

Glossary of selected educational acronyms/programs used at Hillsboro City Schools

A+ Math – A web site developed to help students improve their math skills interactively. In Hillsboro City schools, this is being used in the 21st C. STARS Academy for math intervention.

AR - Accelerated Reader, by Renaissance Learning, is a motivational reading program allowing students to read widely with understanding, to set and meet individual reading goals, to read books of increasing difficulty, to receive immediate feedback, and to have their progress tracked and reported. In the program students select books, read them, and take a comprehension quiz using the reading management software program provided. Points are earned from the quizzes based on the difficulty (reading level) of the book, the length of the book, and the number of questions answered correctly. While reading is its own reward, the program also provides for tangible “rewards” or incentives. In Hillsboro City Schools, Accelerated Reader is a focus in Grades 4-6.

Arena Style Conferencing – Alternative forum for conducting parent-teacher conferences in which conferences are held in one large room. Often these conferences are unscheduled (i.e. no appointments are made), providing parents an opportunity to conference on a drop-in, first come-first served basis. This is being used at Hillsboro High School.

Baldrige Teacher Student Partnership Training – A two-day training for teachers and administrators to provide participants with an in-depth orientation to Baldrige-based learning systems and quality classroom improvement. The session is based on the Malcom Baldrige criteria for performance improvement that includes the following categories of high quality organizations: leadership, strategic planning, stakeholder focus, information and analysis, human resource focus, process management, and organizational performance results. In the Hillsboro City School District, approximately 25 teachers/administrators have been trained as Baldrige trainers. Four of these trainers have been involved in conducting the two-day training each fall for new teaching and administrative staff.

BIP – Behavioral Intervention Program. The program is an effort by the school to alter and improve student behavior. The goal of the program is to provide an educationally sound alternative to Out of School Suspension for disciplinary reasons or other behaviors that are affecting academic performance. It provides an alternative environment in the school for students with disruptive behaviors. BIP is available in Grades K-12. in the Hillsboro schools.

CORE Literacy Specialist Project - This ODE-sponsored project is one of the ongoing statewide professional development initiatives that brings together university reading faculty, state level educators, and teachers for the purpose of improving literacy teaching and learning throughout Ohio. Throughout the school year, university faculty collaborate with literacy specialists who, in turn, work on site with classroom teachers to facilitate the program’s professional development sessions. In Hillsboro City schools, the elementary and secondary curriculum coordinators are attending the specialist training and facilitating local sessions with several elementary and secondary teachers.

DIBELS – The Dynamic Indicators of Basic Early Literacy Skills. This is an assessment tool that is used to measure very early reading skills and to track a student’s academic growth. The various subscales of the measures are predictors of a student’s later success, or difficulty, at reading. When using DIBELS, the assessor gives the student timed samples, or probes, under standardized procedures (i.e. the same directions every time for each individual student). Hillsboro schools are using DIBELS currently in Grades K-1 for fluency and phonemic awareness assessment and Grades 2, 4, 5 for fluency assessment. Next school year, DIBELS will be used K-5.

DRA – Developmental Reading Assessment . This is an assessment tool that is used to measure student’s oral reading accuracy (decoding skills), fluency, and comprehension. Hillsboro City schools are using DRA in Grades K-1. Comprehension is assessed through story retelling and comprehension questions.

IEP – Individualized Education Plan. Plan of intervention used mostly, but not exclusively, with special needs students. It represents a guideline of strategies and goals to be followed for the school year. The IEP represents the school’s best assessment concerning the nature of the child’s difficulty and what approach holds the most promise for student success.

Inclusion Training – Training for teachers on strategies for meeting the needs of all learners as they teach the state academic content standards in writing, reading, math, science, and social studies. As referenced in the current IDEA system, regular education teachers should have professional development to address the educational needs of students with disabilities. In the Hillsboro schools, inclusion training is being provided by Hamilton County Educational Service Center and Hopewell Special Education Regional Resource Center for the high school content area teachers.

LCAP – Literacy Curriculum Alignment Project. The ODE-sponsored project aims to assist district/school staff in designing assessment programs that monitor student progress toward mastery of its standards. The LCAP process is achieved usually over three years and gives teachers the opportunity to address the following: understanding academic content standards and state assessments, developing assessment questions and higher-order thinking activities, designing and administering short-cycle (e.g. quarterly) assessments, determining instructional implications of assessment data, and implementing best practices to meet student needs. In Hillsboro City schools, LCAP will assist staff in developing quarterly assessments where needed and in refining those already developed, if necessary, to align to academic content standards.

ODE – Ohio Department of Education.

OGT – Ohio Graduation Test. These tests are part of Ohio’s educational reform to establish an aligned system of standards, tests, and accountability for Ohio’s schools. The purposes of the tests are to: ensure that students receiving a high school diploma meet high levels of academic achievement, measure the level of writing, mathematics, reading, science, and social studies expected of students by the end of

10th Grade, and meet the federal requirements for high school testing.

OMAP – Ohio Mathematics Academy Program. The program was developed for Grades 7-10 mathematics teachers to improve the capacity of mathematics educators to know, understand, and implement the math academic content standards. OMAP gives teachers an opportunity to build the knowledge and skill levels, learn about specific tools and strategies of instruction, collaborate and problem solve with their peers.

Orton-Gillingham – This reading approach is language--based, multisensory, structured, cumulative and cognitive. It is an intensive, sequential phonics-based system that teaches the basics of word formation before whole meanings and utilizes the three learning modalities through which people learn – visual, auditory, and kinesthetic. In Hillsboro City schools, Orton-Gillingham is being piloted with a small number of students in Grades 9-12. In addition, a similar approach called the Herman Method is being used with small groups of students in Grades 1-5. The Herman Method, which evolved from the Orton-Gillingham philosophy, is a multisensory approach that helps students compensate for their visual and auditory processing problems when learning to read.

Parapro Assessment – This assessment was developed (by Educational Testing Service) in response to the No Child Left Behind Act which requires that paraprofessionals serving in an instructional capacity (e.g. instructional aides) meet these criteria before January 8, 2006: obtain an associates degree, complete two years of college, or pass the Parapro Assessment. The assessment measures skills and knowledge in reading, mathematics, and writing as well as the ability to apply those skills and knowledge to assist in classroom instruction. In the Hillsboro City School District, this assessment is provided online for paraprofessional staff to take the test locally.

Pathwise – This includes the material used in a two-day training for all teacher mentors.

Positive Discipline (in the Classroom) – This is a research-based classroom management program that empowers teachers with skills to build their students' sense of community, prepare them for successful living, and increase academic achievement. Experiential learning methods provide teachers with skills to help students practice better cooperation, social skills, self-direction, responsibility, and mutual respect in the classroom. In the Hillsboro schools, training on Positive Discipline will be offered by the Wilmington College Peace Resource Center and will be available to teachers in Grades K-5.

Positive Behavior Intervention Supports – An ODE-sponsored program to support the discipline requirements of the Individuals with Disabilities Education Act (IDEA). This program is a systematic approach consisting of universal, research-based supports used throughout the school building for improving student behavior. In the Hillsboro schools, the program will be implemented in Grades 6-12 through the following components: (1) staff survey to identify student behavior problem areas in each building; (2) development of building discipline plan; and (3) three-day training provided by Hopewell Special Education Regional Resource Center for teachers on classroom management and targeted student behavior intervention strategies.

Praxis – A state assessment for beginning teachers. Entry year teachers must pass Praxis in order to be eligible for their initial teaching license.

Progress Book – A program provided by Software Answers and Miami Valley Educational Computer Association (MVECA), a consortium of 24 school districts in Clark, Clinton, Greene, Highland and Fayette counties that provides a variety of district/school computer and technology services. Progress Book components include: Grade Book for recording classroom grades, homeroom and period by period attendance, and reports. In the Hillsboro schools, Progress Book has been implemented in Grades 6-12.

QIT – Quality Improvement Tool. This is a tool to track progress on the District's Improvement Plan strategies. QIT meetings are held quarterly with the administrative team members for K-5, 6-12 and central office to review improvement targets and building/district activities that have been planned to meet these targets. A report of the QIT meetings is prepared for distribution to the Board of Education and the administrative team.

Read 180 – This is a comprehensive reading program provided by Scholastic. The program, focused on assisting struggling readers, consists of software for instructional reading, teacher-directed instruction, audiobooks and paperback books for independent reading. Hillsboro City schools is currently using Read 180 in Grades 6-12 and as part of the reading intervention component of 21st C. STARS Academy after school program (see below).

Saxon Math – A skills-based math program that distributes the instruction, practice, and assessment throughout the academic year. Complex math concepts are broken into related increments that are systematically distributed across a grade level; each increment builds on the foundation of earlier increments. Practice of each increment is distributed continually as well to ensure that concepts are committed to students' long term memory and that students achieve automaticity of basic math skills. In Hillsboro City schools, Saxon Math is being piloted in Grades 1-3.

S.R.I. – Scholastic Reading Inventory. This is a computer-adaptive reading assessment and progress monitoring tool. Hillsboro City schools is using this in Grades 7-8.

21st C. STARS Academy – Student Training for Achievement, Recreation, and Success Academy, i.e. the Hillsboro City Schools 21st C. Community Learning Center Project . This project is funded through the 21st C. Community Learning Center Grant for a five-year period. (2004-05 funding is \$300,000). STARS Academy, a partnership between the school district and the Highland County YMCA, Southern State Community College, and the Ohio State University Extension Service, provides an after school mall program primarily for at-risk students in Grades 6-10. The program consists of a format of 3 modules: academic/intervention/tutoring in reading and math or structured homework assistance; snack time; and a choice of recreation/enrichment/special interest activities. The program sessions are held Monday-

Thursday from 2:30-5:00 pm. for a period of 2-3 weeks (with a week off between sessions.)

S.T.E.P.S. – Students Using Tools to Evaluate Progress for Success. This is a data-based progress monitoring model that requires frequent assessment of student progress to assist teachers in improving academic outcomes. S.T.E.P.S. ensures that all students get closer to their grade level benchmark and requires students to have involvement and input into their own education. S.T.E.P.S. utilizes DIBELS (see above) probes and S.T.E.P.S. data to: screen students to establish their baseline against grade level benchmarks, to assign students to intervention groups, to set goals and implement student self-monitoring, to analyze student progress and to determine when to adjust instruction. The Hillsboro City schools are currently using S.T.E.P.S. in Grades K-1.