**Glossary of Terms & Interventions**

**Academic Intervention Period**

Using data generated from the Reading Inventory, Math Inventory, benchmarks, and unit assessment data, students are assigned to academic interventions during 3rd period classes. Students may be placed in a reading, writing, or math intervention class, and are evaluated quarterly to monitor progress based on their scores. Students who do not need these interventions are placed in a project-based learning class to accelerate and enhance their knowledge within STEM.

**Almost There**

This common assessment is given by teachers as they approach the end of a unit to see what standards students have mastered and which ones need remediation. Data from the almost there is used in assigning students to teachers for deployment to help them with standards they have not mastered.

**Assessment Cycle**

A series of common formative assessments (usually 2-3 per unit), an Almost There assessment, deployment, and the summative unit assessment to assess student learning. The unit assessment is followed by remediation or acceleration and then reassessing for mastery as needed.

**College and Career Readiness Performance Index (CCRPI)**

This is the school’s report card used by the State of Georgia and informs stakeholders how well the school is addressing the learning needs of its students. Using a wide variety of data and an established algorithm, the school’s score is calculated and used to determine if the school is effective in serving its students.

**Connections Math**

A Tier 3 Math intervention class facilitated during student connections period (Electives). Students enrolled in connections math have been identified as being a grade-level or more behind mastery of current math standards.

**DCC Log**

A log that is used to record the minutes of the meetings that are held by the Daniell Collaborative Communities which includes assessment data, interventions, enrichments, and expected outcomes of learning. Each log includes a discussion of the 4 Essential Questions for collaborative meetings, and they are posted for review after the meetings conclude.

**Deployment**

Data from the “Almost There” assessment is used to determine the standards each student still needs support in before taking the unit assessment. In their PLC, teachers discuss student needs and groups and reassign students to classes (2-3 days) to address specific areas/standards for remediation or acceleration.

**Daniell Collaborative Communities (DCCs)**

The name that is given for Professional Learning Communities at Daniell.

**Grade Protection Services (GPS)**

GPS is offered to all students in grades 6-8 Monday, Wednesday, and Friday and is designed for missed or incomplete tests, projects, and classwork. GPS can only be utilized to complete assignments during the period of instruction that a student has that teacher. Students have until the end of that academic period to complete the work.

**Lunch Bunch**

Lunch Bunch is a bi-monthly group of rotating students who meet with the counselors during their lunch block. During this time, the counselors chat with students about a social, emotional, or academic topic that will be helpful for their success at Daniell.

**Lunch Homework Lab (LHL)**

A program designed for students to complete missed homework during their lunch period. These services are offered to all students on Monday, Wednesday, and Friday. Students have until the end of their lunch period to complete the assignment; they are released back to their 3rd period class after lunch.

**Math Intervention**

A Tier 3 math intervention class facilitated during 3rd period. This class is designed for students who are not mastering current grade-level standards in Math.

**Math Inventory (MI)**

A standardized criterion-referenced math assessment that indicates if a student is performing below, on, or above grade level in math.

**Milestones**

The State of Georgia’s mandated standardized test that all students must take to show mastery of the grade level standards across subjects.

**Model Teacher Leader (MTL)**

Teachers who are leaders within their departments and have demonstrated excellent instructional practices. They applied and were selected to help address instructional needs within their departments and to provide training to teachers who may need support with various aspects of teaching and learning.

**No One Eats Alone**

To ensure that students have an opportunity for social interaction and to help facilitate friendships. Daniell has implemented a system that prevents any student from having lunch alone. The cafeteria tables are assigned by teacher and each teacher sets up a seating chart for their class; this ensures that no one has lunch by themselves.

**Positive Behavior Intervention and Support (PBIS)**

PBIS is a multi-tiered intervention program designed to encourage appropriate school behavior by teaching school expectations and rewarding positive outcomes. It is a multi-tiered approach that focuses on the positive outcomes of good behavior and correcting inappropriate behavior through reteaching what is expected.

**Read 180**

A Tier 2 blended learning intervention program building reading comprehension, academic vocabulary, and writing skills for struggling students in Grades 4 and up.

**Reading Inventory (RI)**

A standardized criterion-referenced reading assessment that indicates if a student is performing below, on, or above grade level in their reading ability.

**System 44**

A foundational reading program designed for the most challenged struggling readers in Grades 3-12. System 44 uses a combination of software-based and teacher-led instruction to provide students with adaptive individualized learning as well as teacher-facilitated direct instruction.

**School-Wide Tutorial**

Daniell’s school wide tutorial program provides support to students in core academic classes. Times are published for each subject area and grade level so that students can find a time in the morning or afternoon that best fits their schedule.

**Teacher Keys and Effective System (TKES)**

TKES is the annual evaluation system used by educators in the State of Georgia. This instrument provides feedback to teachers on their teaching practices and reports these findings to the Professional Standards Commission.

**Writing Intervention**

A Tier 2 writing intervention class that is facilitated during 3rd period. This class is designed for students who are not mastering current grade-level standards in writing.