

**Mississippi Bend Area Education Agency
Vocabulary & Acronyms
January 2015**

AEA 9, Agency, MBAEA, and Mississippi Bend Area Education Agency – refers to synonymous titles for Mississippi Bend Area Education Agency.

APR (Annual Progress Report) – refers to the annual Mississippi Bend Area Education Agency progress report regarding progress toward agency-wide goals and the AEA indicators of quality. The report is required by Iowa Code 72.10(2). The report is available on the agency website (www.aea9.k12.ia.us).

AR/CBT – refers to the Autism Resource / Challenging Behaviors Team. The purpose of the Autism Resource/Challenging Behavior Team is to provide parents, teachers and Agency staff with informational resources regarding the unique learning needs of children with Autism Spectrum Disorders or children with learning styles consistent with Autism Spectrum Disorder or children with challenging behaviors. The team also provides technical assistance in the design and implementation of educational programming and supports for children with Individual Education Plans (IEP) or Individual Family Service Plans (IFSP) per request of the Educational Team.

Balanced Scorecard – refers to a strategic planning and management system that is used extensively in business and industry, government, and nonprofit organizations worldwide to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor performance against strategic goals. See the ***Balance Scorecard Institute***.

BCT, Building Collaboration Team – refers to a team of licensed staff assigned to a public school or accredited non-public school that ensure AEA services related to comprehensive school improvement, literacy, numeracy, student engagement, MTSS, child find, and learning supports are meeting the school's teaching and learning needs. The team works with the building principal to coordinate AEA services. A member of the team may also participate on the school's leadership to assist with their school improvement planning and expedite access to AEA resources that meet the school's high priority needs.

Building Blocks – refers to the new AEA structures established to reach the Agency's goals and deliver on its improved teaching and learning mission. The Building Blocks are: (a) focusing on improved teaching and learning; (b) investing in learning; (c) delivering high quality services; and (d) building capacity and expertise. These building blocks are represented within a *Balanced Scorecard*. It is monitoring and evaluation tool to collect, analyze, and evaluate agency-wide data. The Building Blocks are the Agency's comprehensive improvement strategies.

Building Level – refers to the preschool, elementary, middle, junior high, and high schools within the AEA 9 service region. 110 schools or buildings report school level Annual Student Progress data. The building level is also considered students' attendance center where teaching and learning are occurring during the school calendar year.

CIP, Comprehensive Improvement Plan – refers to the comprehensive improvement plan submitted every five years following an accreditation site visit by the Iowa Department of Education. The plan is required [281—72.9(273)]. The plan is annually updated to reflect the current schools' and school districts' needs.

Customers – refers to students, teachers, administrators, school staff, parents, and community agency/group members receiving services from AEA 9. Customer also refers to the collaborative school improvement efforts with the Iowa Department of Education and the Department is also a customer.

Decision-Makers – refers to employees at every level, professional staff serving schools and school districts, professional staff serving students and parents, and administrators. The Agency has processes to gather, analyze, and make decisions involving stakeholders. The Leadership Team is made of employees from all levels to assist in procedure and policymaking. Committees are formed to study issues and make recommendations.

Educators - refers to preschool teachers, elementary teachers, middle school teachers, high school teachers, specialty teachers (talented & gifted, special education, or at-risk), counselors, teacher librarians, teacher leaders, and administrators.

Focus Areas – refers to the focus of agency which is literacy, numeracy, student engagement, and multi-tiered system of supports (MTSS). The Iowa AEA Compact goals and the agency's goals are align to these focus areas. If the goals are to be achieved, each and every school will need: effective literacy and numeracy Iowa Core curriculum, instruction, and assessment implementation; engaged students performing at high levels within classrooms that capitalize on their personal learning interests and needs; and a strong universal Iowa Core instruction tier with effective targeted and intensive tiers so that every student can begin their learning at an appropriate level.

IEP – refers to an individual education plan required for students identified as having disabilities. The IEP states the individualized program and program goals for the child or youngster with disabilities.

IDEA – refers to Individuals with Disabilities Education Act administered by the U. S. Department of Education and authorized by the U. S. Congress. The IDEA has recently established accountability indicators for special education programs and Iowa Department of Education has established indicators and targets for area education agency and school district special education programs.

Leadership Team – refers to a group of staff members that meet monthly to plan, have conversations about policy and service implementation, and evaluate services. The leadership team group includes all agency administrators and representatives from bargaining groups and/or specific work groups. All agency platforms, departments, and work groups have representatives on the leadership team. All agency planning, implementation, and evaluation is processed through the leadership team. The leadership team is also engaged in processing needs assessment data to validate findings. It is the Chief Administrator's agency-wide team.

MTSS – refers to the Iowa's multi-tiered system of supports. Individual student learning needs are addressed through a universal (all), targeted (some), and intensive (few) tiers that ensure all students are learning rigorous content performance standards.

Road Map – refers to a simple planning, implementation, and evaluation communication tool. Administrative team uses this simple communication tool to share the following: (1) where are we; (2) where do we want to be; (3) how will we get there; and (4) what are the progress checks. The administrative team includes 20 administrators and a communication tool was needed so that various administrators can collaborate effectively with other administrators.

Sector – refers to service regions. The agency has three office sites: Bettendorf, Clinton and Muscatine. The school districts have been divided into four service regions with similar student population size and an administrator is responsible for AEA services within their sector.

Sector I	Sector II	Sector III	Sector IV
Andrew CSD Bellevue CSD Camanche CSD Clinton CSD Delwood CSD Easton Valley CSD Maquoketa CSD Northeast CSD	Bettendorf CSD Calamus-Wheatland CSD Central CSD North Scott CSD Pleasant Valley CSD	Columbus CSD Durant CSD Louisa-Muscatine CSD Muscatine CSD West Liberty CSD Wilton CSD	Davenport CSD

Schools (accredited non-public and public) – refers to the elementary, middle, junior high, and high schools within the AEA 9 service region. The number of schools served is 133 sites or 110 sites reporting annual student progress data. The school and building level are synonymous terms. Schools are considered a students’ attendance center where teaching and learning is occurring during the school calendar year. Schools for the purposes of the planning process include only accredited non-public (17 accredited non-public schools) and public schools.

Accredited Non-Public Schools

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| All Saints (PK-8), Davenport | Prince of Peace Academy (K-12), Clinton |
| Assumption High School, Davenport | St. Joseph’s School (K-8), DeWitt |
| J. F. Kennedy School (PK-8), Davenport | St. Mary & Mathis School (PK-5), Muscatine |
| Lourdes School (PK-8), Bettendorf | St. Paul Apostle School (PK-8), Davenport |
| Marquette Academy (PK-5), Davenport | Trinity Lutheran School (PK-8), Davenport |
| Marquette System (K-12), Bellevue | Zion Lutheran School (PK-6), Muscatine |
| Rivermont Collegiate (PK-12), Bettendorf | |

School Districts – refers to the school districts within the Mississippi Bend Area Education Agency’s service region. The districts within the region are:

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| Andrew Community School District | Durant Community School District |
| Bellevue Community School District | Easton Valley School District |
| Bennett Community School District | Louisa-Muscatine Community School District |
| Bettendorf Community School District | Maquoketa Community School District |
| Calamus-Wheatland Community School District | Muscatine Community School District |
| Camanche Community School District | North Scott Community School District |
| Central Community School District | Northeast Community School District |
| Clinton Community School District | Pleasant Valley Community School District |
| Columbus Community School District | West Liberty Community School District |
| Davenport Community School District | Wilton Community School District |
| Delwood Community School District | |

Services (Programs and Services) – refers to the programs and services found in Appendix B. Services are annually reviewed by internal staff members and external customers before being approved by the AEA 9 Board of Directors each April. Services to meet agency-wide goals defined in 281—IAC 72.9(1)(e)(3) are program and services in AEA 9’s Comprehensive Improvement Plan.

Split-Funded – refers to licensed staff member that is funding through multiple funding streams. The typical combination is general education/media funds and special education funds. The licensed staff member’s assignment includes specific child find responsibilities within a school and may include other general education responsibilities such as training, modelling, and coaching.