Four areas of focus are as follows: Expanded Career Paths, Meaningful Performance Evaluations, Targeted and Relevant Professional Development and New Compensation Models.

Common Core State Standards (CCSS)- A nation-wide set of academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade.

Comprehensive Achievement Plan (CAP)- A strategic action plan developed by the Superintendent's Advisory Council (SAC) to monitor and evaluate the progress towards meeting district goals.

Comprehensive Improvement Plan (CIP), also called the District Strategic Plan, is a detailed plan on how Colton School District will meet its four 2017-2018 goals.

Danielson Framework- A research-based framework that guides teaching within four domains: planning and preparation, classroom environment, instruction, professional responsibilities

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)- a series of short tests that assess early childhood (K-6) literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension.

English Language Learner (ELL)- Students who are learning English as a second language.

English as a Second Language (ESL)- A term used to describe programs for English Language Learners.

Focus in Teaching Team (FIT)- A leadership team of teachers that facilitate professional development. This team was developed by the Collaboration Grant from Chalkboard Project.

Instructional Leadership Framework- The 4 Dimensions of Instructional Leadership from the University of Washington. The framework is a description of the most salient aspect of instructional leadership. Five core beliefs undergird the concepts of the framework; and therefore, drive school leadership work.

Intervention- To provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards.

Job Embedded Learning (JEL)- An approach to professional development for teachers, to help change teaching practices and improve student outcomes.

Listening and Learning Sessions- Open meetings throughout the year that provide opportunities for the superintendent to listen to and learn from the intended audience. Separate sessions are held for staff, students and the community.

Literacy Plan- Refers to the Colton School District Literacy Plan that describes how the district will teach reading, writing and communicating skills.

Makerspace- Spaces in a school that provide hands-on, creative ways to encourage students to design, experiment, build and invent through deep engagement in science, engineering and tinkering. A makerspace is not solely a science lab, woodshop, computer lab or art room, but it may contain elements found in all of these familiar spaces.

Multi-Tiered Systems of Support (MTSS)- An umbrella framework to support social, emotional, behavioral and academic success for all students. The supports are implemented in a multi-team approach with parents, students, educators, specialists, and administrators working collaboratively to meet the diverse needs of all learners..

Measures of Academic Progress (MAPs)- An assessment program used by the district to measure student growth and progress throughout the year in the fall, winter, and spring. These results guide the implementations of programs and interventions throughout the year.

Next Generation Science Standards (NGSS)- A set of K-12 science standards.

OAKS (Oregon Assessment of Knowledge and Skills)- Oregon's statewide assessment system that includes tests administered annually by subject matter and grade.

Oregon Department of Education (ODE)- The name of Oregon's state governmental department.

PD Plan (Professional Development Plan)- Plans developed for educators to enrich and improve educational practices and effectiveness.

Plan Do Study Act (PDSA)- The process of inquiry that teachers utilize during instructional rounds in each others classrooms.

Professional Growth Goals (PGG) - Teachers and administrators set professional growth goals for their own professional development.

Read 180 Lab- A reading program used in the middle school and high school to help bring students to grade level in reading.

Response to Intervention (RTI)- An approach to academic and behavioral intervention to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards.

Restorative Practices- A strategy used to address bullying, that seeks to repair relationships that have been damaged, transform student behavior and build healthy school communities.

SBAC (Smarter Balanced Assessment Consortium)- Standardized tests that are aligned to the Common Core State Standards.

School Site Councils (SSC)- Also called 21st Century Schools Councils, a school committee required by state law that is composed of teachers, parents, classified employees and principals, Each committee's primary role is to improve student learning at the school site.

STEM (Science, Technology, Engineering Math)- An interdisciplinary and applied approach to teaching science, technology, engineering and math. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

Superintendent Advisory Council (SAC)- An advisory council of multiple shareholders (parents, community members, board members, students, staff) that collaborate with the superintendent to make data driven decisions for the overall school district.

Student Learning Growth Goals- (SLGGs or SLGs) Goals required by the state of Oregon that align with an educator's performance evaluation. These goals are written will the district's interim MAPs data.

Technology Plan- Refers to the 25-page Colton School District Technology Plan for 2016-2019.

Title IV Grant- Title IV, one of the sections of the the federal Every Student Succeeds Act that governs the United States K–12 public education policy, has a special grant program called Student Support and Academic Enrichment Grants.

Trauma informed practices- Having school professionals understand the impact of trauma on child development and learn how to effectively minimize its effects without causing additional trauma.