

## St. Mary's County Public Schools Master Plan Glossary

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| <b>Academic Intervention</b>        | Interventions designed to help students who are not succeeding in the regular school program   |
| <b>Achievement Gap</b>              | Persistent differences in achievement among different types of students as indicated by scores on standardized tests, teacher grades, and other data   |
| <b>Aggregated</b>                   | Combined data from all subgroups   |
| <b>ALC</b>                          | Alternative Learning Center - A school based at the Dr. James A. Forrest Career and Technology Center. The learning environment is characterized by individual and small group learning with a focus on positive behavior intervention and family support. |
| <b>All Students</b>                 | Includes all students in aggregated and disaggregated groups   |
| <b>All Teachers</b>                 | General education and special education teachers   |
| <b>Alpha system</b>                 | School system data base for financial and student records  |
| <b>ALT</b>                          | Activity Learning Time   |
| <b>AP</b>                           | Advanced Placement - Program of introductory college level courses available to students during their high school years  |
| <b>ASAS</b>                         | Administrative and Supervisory Assessment System   |
| <b>AYP</b>                          | Adequate Yearly Progress   |
| <b>Balanced Literacy</b>            | Reading program that includes guided reading, writing, vocabulary development, and self-selected reading   |
| <b>Balanced Mathematics Program</b> | In a balanced mathematics program, students become proficient in basic skills and conceptual understanding, and become adept at problem solving.   |
| <b>BIMS/IMS</b>                     | Baldrige Integrated Management System - A framework for improving organizational effectiveness   |
| <b>BMC/SDC</b>                      | Behavior Management Center/Student Discipline Center - In school classroom that provides an educational alternative to suspending students from school   |
| <b>CAO</b>                          | Chief Administrative Officer   |
| <b>Certiport</b>                    | Provides certification in <u>Microsoft Office Suite</u>  |

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| <b>CEU</b>                        | Continuing Education Units   |
| <b>CI</b>                         | Curriculum and Instruction   |
| <b>Coach</b>                      | A process in which teachers visit each other's classes to observe instruction and offer feedback   |
| <b>CPAS</b>                       | Counselor Performance Assessment System  |
| <b>CTE</b>                        | Career and Technology Education  |
| <b>DAS</b>                        | Department of Academic Support   |
| <b>DECA</b>                       | Distributive Education Clubs of America  |
| <b>DIBELS</b>                     | Dynamic Indicators of Basic Early Literacy Skills - Measures early literacy development  |
| <b>Differentiated Instruction</b> | Instruction that provides students with multiple options for taking in information, making sense of ideas, and expressing what they learn  |
| <b>Disaggregate</b>               | Categorizing test scores or other data so that various subgroups may be compared   |
| <b>DOI</b>                        | Division of Instruction  |
| <b>Dropout Rate</b>               | The percentage of students dropping out of school in grades 9 through 12 in a single year. The number and percentage of students who leave school for any reason, except death, before graduation or completion of a Maryland approved educational program and who are not known to enroll in another school or state-approved program during the current school year. |
| <b>Early Success</b>              | Reading intervention program for students reading below grade level, in Grades 1 and 2   |
| <b>Ed</b>                         | Education  |
| <b>ESOL</b>                       | English for Speakers of Other Languages  |
| <b>ET</b>                         | Executive Team   |
| <b>ETM</b>                        | Education That is Multicultural - Instruction that offers insights and sensitivity to all cultures so that instruction embraces diversity  |

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| <b>FBLA</b>                     | Future Business Leaders of America   |
| <b>FEA</b>                      | Future Educators of America  |
| <b>Formative Assessment</b>     | A test to determine what students have learned in order to plan further instruction  |
| <b>Fountas &amp; Pinnell</b>    | Authors of various books and resources for the teaching of reading including research-based system for the grade leveling of text  |
| <b>FTE</b>                      | Full Time Employee   |
| <b>FY</b>                       | Fiscal Year  |
| <b>GEN-Y</b>                    | Teachers and students learn <u>Office Suite</u> and then become trainers of other teachers and students  |
| <b>Gifted and Talented</b>      | "The term 'gifted and talented,' when used with respect to students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities" (Title IX, General Provisions, Part A, Section 9101, No Child Left Behind) |
| <b>GPA</b>                      | Grade Point Average  |
| <b>Graduation Rate</b>          | The percentage of students who entered grade 9 and received a Maryland high school diploma four years later for the reported school year. This is an estimated cohort group. It is calculated by dividing the number of high school graduates by the sum of students in that class who dropped out in each of the previous four years plus the number of high school graduates.  |
| <b>Highly Qualified Teacher</b> | Public elementary and secondary teachers must be fully certified by the state and must not have had any certification requirements waived on an emergency, temporary or provisional basis.   |
| <b>HSA</b>                      | High School Assessment - State mandated assessments in Algebra I, biology, English 9, and government administered to measure student achievement   |
| <b>HR</b>                       | Human Resources  |
| <b>HSTW</b>                     | High Schools That Work   |

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| <b>IC</b>                  | Instructional Consultation – A collaborative model that focuses on problem solving, teacher support, curriculum-based assessment and data-based decision making to improve student achievement                 |
| <b>ICSA</b>                | Technology information security system   |
| <b>IDEA</b>                | Individuals with Disabilities Education Act  |
| <b>IEP</b>                 | Individualized Education Program – A written statement for a child with a disability that is developed, reviewed, and revised in order to meet the child's educational needs                                   |
| <b>ILS</b>                 | Integrated Learning System - Computer-based system that provides interactive instruction to individual students and maintains records of student progress  |
| <b>IMAP</b>                | Independent Mastery Assessment Program - A portfolio assessment for students with disabilities   |
| <b>Internet</b>            | Worldwide network of computers using Transmission Control Protocol – Internet Protocol (TCP-IP)  |
| <b>Intranet</b>            | Localized network of computers that share information  |
| <b>IPT</b>                 | IDEA Proficiency Test - Assessment for students who speak little or no English   |
| <b>IRI</b>                 | Individual Reading Inventory   |
| <b>IRT</b>                 | Instructional Resource Teacher   |
| <b>ISSLC</b>               | Interstate School Leaders Licensure Consortium   |
| <b>IT</b>                  | Information Technology - Technology, including software that supports the instructional program  |
| <b>Joyce Epstein Model</b> | Six types of parent involvement: Parenting, communicating, volunteering, learning at home, decision making and collaborating with the community  |
| <b>Judy Hoyer Grant</b>    | Provides for a continuum of early development support needed for at-risk children birth to five years of age to succeed in kindergarten and beyond through collaborative partnerships with community programs. |

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| <b>LEP</b>                        | Limited English Proficient Students - students who are reasonably fluent in another language but who have not yet achieved comparable mastery in reading, writing, listening, or speaking English  |
| <b>Leveled Texts</b>              | Classroom titles that have been leveled by grade or age using an approved research-based literacy measure  |
| <b>Lexile level</b>               | Measure to assess the level of the reader and the level of the text  |
| <b>Local Management Board</b>     | Maximizes the efficient and effective delivery of government and private resources to families and children in need  |
| <b>LPN</b>                        | Licensed Practical Nurse   |
| <b>LRE</b>                        | Least Restrictive Environment  |
| <b>Mapping/<br/>sequencing</b>    | Curriculum mapping is a procedure for collecting data about the actual curriculum in a school district using the school calendar as an organizer.  |
| <b>Marilyn Burns Education</b>    | In-service programs help teachers improve how they teach mathematics in kindergarten through grade 5, emphasis on reading and writing in mathematics   |
| <b>Maryland Best Practices</b>    | An improvement guide for School-Based Service-Learning   |
| <b>Master Plan Advisory Group</b> | Includes central office administrators and program managers, parent representatives, teachers, principals and assistant principals, community and business leaders, and local board members  |
| <b>Master Plan Work Group</b>     | Includes members of the Division of Instruction (Departments of Academic Support, Curriculum and Instruction, Pupil Services and Special Education) and the Superintendent's Executive Team, which includes Facilities, Finance, Human Resources, and Technology |
| <b>Math Central</b>               | Mathematics program used to develop students' computation skills   |
| <b>MDK-12</b>                     | Maryland State Department of Education web site  |
| <b>MESA</b>                       | Mathematics, Engineering, and Science Association  |
| <b>MFMT</b>                       | Maryland Functional Mathematics Test   |

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| <b>MFRT</b>            | Maryland Functional Reading Test                          |
| <b>MMSR</b>            | Maryland Model of School Readiness                        |
| <b>MOU</b>             | Memorandums of Understanding                              |
| <b>MSA</b>             | Maryland State Assessment                                 |
| <b>MSAP</b>            | Maryland School Assessment Program                        |
| <b>MSDE</b>            | Maryland State Department of Education                    |
| <b>MSW</b>             | Making Schools Work                                       |
| <b>MTTS</b>            | Maryland Teacher Technology Standards                     |
| <b>MVERS</b>           | Maryland Virtual Emergency Response System                |
| <b>MWT</b>             | Maryland Writing Test                                     |
| <b>NAGC</b>            | National Association for Gifted Children                  |
| <b>NASA</b>            | National Aeronautic and Space Administration              |
| <b>Nation's Choice</b> | Houghton Mifflin Reading Series for K-6                   |
| <b>NCLB</b>            | No Child Left Behind                                      |
| <b>NEP</b>             | Non-English Proficient students                           |
| <b>NPAS</b>            | Nursing Performance Assessment System                     |
| <b>PAC</b>             | Parent Advocacy Center                                    |
| <b>PBIS</b>            | Positive Behavior Intervention and Support                |
| <b>PDS</b>             | Professional Development School                           |
| <b>PDSA</b>            | Plan, Do, Study, Act: From the Baldrige Management System |
| <b>PE</b>              | Physical Education  |

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| <b>Physics First Model</b> | High school science curriculum structure: 9 <sup>th</sup> Grade: Conceptual Physics: Physics taught using limited mathematics with a focus on the understanding of atoms. 10 <sup>th</sup> Grade: Chemistry, building on top of the atomic structure of elements. 11 <sup>th</sup> Grade: Biology. 12 <sup>th</sup> Grade: Physics revisited and expanded with mathematical concepts. |
| <b>POS</b>                 | Point of Service  |
| <b>PPW</b>                 | Pupil Personnel Worker  |
| <b>Praxis I and II</b>     | A set of rigorous and carefully validated assessments that provides accurate, reliable information for use by state education agencies in making licensing decisions. Praxis I is an academic skills assessment for beginning teachers and Praxis II is a subjects assessment.  |
| <b>PST</b>                 | Pupil Services Team   |
| <b>PTA</b>                 | Parent Teachers Association   |
| <b>Pull-out</b>            | Small group of students pulled from the whole class grouping for specific instruction or reinforcement  |
| <b>Reading First</b>       | The <i>Reading First</i> program, funded with federal dollars, will focus on students in kindergarten through third grade in eligible local school systems. Launched by the No Child Left Behind legislation, <i>Reading First</i> is a national initiative aimed at helping every child become a successful reader.  |
| <b>Scaffolding</b>         | Tiered activities that lead to the same key ideas and skills while addressing the different learning needs of the students  |
| <b>Service-Learning</b>    | Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.   |
| <b>SIT</b>                 | School Improvement Team   |
| <b>SMCM</b>                | St. Mary's College of Maryland  |
| <b>SMCPS</b>               | St. Mary's County Public Schools  |
| <b>Soar to Success</b>     | Reading intervention program  |

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| <b>SRI</b>  | Scholastic Reading Inventory   |
| <b>Summative Assessment</b>                       | A formal cumulative assessment that measures achievement in meeting state standards  |
| <b>TAT</b>  | Technical Assistance Teams for Title I Schools   |
| <b>TERC</b>                                       | TERC is a not-for-profit education research and development organization dedicated to improving mathematics, science, and technology teaching and learning. The Scott Foresman math series, "Investigations," is based on this research.   |
| <b>The Nation's Choice (Legacy of Literature)</b> | Houghton Mifflin reading series for kindergarten, first, second, and third grade   |
| <b>Title 1</b>                                    | The largest federal aid program for elementary, middle, and high schools. Through Title I, the federal government gives money to school districts around the country based on the number of low-income families in each district. Each district uses its Title I money for extra educational services for children who are behind in school. |
| <b>TPAS</b>                                       | Teacher Performance Assessment System  |
| <b>TSA</b>  | Technology Student Association   |
| <b>Twenty-first Century Grant Program</b>         | The program is designed to provide opportunities for academic enrichment, including providing tutorial service to help students, particularly students who attend low-performing schools, to meet state and local student academic achievement standards in core academic subjects, such as reading and mathematics.                         |
| <b>UbD</b>  | Understanding by Design - An instructional planning framework  |
| <b>USA/VICA</b>                                   | Vocational Industrial Clubs of America – A national organization of high school and college students and professional members who are enrolled in training programs in technical, skilled, and service occupations, including health occupations   |
| <b>USDE</b>                                       | United States Department of Education  |
| <b>Voluntary State Curriculum</b>                 | New MSDE Curriculum  |
| <b>VSST</b>                                       | Vocational Services Support Team   |



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- 5-E Model**                    A lesson/unit format including the components of Engagement, Exploration, and Explanation followed by an Extension. Evaluation occurs throughout the lesson or unit.
- 504 Services**                Accommodations designed to assure that no qualified disabled person shall, on the basis of their disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.