

**CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT  
FREQUENTLY USED ACRONYMS TERMS**

| <b>ACRONYM</b> | <b>TERM</b>   | <b>DEFINITION</b>   |
|----------------|---|---|
| ABA/DTT        | Applied Behavior Analysis/Discreet Trial Training                     | Intensive and systematic direct instruction using research-based behavioral principles to bring about meaningful and postive change in behavior. This approach is generally used with young children with Autism Spectrum Disorder.   |
| ABC            | Antedecent Behavior Consequence                                       | An assessment tool used to gather information that should evolve into a positive behavior support plan  |
| ACES           | Adverse Childhood Experience  | Childhood trauma linked to long-term health and social consequences   |
| ACT            | American College Testing  | ACT is a vendor most widely know for the ACT exam which measures college readiness of students. ACT also has a suite of other assessments and conducts research on college and career readiness.  |
| AD/HD (ADD)    | Attention Deficit/Hyperactivity Disorder - Attention Deficit Disorder | Disorder marked by inability to focus, being overactive, not being able control behavior, or a combination of these.  |
| AK             | Alternative Kindergarten  | Educational program that is for the young five year old. Students generally turn five in June, July, August or by September 15th of the year they attend this program. The program is half days and housed in designated Elementary buildings.  |
| AP             | Advanced Placement  | The College Board's Advanced Placement courses are college-level classes in a wide variety of subjects that you can take while still in high school. They offer you challenging course work and a taste of what college classes are like.   |
| APE            | Adapted Physical Education  | Physical education that is adapted or modified to address the individualized needs of children and youth who have gross motor developmental delays  |
| ASW            | Analyzing Student Work  | A process for analyzing formative assessments to determine types of errors, where students are in progressing towards mastery, and determine next steps in reteaching.  |
| ASD            | Autism Spectrum Disorder  | A developmental disability generally evident before age three that significantly affects verbal and nonverbal communication and social interaction.   |
| AT             | Autism  | See ASD   |
| AYP            | Adequate Yearly Progress  | No Child Left Behind requires each state to measure the adequate yearly progress of students with academic indicators and other indicators. In Iowa, Iowa Assessment data is used to measure academics and in K-8 average daily attendance is the other indicator. At the high school level graduation rate is the other indicator that is measured along with Iowa Assessments. If a building/district does not meet AYP they can be designated as a building or district in need of assistance. |
| BD             | Behavioral Disability   | A broad category of disorders such as ADHD, ODD, OCD, Anxiety, etc. People with a behavioral disorder generally have difficulty with interpersonal relationship, including relationships with teachers and peers.   |

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| BEDS           | Basic Educational Data System                      | BEDS is a semi-annual data collection of staff and non-student level information. Examples of data collected are school minutes, professional development plans, class size, graduation requirements, and course data.  |
| BF             | Behavior Focus                                     | Students receiving special education services who have emotional and behavioral disabilities.   |
| BICS           | Basic Interpersonal Communication Skills           | BICS is also known as social or conversational language; takes 1-2 years to acquire.  |
| BIP            | Behavior Intervention Plan                         | A plan to address behavior that is inhibiting a child's academic success.   |
| BLT            | Building Leadership Team                           | A building based group comprised of teacher leaders and administrators that collaboratively create, facilitate, and evaluate the School Improvement Plan.   |
| BOEE           | Board of Educational Examiners                     | A division of the Iowa Department of Education that establishes and enforces rigorous standards for Iowa educational practitioners to effectively address the needs of students and monitors all Iowa certified school staff.   |
| CALP           | Cognitive Academic Language Proficiency            | CALP is also known as academic language; takes 3-7 (up to 10) years to acquire.   |
| CBE            | Competency Based Education                         | Competency-based strategies provide flexibility in the way that credit can be earned or awarded and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. |
| CCR            | College and Career Readiness                       | Instructional practices, activities and strategies for planning and preparing students to further their education beyond K -12.   |
| CCSS           | Common Core State Standards                        | Initiative launched to ensure all students, regardless of where they live, are graduating high school prepared for college, career, and life.   |
| CEI            | Characteristics of Effective Instruction           | Effective instructional practices that have been shown to ensure high levels of student learning. These include: student centred classrooms, teaching for student understanding, assessment for learning, rigor and relevance, and teaching for learner differences.  |
| CFA            | Common Formative Assessment                        | Assessments on priority standards designed by a grade-level or content area teams and administered periodically throughout the year for the purpose of analyzing student progress towards mastery and providing teachers a framework to modify instruction and collaborate on instructional strategies to meet the needs of all learners.           |
| CICO           | Check In Check Out                                 | A tier II intervention in which students meet daily with the same adult to reflect on targeted behaviors.   |
| CLASS          | Continuum of Learning for Autism Spectrum Students | Special education program for students on the Autism spectrum who have a mild to moderate degree of autism.   |

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| COD            | Continuum of Development                          | The rubric used by teacher leaders to reflect on their own professional growth  |
| CP             | Cerebral Palsy                                    | Disorder marked by impaired muscle coordination (spastic paralysis) typically caused by damage to the brain before or at birth.   |
| C-Plan         | Comprehensive School Improvement Plan             | Each district in Iowa is required to submit and update a CSIP with the Iowa Department of Education on an annual basis. This plan includes long-range and annual improvement goals the district is working towards and the progress that has been made towards those goals.                 |
| CRCSD          | Cedar Rapids Community School District            | Cedar Rapids is the second largest district in Iowa. Cedar Rapids Community Schools is made up of 21 elementary schools, 6 middle schools, and 4 high schools and a few off site alternative education programs. Cedar Rapids serves approximately 16,000 students.                         |
| CREA           | Cedar Rapids Education Association                | The exclusive bargaining representative for all teachers and nurses   |
| CREL           | Cedar Rapids Early Learning                       | A program for 3 and 4 year olds where developmentally appropriate activities lead to cognitive, physical, social and emotional growth.  |
| CROTA          | Cedar Rapids Organization of Teacher Associates   | The exclusive bargaining representative group for all para-educators  |
| CTE            | Career and Technical Education                    | CTE refers to courses offered in Family and Consumer Sciences, Industrial Technology, Business Ed, Project Lead the Way   |
| D/HH           | Deaf and Hard of Hearing                          | Special education program that serves students with significant hearing loss.   |
| DD             | Developmental Disability                          | Diverse group of severe chronic conditions that are due to mental and/or physical impairments that restrict the individual's functioning in several major life activities.  |
| DE             | Department of Education                           | The vision of the Iowa DOE is that Iowa students will become productive citizens in a democratic society, and successful participants in a global community. The mission of the Iowa Department of Education is to champion excellence for all Iowa students through leadership and service |
| DHS            | Department of Human Services                      | The principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.   |
| DI             | Differentiated Instruction                        | Differentiation is a way of teaching that gives students multiple opportunities to learn. Teachers structure the learning to address a variety of learning styles and abilities.  |
| DIBELS         | Dynamic Indicators of Basic Early Literacy Skills | Dynamic Indicators of Basic Early Literacy Skills - a series of reading assessments that assess early childhood literacy (K-6)  |
| DINA           | District in Need of Assistance                    | A designation given to a school district that has not met Adequate Yearly Growth (AYP) at all levels, (elementary, middle, and high school for Cedar Rapids) as part of the 2001 Elementary and Secondary Education Act (ESEA) commonly known as No Child Left Behind.                      |
| DOK            | Depth of Knowledge                                | Created by Norman Webb and categorizes tasks according to the complexity of thinking required to successfully complete them.  |

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| EAP            | Employee Assistance Program            | A staff support program that is available to all CRCSD employees which provides confidential personal counseling services through Mercy Hospital.  |
| ECSE           | Early Childhood Special Education      | Special Education Services for children ages 3 through 5.  |
| EDI            | Explicit Direct Instruction            | Another way of saying effective, meaningful, direct instruction with a gradual release of responsibility   |
| EDP            | Extended Day Program                   | A after school academic program at each Elementary that meets twice a weeks both in the fall and spring. Buildings identify students that would benefit for this free program.   |
| EGP            | Effective Grading Practices - see LCAP | Adoption and use of grading practices that are more consistent and coherent, and that are focused on helping all students achieve proficiency and meet high learning expectations  |
| EL             | Extended Learning                      | Jefferson's initiative to enhance learning. Students are assigned to a classroom where they receive academic assistance based on their performance data in their academic classes.   |
| EL             | Early Learning                         | Educational programs for children ages 3 through 5   |
| ELA            | English Language Arts                  | Core content area that encompasses reading, writing, speaking and listening, and language.   |
| ELI            | Early Literacy Implementation          | Iowa Code section 279.68 and 281--Iowa Administrative Code 62 promote effective evidence-based programming, instruction and assessment practices across schools to support all students to become proficient readers by the end of the third grade.  |
| ELL            | English Language Learners              | CRCSD has an ELL Program, ELL Teachers and ELL students. English Language Learners are students whose backgrounds are in a language other than English, and their proficiency in English is such that the probability of their academic success in an English-only classroom is below that of an academically successful peer with an English language background. (Chapter 280, Section 280.4 of the Iowa Code) |
| ELs            | English Learners                       | Newest acronym for ELL students - used in latest research and federal documents.   |
| EO             | Expanding Opportunities                | Expanding opportunities program allows 8th grade students in the CRCSD to take up to three courses at their resident high school and earn high school credit while still in middle school.   |
| ESL            | English as a Second Language           | ESL was the former acronym for ELL Programs, students and teachers. ELL Teachers hold an ESL endorsement and provide instruction using ESL methodology.  |
| ESY            | Extended School Year Services          | Provision of special education services beyond the typical school year.  |
| EYG            | Expected Year's Growth                 | The amount of growth a student is expected to make on Iowa Assessments. This is determined by their previous year's performance.   |

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| F & P          | Fountas & Pinnell  | Fountas and Pinnell is a reading assessment that helps determine a students reading level so teachers can provide small group instruction aligned to students needs.   |
| F/R            | Free and Reduced Lunch   | Free Meals are served, at no cost, in the National School Lunch or School Breakfast Program to a child eligible for such benefits under 7 CFR Part 245 Reduced meals, priced at forty cents or less, and breakfast, priced at thirty cents or less, served to an elibible child in the National School Lunch and School Breakfast Program under 7 CFR Part 245.                |
| FA             | Formative Assessment   | A process of checking for understanding during the learning to determine student progress towards mastery providing information to student and teacher to determine next learning steps. The design of the formative assessment will provide feedback to modify activities in the teaching /learning process, pinpoint areas of strength and gaps in the learning progression. |
| FAST           | Formative Assessment System for Teachers                         | FAST consists of universal screeners for reading incorporating Computer Adaptive Tests (CAT) and Curriculum-Based Measurement (CBM). Benchmarking scores provide infomration about students' programming and instructional needs and includes a system for intervention and progress monitoring.   |
| FBA            | Functional Behavior Assessment                                   | Evaluates the effects of antecedents and consequences on behavior.   |
| FERPA          | Family Educational Rights and Privacy Act                        | Confidentiality of student records   |
| FIE            | Full and Individualized Evaluation                               | An evaluation for the purpose of determining special education eligibilty  |
| FTE            | Full Time Equivalent   | Full-time equivalent (FTE) is a unit that indicates the workload of an employed person (or student) in a way that makes workloads comparable across various contexts   |
| GLT            | Grade Level Team   | A collaborative group of teachers who teach the same grade level   |
| GearUp         | Gaining Early Awareness and Readiness for Undergraduate Programs | Prepares students to enter and succeed in postsecondary education.   |
| GWAEA          | Grant Wood Area Education Agency                                 | One of Iowa's 15 Area Education Agencies that provides regional, intermediate educational support and resources for children, families, and educational professionals.   |
| HI             | Hearing Impaired   | Definition under IDEA: An impairment in hearing, whether permanent or fluctuatin, that adversely affects a child's educaitonal performance but is not included under the definition of deafness  |
| HLS            | Home Language Survey   | All new families enrolling in CRCSD complete the HLS. If a language other than English is spoken at home, Iowa law requires that the student must be screened for ELL services.  |
| HOT            | Higher Order Thinking  | A concept of education reform based on learning taxonomies; recognizing some types of learning require more cognitive processing than others.  |

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| HR             | Human Resources                              | The set of individuals who make up the workforce of an organization. In the CRCSD, we have the Department of Human Resources, which manages the hiring, administration, and training of personnel.  |
| ID             | Induction Coach                              | A full-release coach providing instructional coaching support to first and second year teachers through weekly meetings, observations and data collection, analyzing student data, lesson planning.   |
| ID             | Intellectual Disability                      | Disability that is characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.  |
| IDEA           | Individual Disability Education Act          | Federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.  |
| IDS            | Instructional Design Strategist              | An individual that provides instructional strategy support and collaboration on instructional design to facilitate the implementation of the district goals. Assist building leadership team with determining and delivering professional learning for the building. Instructional coach.   |
| I-ELDA         | Iowa-English Language Development Assessment | Yearly standardized test administered to all ELL students; assesses reading, writing, speaking, and listening skills. I-ELDA scores are one piece of data to help decide transition or exit status for ELL students. I-ELDA scores are one of two scores used to determine whether a district met or missed AMAO's. (Annual Measurable Academic Objectives) |
| IEP            | Individualized Educational Plan              | A legally binding document that spells out exactly what special education services a student with a disability needs.   |
| IFSP           | Individual Family Service Plan               | Individualized plan for special services for young children ages 0-3 years, who have developmental delays.  |
| IGDIs          | Individual Growth and Development Indicators | IGDIs offers five measures across four domains for PreK:<br><input type="checkbox"/> Oral language<br><input type="checkbox"/> Phonological analysis<br><input type="checkbox"/> Alphabet knowledge<br><input type="checkbox"/> Comprehension   |
| IHP            | Individual Health Plan                       | A plan of action developed by the school nurse to meet the healthcare needs of students at school. The plan includes nursing assessment, goals or outcomes for the students, directions for managing student health needs and adaptations necessary during the school day.  |
| IPDP           | Individual Professional Development Plan     | A professional development plan for some CRCSD work groups in which the employee identifies a goal, action steps, a timeline, and strategies and resources to achieve the goal to improve the quality of work.  |

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| IPERS          | Iowa Public Employee Retirement System  | The employee retirement system in the CRCSD (for public employees in the state of Iowa).  |
| IPF            | Instructional Planning Form   | A tool that can help document and plan for making decisions for instructional changes.  |
| IRTI           | Individual Response To Intervention   | An individual student's plan based on the multi tiered system of support that provides research-based interventions and progress monitoring to address the student's barriers to learning.  |
| ISS            | In School Suspension  | An administrative decision when a behavioral offense occurs that substantially disrupts the learning environment. The student is removed from the traditional classroom environment and assigned an alternative location within the school to complete class work.  |
| KOC            | Kids on Course  | A collaborate program that provides before and after school enrichment, tutoring, mentoring and family engagement strategies with the goal of doing whatever it takes to put students on a path to college, Kids on Course is funded by the Zach Johnson Foundation and created with the support of the Cedar Rapids Community School District and the United Way of East Central Iowa.                                 |
| LBA            | Leaders Believers and Achievers   | The LBA Foundation is embodied in the concept of sportsmanship and the 6 pillars L.E.G.A.C.Y. Leaders, Education, Goals, Achievements, Character and Youth.   |
| LCAP           | Learner Centered Assessment Practices   | Commitment to more student-centered and personalized approach to learning and teaching.   |
| LCAR           | Learner Centered Assessment and Reporting (formerly Standards Based Grading or Effective Grading Practices) | Student demonstration and attainment of the standards. Teachers align assessments to provide evidence of standards attainment. Measure the mastery of the learning standards.   |
| LD             | Learning Disability   | Neurological disorders that can make it difficult to acquire certain academic and social skills   |
| LEA            | Local Education Agency  | Term used to designate local school district  |
| LIEP           | Language Instruction Educational Program  | State's new acronym for referring to ELL Programming in PowerSchool and in legislation.   |
| LLI            | Leveled Literacy Intervention   | Small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction through systematically designed lessons and original, engaging leveled books. LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. |

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| LMS     | Learning Management System - ex. Canvas (see Glossary)                   | Software application for communicating and delivery of learning opportunities online. Opportunities range from posting assignments to an integrated calendar to support parents and absent students, to online discussions, flipped learning, personalized learning through modules and fully online courses. Canvas, is the LMS that CRCSD uses. |
| LRE     | Least Restrictive Environment  | IDEA requirement that special education students are educated with children who are not disabled to the greatest extent possible.   |
| LS      | Learning Supports  | Includes a wide range of strategies, programs, services and practices that address barriers to learning that students may encounter.  |
| LSM     | Learnings Supports Meeting   | A meeting for organizing, understanding, and selecting research-based interventions intended to address student's barriers to learning.   |
| LST     | Learning Support Team  | A team comprised of the building principal, counselor, nurse, teachers, liason, and other support staff who are involved in the process to support student's barriers to learning.  |
| LT      | Learning Targets   | Frame a lesson from the student point of view. A learning target helps students grasp the lesson's purpose--why it is crucial to learn this chunk of information, on this day, and in this way. Learning targets written in a student friendly way, often are posted beginning with the works "I CAN..."  |
| MC      | Multi-Categorical  | Special education program that provides services to students who may have varying types of disabilities.  |
| MCT     | Model Classroom Teacher  | A teacher in an extra-duty TLS position who opened his/her classroom for others to observe best teaching practices in content, instruction, and assessment, and then leads the observer through reflective conversations.   |
| MIF     | Mentor Induction Facilitator   | Facilitates induction programs and activities for new teachers and new to the district teachers. Acts as a liason between our district and GWAEA, working in partnership to provide high quality mentoring an induction for new teachers. Facilitates our district Induction Team to build an effection induction program in our district.        |
| MTSS    | Multi Tiered System of Support (Formerly RTI - Response to Intervention) | Effective instruction and intervention with immediate response to academic and behavioral needs to ensure every student achieves at high levels.  |
| MVC     | Mississippi Valley Conference  | The MVC is the athletic conference that our 3 traditional high schools, Jefferson, Kennedy and Washington are a part of. There are 14 teams in the MVC and it is split into two divisions, Mississippi and Valley. The MVC has a rich tradition of strong competition and athletic success.   |
| NCE     | Normal Curve Equivalent  | The Normal Curve Equivalent is a way of measuring where a student falls on a normal bell shaped curve   |

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| NCLB           | No Child Left Behind                          | The No Child Left Behind Act of 2001 is a United States Act of Congress that is a reauthorization of the Elementary and Secondary Education Act, which includes Title I.   |
| NEA            | National Education Association                | The National Education Association (NEA), the nation's largest professional employee organization, is committed to advancing the cause of public education   |
| NGE            | National Grade Equivalent                     | A score that describes a student's achievement in terms of grade level and month. i.e. 2.4 = second grade; fourth month  |
| NPR            | National Percentile Rank                      | A score that shows a student's rank within a group. i.e. 85% shows the student scored better than 85% of the students they were tested with.   |
| NSS            | National Standard Score                       | A score that describes a student's achievement on a continuum from Kindergarten to 12th grade. The continuum is based on the scores of students across the nation.   |
| NTC            | New Teacher Center                            | National non-profit organization in the U.S. dedicated to strengthening the practice of beginning teachers. NTC conducts research, develops and administers induction and mentoring programs for new teachers and school administrators. GWAEA has partnered with New Teacher Center to provide high quality professional learning focusing on instructional coaching and mentoring. |
| OCD            | Obsessive-Compulsive Disorder                 | Anxiety disorder in which people have unwanted and repeated thoughts, feelings, ideas, sensations (obsessions), or behaviors that make them feel driven to do something (compulsions).   |
| ODD            | Oppositional Defiant Disorder                 | Disorder with a pattern of disobedient, hostile, and defiant behavior toward authority figures   |
| OLL            | Office of Learning and Leadership             | The name of the departments that provide leadership and support to implement best practice in curriculum, instruction, and assessment while providing professional learning experiences for staff members to improve student success. (includes offices for early learning, special services, elementary and secondary education).   |
| OR/ODR         | Office Referral/ Office Disciplinary Referral | A student is referred to the office when a behavior infraction exceeds the threshold of what a teacher processes while maintaining the learning environment.   |
| OSEP           | Office of Special Education Programs          | Division of the federal Department of Education whose purpose is to strengthen and coordinate activities on behalf of students with disabilities.  |
| OSS            | Out of School Suspension                      | An administrative decision when a serious behavioral offense occurs that substantially disrupts the learning environment. The student is removed from the building and may be assigned an alternative location within the district.  |
| OT             | Occupational Therapy                          | Therapy that helps students participate in desired daily life activities or "occupations."   |
| PACT           | Program for Academic and Creative Talent      | The mission of the Program for Academic and Creative Talent (PACT) is to enhance and support the educational program and experience of high ability students to prepare them to become world class learners and responsible citizens   |

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| PARRT          | Personal Best, Active Listening, Respect, Responsibility, Trusworthiness | A Social Emotional Behavioral curriculum to build students' skill set to achieve school and life success.  |
| PART           | Parent Approved Release Time   | Parent Approved Release Time. Junior and Senior students can earn the privilege of managing their non-acadmeic time through the PART program.  |
| PBIS           | Positive Behavioral Intervention Support                                 | Is a school based, systematic approach to teaching behavioral expectations throughout the school.  |
| PBL            | Project Based Learning   | A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Students often work in teams to experience and explore relevant, real-world problems, questions, issues and challenges; then creating presentations and products to share what they have learned. |
| PD             | Professional Development   | Dedicated time for staff to collaborate and reflect as well as ongoing learning to update regarding new research on learning, resources, technology integration, content knowledge and instructional skills.   |
| PD             | Physical Disability  | Disability that limits a person's physical functioning, mobility, dexterity or stamina   |
| PDD            | Pervasive Developmental Disorder   | Refers to a group of conditions that involve delays in the development of many basic skills, particularly in regards to socialization and communication.   |
| PE             | Physical Education   | Educational course related to the physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health.   |
| PEP            | Parent Educator Partnership  | GWAEA group whose purpose is to support families and educators for enhance understanding and communication.  |
| PK             | Pre-Kindergarten   | Programs that are designated for students ages 3,4, or young five years of age. These students attend our preschool and Alternative Kindergarten programs.   |
| PL             | Professional Learning - formerly PD                                      | Professional learning is an improved title for professional development.   |
| PLC            | Professional Learning Community  | Collaborative Teams meet to focus on the four learning questions, focus on results, share data, and best practice.   |
| PLTW           | Project Lead The Way   | Nation's leading provider of STEM programs   |
| PM             | Progress Monitoring  | Progress monitoring is a practice used to assess students' academic progress and evaluate the effectiveness of instruction. Progress monitoring tells the teacher what the student has learned and what still needs to be taught.  |
| PREP           | Primary Reading Enhancement Program                                      | A reading program for students in grades K-2   |
| PS             | PowerSchool  | PowerSchool is the Cedar Rapids district's student information system (SIS). PowerSchool is used to record attendance, grades, medical and health information, transcripts and behavior referrals. PowerSchool is maintained by Grant Wood AEA.  |

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| PTA      | Parent Teacher Association   | A formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school. The overall purpose of PTA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children. PTA's are formally affiliated with its state's PTA organization and the National PTA. |
| PTO      | Parent Teacher Organization  | An independent parent group; in other words, any non-PTA group. Not formally affiliated with its state's PTA or national PTA.  |
| RR       | Running Record   | A running record is a method of assessing reading that can be done quickly and frequently. It is an individually conducted formative assessment, which is ongoing and curriculum based. It provides a graphic representation of a student's oral reading, identifying patterns of effective and ineffective strategy use.  |
| RTI/MTSS | we know the state is now using MTSS, but RTI is more readily known. Using both or just one? Is there a difference? | Response to Intervention is now known as Multi-Tiered System of Support, effective instruction and intervention with immediate response to academic and behavioral needs to ensure every student achieves at high levels.  |
| SA       | Summative Assessment   | Refers to the assessment of participants, and summarizes their development at a particular time. An assessment OF learning,  |
| SAI      | School Administrators of Iowa  | Professional association serving school leaders - principals, superintendents, curriculum directors - to link leadership and learning  |
| SBG      | Standards Based Grading  | Measuring students' proficiency on course standards.   |
| SD       | Severe Disability  | Special education program that serves student with the most significant cognitive delays.  |
| SEB      | Social Emotional Behavioral  | A student's skill set to achieve school and life success.  |
| SEIS     | Special Education Instructional Strategist   | Instructional coach that works with special education teachers.  |
| SEMS     | Substitute Employee Management System  | The Substitute Employee Management System (SEMS) is used by the Anamosa, Cedar Rapids, Center Point- Urbana, Central City, College Community, Metro Catholic, Linn-Mar, Marion, Mount Vernon, and Springville school districts; Montessori, Summit Schools, and the Grant Wood AEA Off-site Programs. The SEMS Help Desk is staffed between 7-11 a.m. on school days.            |
| SES      | Socioeconomic Status   | The social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.   |
| SINA     | School In Need of Assistance   | A designation given to a school that has not met Adequate Yearly Growth (AYP) as part of the 2001 Elementary and Secondary Education Act (ESEA) commonly known as No Child Left Behind.  |
| SIP      | School Improvement Plan  | A yearly plan that defines the school's targeted actions for the year to raise achievement of all students.  |

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| SLE            | Student Learning Expectation (Standard)                | The end of the year learning goal we want all students to achieve. There are both content standards and social, emotional, behavioral expectations  |
| SLP            | Speech-Language Pathologist                            | Specialist who evaluates and treats students who have difficulty with speech or language.   |
| SMART          | Specific, measurable, Attainable, Realistic, Timebound | A way of setting goals, often used in an Individualized Education Plan and/or School Improvement Plans.   |
| SPED           | Special Education                                      | Programs that are designed for those students who are cognitively, physically, socially and/or emotionally delayed.   |
| SPI            | Scholastic Phonics Inventory                           | A computer-based assessment that measures decoding and sight-word reading fluency.  |
| SRI            | Scholastic Reading Inventory                           | A computer-based assessment that measures students' reading levels.   |
| SRO            | School Resource Officer                                | An officer of the law (police) that provides law enforcement and related services to the public schools to help maintain a healthy and safe school environment. SRO's at Jefferson, Kennedy, Polk and Washington.               |
| STEAM          | Science Technology Engineering Arts Math               | A framework for teaching across disciplines. Involving Science, Technology, Engineering, Arts and Math. Science and Technology, interpreted through Engineering and the Arts, all based in Mathematical elements.               |
| STEM           | Science Technology Engineering Math                    | A framework for teaching across disciplines. Involving Science, Technology, Engineering and Math. Curriculum based on the idea of educating students in four specific disciplines in an interdisciplinary and applied approach. |
| TBI            | Traumatic Brain Injury                                 | Disability occurring from an external force which causes brain dysfunction. Traumatic brain injury usually results from a violent blow or jolt to the head or body.   |
| TELPA ☐        | Tennessee English Language Placement Assessment        | ELL screener - administered one time, upon enrollment, to determine who qualifies for ELL and who does not.   |
| TIER           | Tools for Innovation and Educational Results           | Data system with the capability to house universal screening, intervention, and progress monitoring data for every student in the state. FAST data is housed here.  |
| Title XIX      | Section of Federal Social Security Act                 | Provides medical and financial services to those families that qualify  |
| TLS            | Teacher Leadership System                              | The system funded by the State of Iowa (House File 215) to promote, support, and compensate teacher leadership in the CRCSD   |
| TSC            | Transforming School Counselors                         | An initiative with the National Center for Transforming School Counseling to ensure academic success, personal/social adjustment and college and career readiness for all students.   |
| TWEC           | Transition Work Experience Coach                       | Provides resources in the areas of career guidance, college preparation, work skills, and self-advocacy skills to high school students with special needs as they go through the transition process.                            |

**CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT  
FREQUENTLY USED ACRONYMS TERMS**

| <b>ACRONYM</b> | <b>TERM</b>   | <b>DEFINITION</b>   |
|----------------|---|---|
| UEN            | Urban Education Network   | The Urban Education Network of Iowa (UEN) is a consortium of Iowa's eight largest school districts and ten Associate Member districts. Combined, these eighteen districts enroll nearly forty percent of Iowa's total public school enrollment.   |
| VI             | Visually Impaired   | Definition under IDEA: an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.   |
| WT             | Write Tools   | Writing strategies to teach students how to write with rich language and well-developed thoughts.   |
| Glossary       | Assessment types/purposes: screener, diagnostic                             | Screener - to determine student need; diagnostic - pinpoint skill deficit   |
| Glossary       | Learning Targets vs. Purpose Statements vs. Scaffolding                     | Statements of intended learning   |
| Glossary       | Priority Standard v Essential Learning (or Standard) v Power Standard v SLE | a carefully selected subset of content and performance standards students must know and be able to do.  |
| Glossary       | Scaffolded Skill  | Skills that build up to a standard  |
| Glossary       | Tier I, (Universal Tier) II, III  | Tier I instruction, commonly referred to as core instruction or universal tier, is high-quality instruction delivered to all students and differentiated to meet their needs. Tier II 10%-15% of student body who are not making adequate progress are provided with supplemental, small group, increasingly targeted instruction.<br>Tier III 5%-7% of students receive individualized, customized interventions that target the students' skill deficits delivered with greater frequency and duration while continuing to receive instruction at tiers I and II. |
| Glossary       | Canvas  | District learning management system used to promote online access to courses for students and parents   |
| Glossary       | Office 365  | Microsoft cloud based system for productivity, collaboration and communication  |
| Glossary       | OneDrive  | Cloud storage portion of Office 365, unlimited storage for CRCSD staff and students. Any type of file can be saved to OneDrive. Word, Excel, PowerPoint and OneNote documents can also be created and edited from within the browser.   |
| Glossary       | OneNote   | Microsoft Office productivity tool (Word, Excel, PowerPoint and OneNote)  |
| Glossary       | 504   | Refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Provides accommodations to ensure equitable access to learning for students with qualifying disabilities.  |