

Emerald Coast Technical College



School Improvement Plan for 2021-2022

"We prepare and empower today's students to meet the demands of an evolving and competitive global market."

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Emerald Coast Technical College	District Name: Walton County School District
Principal: Wyndy Crozier	Superintendent: A. Russell Hughes
School Improvement Chair: Leslie Harrison	Anticipated Date of School Board Approval: September 21, 2021

Student Achievement Data and Reference Materials:

Data supporting the specific goals of this plan are included in the individual goal descriptions.

The following links provide general state, district and school level information considered during goal selection.

Council on Occupational Education - <http://council.org/membership/>

School Grades Trend Data – schoolgrades.fldoe.org

Florida PK-20 Education Information Portal- <https://edstats.fldoe.org/SASPortal/main.do>

Florida Standards Assessment Trend Data – fldoe.org/accountability/assessments

High School Feedback Report – data.fldoe.org/readiness

School Public Accountability Reports (SPAR)- <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>

School Attestations

By checking the following boxes, the school affirms that each statement accurately reflects current status.

- All school administrators hold current and sufficient state certification for their job description and regularly attend training sessions to become more highly qualified.
- Instructional coaches assigned to the school are properly certified for their duties and regularly attend training sessions to remain current in the latest best practices.
- The school maintains a process to recruit and retain effective and highly effective teachers. Any personnel teaching out of field or deemed less than effective are placed in an individualized program.
- The school has an active mentoring program to support new or struggling teachers that pairs them with more seasoned, effective instructors to carry out activities individualized to the needs of the mentee.

Multi-Tiered System of Supports (MTSS)

The MTSS process is the organizational foundation for all school improvement initiatives and intervention services. Identifying the need for Tier I, Tier II and Tier III interventions and developing strategies to accomplish them is central to our instructional planning. As such, the school has organized its MTSS program in the following way.

School-Based MTSS Team
ECTC’s leadership team consists of: The Principal/Director, Student Services Dean, Career Education Programs Facilitator and the Data Control Specialist.
The team will meet monthly.
The team will analyze completion, placement and licensure/certification data for each program offered at ECTC and review the data with instructors as needed.
MTSS Implementation
Secondary students must qualify for technical dual enrollment in order to be admitted into programs offered at Emerald Coast Technical College. Tech dual applicants must take the PERT or TABE. These tests assess applicants’ basic skills (reading, language and mathematics). The Basic Skills Level, developed by the Florida Department of Education, is outlined on the curriculum framework of each program offered by ECTC. ECTC uses the Basic Skills Levels as the minimum required scores for students to qualify for admission into technical dual enrollment programs. Therefore, there are no struggling readers in ECTC’s tech dual programs.

School Advisory Council (SAC)

The majority of the SAC members are not employed by the school district. The SAC is composed of an administrator, an education support employee, a teacher, dual enrollment (secondary) and postsecondary students, parents of dual enrollment (secondary) students, and other business and community members who are representative of the ethnic, racial, and economic community served by the school within the District. The SAC meets quarterly to coordinate and oversee the school improvement planning process throughout the school. The SAC has final approval over the content of school improvement plans before they are submitted to the School Board and monitors the use of school improvement funds.

School Advisory Council	
School Advisory Council Members:	
Principal – Wyndy Crozier	Community Member – Shane Abbott
Instructional Staff – Lisa Jones	Community Member – Ruth Edwards
Support Staff Member – Brooke Adam	Community Member – Bill Imfeld
Support Staff Member – Carol Rothgeb	Community Member – Kate Price-Howard
Support Staff Member – Beth Sims	Community Member – Melissa Rust
Instructional WHS – Randi McKie	Student – Enrique Acala-Vega
	Student – Chance Wilder
Meeting Frequency: ECTC’s School Advisory Council will meet a minimum of once per quarter.	
The School Advisory Council’s major initiatives for 2021-2022 include: <ul style="list-style-type: none">• Open instructional service center in Watersound• Offer Applied Information Technology program at new instructional service center• Clock hour attendance procedures• Integrated Education and Training Program	

Note: ECTC is a postsecondary institution. Therefore, there are community members on the SAC instead of parents.

Literacy Leadership Team (LLT)

At the center of efforts to improve student performance levels is the need to maximize their degree of literacy (in all of its forms). To plan for and monitor literacy, the school maintains a Literacy Leadership Team that is organized in the following way.

School-Based Literacy Leadership Team
The team consists of: The Principal/Director, Student Services Dean, Career Education Programs Facilitator and Testing Administrator.
The team will meet monthly to discuss student performance.
Secondary students must qualify for technical dual enrollment in order to be admitted into programs offered at Emerald Coast Technical College. Tech dual applicants must take the PERT or TABE. These tests assess applicants' basic skills (reading, language and mathematics). The Basic Skills Level, developed by the Florida Department of Education, is outlined on the curriculum framework of each program offered by ECTC. ECTC uses the Basic Skills Levels as the minimum required scores for students to qualify for admission into technical dual enrollment programs.

Focus Upon Reading

The following plan describes how the school ensures that every teacher contributes to the reading improvement of every student.

Reading is critical in all aspects of each program offered by ECTC. Each ECTC instructor contributes to the reading improvement of every student. Programs offered at ECTC are aligned with industry certification/licensure. Instructors and program advisory committees, consisting of professionals in the field, verify the textbooks, certification prep software and other materials used to help prepare students for industry certification/licensure are aligned with industry standards. Each program electronically maintains agendas and minutes of advisory committee meeting. One of the annual objectives of each advisory committee is to verify materials, study aids, textbooks and equipment used in the classroom meet/exceed industry expectations and exam objectives. Textbooks are provided to dual enrollment students, free of charge. Dual enrollment students must return the textbook to the ECTC receptionist by the end of the school year.
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High Schools Only: Applied and Integrated Courses

The following plan describes how the school incorporates applied and integrated courses to help students see the relationships between the subjects they take and their relevance to their future.

All programs and courses offered at Emerald Coast Technical College are aligned curriculum frameworks developed by the Florida Department of Education. All curriculum frameworks are integrated with core academic areas including reading, mathematics and language. Instructors use the frameworks to develop lesson plans and projects that provide students with real-world relevancy between the academic arena and the program of study selected by the student.

High Schools Only: Academic and Career Planning

The following plan describes how the school incorporates students' academic and career planning, as well as promotes student course selection, so that a students' course of study is personally meaningful.

ECTC has developed a program of study for each program it offers. The program of study documents can be found in the institution's catalog. The catalog is updated annually. The catalog is made publicly available at <https://www.ectc.edu/catalogplans.html>.

ECTC has a Student Services Dean on staff. The Student Services Dean is available to assist students with career planning. The Career Education Programs Facilitator is also available to meet with students and assist with the programs of study offered at ECTC. All programs offered at ECTC are aligned to industry certification(s). ECTC publishes CPL (completion, placement, licensure) rates for each program on an annual basis.

High Schools Only: Postsecondary Transition

The following plan describes school strategies for improving student readiness for the public postsecondary level based on an annual analysis of the **High School Feedback Report** (data.fldoe.org/readiness)

The Association for Career and Technical Education (ACTE), <https://www.acteonline.org>, states "More than 70 percent of secondary CTE concentrators pursued postsecondary education shortly after high school." Emerald Cost Technical College assists high school graduates with completing their programs of study at the postsecondary level.

High Schools Only: Dropout Prevention Program

The following plan describes school programs designed to decrease the number of students leaving school without finishing and to increase the number of students who complete graduation requirements.

Teenage Parent Program: The teen parent program is available to pregnant or parenting teens. Participants must be enrolled in the approved curriculum which is provided and facilitated by the school nurse. Child care may be provided by Okaloosa-Walton Child Care Services.

Performance-Based Exit Option Model: Student curriculum may be adjusted to allow them to earn a State of Florida High School Performance-Based Diploma.

PAEC Utilization

The school participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan that allow us to maximize resources, enhance support services and expand communication with other schools.

District Strategies in Support of School Goals

- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding allows).
- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals, including professional learning and the implementation of the MTSS Model.
- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional learning to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.
- The District will work to expand the teacher orientation and mentoring programs.

PART II: EXPECTED IMPROVEMENTS

Selecting appropriate goals, objectives and strategies for interventions is a complex process requiring a school to examine performance data from all demographic populations on many different assessments in a variety of areas. Walton County schools are required to verify that, as a part of school goal identification, they have examined data from a variety of sources before they select the topics most in need of instructional and organizational focus. Schools are required to create improvement goals targeting academic areas. Other goals are to be added as required to align school actions with the District Strategic Plan and to meet other needs identified by the school. ECTC, a postsecondary institution, has developed several goals that will help its students be successful in their career and technical endeavors.

Assessment and Data Sources to be Considered

By checking the following boxes, the school affirms that, at a minimum, the following assessments, achievement levels and other data sources were used to identify areas in need of intervention.

- STAR Reading and Math: Students scoring at Achievement Level 3 or above
- STAR Reading and Math: Students scoring at or above Achievement Level 4
- STAR Reading and Math: Percent of students making learning gains
- STAR Reading and Math: Percent of students in lowest 25% making learning gains
- FSA Reading and Math: Students scoring at Achievement Level 3 or above
- FSA Reading and Math: Students scoring at or above Achievement Level 4
- FSA Reading and Math: Percent of students making learning gains
- FSA Reading and Math: Percent of students in lowest 25% making learning gains
- Florida Standards Alternative Assessment Reading and Math: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Reading and Math: Students scoring at or above Level 7
- Florida Standards Alternative Assessment Reading and Math: Percent of students making learning gains
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in listening/speaking
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in reading
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in writing
- Algebra 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Algebra 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- Geometry End of Course Assessment: Students scoring at Achievement Level 3 or above
- Geometry End of Course Assessment: Students scoring at or above Achievement Level 4
- NGSSS Science Assessment: Students scoring at Achievement Level 3 or above (elementary and middle schools)
- NGSSS Science Assessment: Students scoring at or above Achievement Level 4 (elementary and middle schools)
- Florida Standards Alternative Assessment Science: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Science: Students scoring at or above Level 7
- Biology 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Biology 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- FSA Writing: Percent of students meeting writing performance targets
- Florida Standards Alternative Assessment Writing: Percent of students scoring at or above Level 4
- Civics End of Course Assessment: Students scoring at Achievement Level 3 or above (middle schools)
- Civics End of Course Assessment: Students scoring at or above Achievement Level 4 (middle schools)

- U.S. History End of Course Assessment: Students scoring at Achievement Level 3 or above
- U.S. History End of Course Assessment: Students scoring at or above Achievement Level 4
- PSAT
- SAT and/or ACT
- AP/Dual Enrollment Performance and Course Selection
- Career and Technical Education (CTE) Performance and Course Selection
- Attendance: Overall school attendance rate
- Attendance: Students with excessive absences
- Attendance: Students with excessive tardies
- Suspension: School in-school suspension rate
- Suspension: School out-of-school suspension rate
- Graduation and/or dropout rate
- Parent involvement statistics
- PARCC or other progress monitoring formative and summative assessment results
- Climate survey results from parent, teacher and student respondents
- School Professional Learning Needs Surveys
- Teacher Professional Learning Plan (Deliberate Practice) areas of need identified by the principal
- Teacher certification and endorsement needs
- School safety reviews
- Other federal, state or district level requirements, including Council on Occupational Education, the Annual Report and WDIS

Review of Possible Areas Needing Intervention

By checking the following boxes, the school affirms that, at a minimum, data related to student or school performance in the following areas was examined for possible inclusion as a school improvement goal.

- Reading
- Writing
- Mathematics
- Science
- Civics (middle school only)
- U.S, History (high school only)

- Attendance
- Suspensions
- AGE/ESOL
- Community/Parent Involvement
- Science, Technology, Engineering and Math (STEM)
- Career and Technical Education (CTE)
- Advanced Placement and Dual Enrollment

Review of Subgroup Performance

By checking the following boxes, the school affirms that data related to student or school performance within each of the following subgroups was examined to determine if they fell short of performance objectives and needed to be included in a school improvement goal, specifically in the areas of reading/ELA and mathematics.

- White
- Black
- Hispanic
- Asian
- American Indian
- English Language Learners
- Students With Disabilities
- Economically Disadvantaged

Summary of Areas Selected for Goal Development

Comprehensive data analysis resulted in the designation of the following areas as school improvement goals:

1. Open new instructional service center and enroll students in new Applied Information Technology program
2. Update attendance procedures
3. Integrated Education and Training Program

ECTC GOAL

Goal #1 of 4

Goal Topic: Offer New Program at New Instructional Service Center

Needs Assessment for Goal #1: *According to 2021-2022 Regional Demand Occupations List, there is a need for Computer User Support Specialists in Region 2. Emerald Coast Technical College does not currently offer any programs outside of DeFuniak Springs.*

Data Sources: 2021-2022 Regional Demand Occupations List (below) and employer verification forms

2021-22 Regional Demand Occupations List

SOC Code†	HSHW††	Occupational Title†	Annual				FLDOE	In EFI	
			Percent Growth	Annual Openings	2019 Hourly Wage Mean	Entry	Training Code	Targeted Industry?	Data Source†††
151151	HSHW	Computer User Support Specialists	2.44	64	29.07	18.29	3	Yes	R

Objective #1: Open an instructional service center in Watersound to begin serving the educational needs in South Walton by January 2022.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Obtain School Board approval for instructional service center	Director Wyndy Crozier	September 2021	Memorandum of Understanding
Submit Substantive Change documents to Council on Occupational Education	Director Wyndy Crozier	September 2021	Substantive Change packet
Obtain COE approval to open an instructional service center in Watersound	Director Wyndy Crozier	December 2021	COE approval document
Prepare instructional service center facility	Director Wyndy Crozier	December 2021	Inspection
Provide current ECTC and Magnet Innovation Center staff with training on the operation of the new instructional service center	Director Wyndy Crozier	December 2021	Procedures

Objective #2: Offer the Applied Information Technology program at the new instructional service center, beginning January 2022.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Obtain employer verifications for Applied Information Technology	SIP Chair Leslie Harrison	August 2021	Employer Verification Forms
Add Applied Information Technology to COE Program Matrix	Career Education Programs Facilitator Donna Cox	December 2021	COE Program Matrix
Recruit an instructor	Director Wyndy Crozier	December 2021	Board approval
Provide instructor with curriculum framework for Applied Information Technology	Director Wyndy Crozier	January 2022	Curriculum framework
Provide instructor with professional development on CAPE and industry certifications	Director Wyndy Crozier	January 2022	CAPE industry certification list
Prepare classroom for instruction	Program instructor	January 2022	Walk-through
Objective #3: Recruit students for program - Applied Information Technology			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Create program of study for 2021-2022 ECTC Main Campus and MIC Catalog/Student Handbook	Director Wyndy Crozier	August 2021	Program of study in catalog
Advertise program offering by creating and distributing program rack card (brochure)	Director Wyndy Crozier	October 2021	Rack card
Add Applied Information Technology to ECTC program offerings on website	ECTC Tech Contact Leslie Harrison	October 2021	Website www.ectc.edu
Enroll students in Applied Information Technology	Student Services Dean Lisa Jones	January 2022	Registration packet

Professional Learning for Goal #1

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional service center procedures and COE objectives	CTE	Wyndy Crozier	All ECTC staff	August 2021	COE approval	Director Wyndy Crozier
Industry Certifications	CTE	Wyndy Crozier	New instructor	January 2022	Monitor student certification rate	Director Wyndy Crozier

BUDGET FOR GOAL # 1

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Amount
Objective 1	Materials and supplies needed for instructional service center	Triumph Gulf Coast Grant	\$20,000.00
Objective 2	Hire an instructor	Triumph Gulf Coast Grant	\$70,000.00
			Total:\$90,000.00

Note – Emerald Coast Technical College is a postsecondary institution. ECTC does not receive school improvement dollars from the Walton County School District. ECTC must use other funding sources for its purchases.

ECTC GOAL

Goal #2 of 4			
Goal Topic: Improve Attendance Accuracy			
<p>Needs Assessment for Goal #2: <i>Emerald Coast Technical College (ECTC) is a postsecondary clock hour institution. The Focus student system was designed for the K-12 environment. Student attendance should accurately reflect the number of clock hours students were in attendance during a class session. It is difficult for instructors to track individual student attendance, to the minute, while actively teaching class. Class sessions range from 3.75 clock hours to 7.5 hours per day.</i></p> <p>Data Source: Florida Association of Student Financial Aid Administrators (FASFAA) “Taking attendance and recording absences is a requirement of clock-hour schools.–You can use time-cards, finger scans, punch cards, log-books.–Be sure to log attendance, absences, and make-up hours if applicable.–Important to document your policy and ensure the integrity of the attendance system at your school.”</p>			
Objective #1: Use attendance kiosks			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Purchase an attendance kiosk for each classroom	Director Wyndy Crozier	July 2021	Purchase order
Configure attendance kiosk	MIS Department	July 2021	Attendance kiosk configuration
Update attendance procedures in ECTC catalog/student handbook	Brooke Adam, April Chambless, Leslie Harrison, Lisa Jones, Carol Rothgeb, Beth Sims	July 2021	ECTC Catalog/Student Handbook
Install attendance kiosks in each classroom	Tech Contact Leslie Harrison	August 2021	Visual inspection
Train instructors on how to use kiosk	Tech Contact Leslie Harrison	August 2021 Pre-planning	Attendance kiosk instructions

Print bar code on student identification badges	Data Control Specialist Carol Rothgeb	August 9, 2021 and ongoing	Student badges
Train students on how to clock in/out on the kiosks	Program instructors	August 9, 2021 and ongoing	Focus attendance
Provide students with instructions on how to view their clock hours for in Focus	Program instructors	August 9, 2021 and ongoing	Student flash drive contents

Professional Learning for Goal #2

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance kiosk training	CTE instructors	Tech Contact Leslie Harrison	All instructors	August 2021	Attendance reports	Principal Wyndy Crozier

BUDGET FOR GOAL # 2

Licensure/Certification Exam Voucher Fees			
Objective	Description of Resources	Funding Source	Amount
Objective #1	Purchase 14 attendance kiosks	CARES Act II Funding	\$6846.00
			Total: \$6846.00

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ECTC GOAL

Goal #3 of 4			
Goal Topic: Integrated Education and Training Program			
Needs Assessment for Goal #3: <i>Emerald Coast Technical College needs to develop an Integrated Education and Training (IET) program that will assist Adult General Education (AGE) and English Speakers of Other Languages (ESOL) with transitioning into career technical education (CTE) programs.</i>			
Data Source: Program enrollment reports, adult education enrollment reports			
Objective #1: Develop an Integrated Education and Training (IET) program of study template for AGE and ESOL students to transition into a CTE program. IET will be developed and implemented for one program during the 2021-2022 school year. IET will be implemented for additional programs in subsequent years.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Identify the IET program area of focus, model/project description, the expected number of students enrolled and the weeks/hours.	Career Education Programs Facilitator	August 31, 2021	Enrollment reports, curriculum framework
Used the Shared Learning Objectives to outline an instructional unit that integrates Adult Education frameworks/standards, workforce prep activities and workforce training skills.	Career Education Programs Facilitator	September 10, 2021	Instructional unit for IET program
Develop single sets of learning objectives, action steps and a timeline that will guide instruction.	Career Education Programs Facilitator	September 30, 2021	Learning objectives, action steps and timeline

Identify credentials students may earn while in IET	Career Education Programs Facilitator	October 29, 2021	Certification objectives
Implement IET program	Career Education Programs Facilitator, AGE instructor, ESOL instructor, CTE instructor	January 10, 2022	Program enrollment report
Monitor IET program students' credentials earned	Career Education Programs Facilitator, AGE instructor, ESOL instructor, CTE instructor	May 24, 2022	Certification report
Evaluate IET program	Career Education Programs Facilitator and Director	May 31, 2022	Certification report, instructor feedback, student feedback
Develop IET program of study for additional program for 2022-2023	Career Education Programs Facilitator	June 1, 2022	IET Program of Study

Professional Learning for Goal #3

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AGE and CET integration	AGE, ESOL and CTE Program – Web App Dev	Career Education Programs Facilitator	AGE, ESOL and CTE instructors	November 2021	Discuss progress at IET meetings	Career Education Programs Facilitator

BUDGET FOR GOAL # 3

Objective	Description of Resources	Funding Source	Amount
Objective #1	IET will use resources currently in place in AGE and CTE	NA	\$0.00
Total:			\$0.00

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FINAL BUDGET

Please provide the total budget from each goal.			
	Goal 1	\$	90,000.00
	Goal 2	\$	6846.00
	Goal 3	\$	0.00
	Total:	\$	96,846.00

School Improvement Acronym List

A

- AA** – Associate in Arts
- AA** – Alternative Assessment
- AAS** – Associate in Applied Science
- ABE** – Adult Basic Education
- ACCEL** – Academically Challenging Curriculum to Enhance Learning
- ACEE** – Area Centers for Educational Enhancement
- ACT** – American College Testing (Assessment)
- ADA** – Americans with Disabilities Act
- AFDC** – Aid to Families with Dependent Children
- AGE** – Adult General Education
- AHS** – Adult High School
- AICE** – Advanced International Certificate of Education
- AMO** – Annual Measurable Objective
- AP** – Advanced Placement
- AS** – Associate in Science
- ASD** – Autism Spectrum Disorder
- ASE** – Automotive Service Excellence
- ASL** – American Sign Language
- ATD** – Applied Technology Diploma
- AVID** – Advancement Via Individual Determination
- AWS** – American Welding Society
- AYP** – Adequate Yearly Progress

B

- BA** – Bachelor of Arts
- BAT** – Benchmarks for Advanced Tiers
- BCBA** – Board Certified Behavior Analyst
- BS** – Bachelor of Science

C

CAC – Child Advocacy Center
CAR-PD – Content Area Reading Professional Development
CASAS – Comprehensive Adult Student Assessment Systems
CBT – Computer-Based Testing
CCD – Course Code Directory
CCRP – Comprehensive Core Reading Program
CCSS – Common Core State Standards
CELLA – Comprehensive English Language Learning Assessment
CEU – Continuing Education Unit
CFO – Chief Financial Officer
CIW – Certified Internet Webmaster
CLAST – College Level Academic Skills Test
CNA – Certified Nursing Assistant
C of C – Code of Conduct
COE – Council on Occupational Education
COPE – Chautauqua Office of Psychological Services
CPL – Completions Placements and Licensure
CPT – College Placement Test
CRP – Comprehensive, research-based, Reading Plan
CSIT – Computer Systems & Information Technology

D

DA – Differentiated Accountability
DAC – District Advisory Council
DAIP – District improvement, Assistance and Intervention Plan
DAR – Diagnostic Assessment of Reading
DART – Disaggregate, Assess, Review and Target
DCF – Department of Children and Family Services
DCT – Diversified Cooperative Training
DE – Dual Enrollment
DEA – Discovery Education Assessments

DIAP – District Improvement, Assistance and Intervention Plan
DIBELS – Dynamic Indicator of Basic Early Literacy Skills
DJJ – Division of Juvenile Justice
DOC – Department of Corrections
DOE – Department of Education
DOP – Dropout Prevention
DSS – Department of Social Services
DSS – Developmental Scale Score

E

EBD - Emotional/Behavioral Disabilities
ECTC – Emerald Coast Technical College
ED – Educationally Disadvantaged
EEO – Equal Employment Opportunity
EHR – Electronic Health Records
ELL – English Language Learners
EOC – End-of-Course Assessment
ePDC – Electronic Professional Development Center
ePEP – Electronic Personal Education Planner
ERDA – Early Reading Diagnostic Assessment
ERIC – Educational Resource Information Center
ERSI – Early Reading Screening Instrument
ESE – Exceptional Student Education
ESEA – Elementary and Secondary Education Act
ESL – English as a Second Language
ESOL – English Speakers of Other Languages
ESSA – Every Student Succeeds Act
ESY – Extended School Year

F

FAA – Florida Alternative Assessment
FACTS – Florida Academic Counseling and Tracking for Students
FAIR – Florida Assessments for Instruction in Reading

FAPE – Free and Appropriate Public Education
FASFAA - Florida Association of Student Financial Aid Administrators
FBO – Faith-Based Organization
FCAT – Florida Comprehensive Assessment Test
FCIM – Florida Continuous Improvement Model
FCPT – Florida College Placement Test
FCRR – Florida Center for Reading Research
FDLRS – Florida Diagnostic and Learning Resource System
FD OE – Florida Department of Education
FEFP – Florida Education Finance Program
FELE – Florida Educational Leadership Examination
FERPA – Florida Education Rights and Privacy Act
FIN – Florida Inclusion Network
FLaRE – Florida Literacy And Reading Excellence
FLKRS – FLorida Kindergarten Readiness Screener
FLVS – FLorida Virtual School
FORF – Florida Oral Reading Fluency
FOR-PD – Florida Online Reading Professional Development
FRL – Free and Reduced Lunch
FSA – Florida Standards Assessment
FTE – Full Time Equivalency
FY – Fiscal Year

G

GED – General Education Development test
GLE – Grade Level Expectations
GMRT – Gates-Macginitie Reading Test
GPA – Grade Point Average
GPS – Global Positioning System

H

HH – Hospital Homebound
HIPAA – Health Insurance Portability and Accountability Act

HLS – Home Language Survey
HSCT – High School Competency Test
HQT – Highly Qualified Teacher
HVAC/R - Heating, Ventilation, Air-Conditioning/Refrigeration

I

IAC – Institutional Advisory Committee
IB – International Baccalaureate
ICC – International Coastal Cleanup
IDEA – Individuals with Disabilities Education Act
IET – Integrated Education and Training
IEP – Individual Education Plan
ILOD – In Line Of Duty
IMS – Information Management System
IPDP – Individual Professional Development Plan
ISRD – Institute of Small and Rural Districts
IST – Instructional Support Team
IT – Information Technology

L

LEA – Local Education Agency
LEP – Limited English Proficient
LIIS – Local Instructional Information System
LOA – Leave of Absence

M

MAI – Major Area of Interest
MIC – Magnet Innovation Center
MIS – Management Information System
MOU – Memorandum of Understanding
MSID – Master School Identification File
MTSS – Multi-Tiered System of Support

N

NAEP – National Assessment of Education Performance
NATE – North American Technician Excellence
NBCT – National Board Certified Teacher
NCCER – National Center for Construction Education and Research
NCLB – No Child Left Behind
NCLEX – National Council Licensure Examination
NCTM – National Council of the Teachers of Mathematics
NCWE – National Council for Workforce Education
NEFEC – North East Florida Educational Cooperative
NGA – National Governor’s Association
NGCARPD – Next Generation Content Area Reading Professional Development
NGSSS – Next Generation Sunshine State Standards
NRT – Norm Referenced Test
NSDC – National Staff Development Council
NWFSC – Northwest Florida State College

O

OCP – Occupational Completion Point
OCR – Office of Civil Rights
OJT – On the Job Training
OPPAGA – Office of Program Policy Analysis and Government Accountability
OPS – Other Personnel Services
OSHA – Occupational Safety and Health Administration

P

PAEC – Panhandle Area Educational Cooperative
PARCC – Partnership for the Assessment of Readiness for College and Careers
PAS – Performance Appraisal System
PBL – Project Based Learning
PBS – Positive Behavioral Support
PCT – Patient Care Technician
PD – Professional Development

PERT – Postsecondary Education Readiness Test
PECO – Public Education Capital Outlay
PIC – Private Industry Council
PLC – Professional Learning Community
PLF – Professional Learning Facilitator
PLP – Professional Learning Plan
PMP – Progress Monitoring Plan
PMRN – Progress Management and Reporting Network
PN – Practical Nursing
PSAT – Preliminary American College Testing (Assessment)
PSAV – Postsecondary Adult Vocational
PY – Program Year

R

READ – Reading Enhancement and Acceleration Development
RLT – Reading Leadership Team
ROI – Return On Investment
RTI – Response to Intervention
RTTT – Race to the Top
RTW – Ready to Work

S

SAC – School Advisory Council
SACS – Southern Association of Colleges and Schools
SAP – Student Academic Progress
SAT – Scholastic Aptitude Test
SBE – State Board of Education
SBIT – School-Based Intervention Team
SBRR – Scientifically-Based Reading Research
SCiii – Science collaboration, Immersion, Inquiry, Innovation
SDMT – Stanford Diagnostic Mathematics Test
SEA – State Education Agency
SEDNET – Students with Emotional Disabilities Network

SES – Supplemental Educational Services
SESIR – School Environment Safety Incident Report
SINI – School In Need of Improvement
SIP – School Improvement Plan
SIT – School Improvement Team
SIRP – Supplemental Intervention Reading Program
SLP – Speech Language Pathologist
SMART – Specific, Measurable, Attainable, Realistic and Time-Bound
SMS – Student Management System
SOAR – Science, Optimizing Academic Returns
SPAR – School Public Accountability Report
SPP – Student Progression Plan
SRD – School Resource Deputy
SREB – Southern Regional Educational Board
SSI – Supplemental Security Income
SSS – Sunshine State Standards
STEM – Science, Technology, Engineering and Mathematics
STW – School To Work
SUS – State University System
SWD – Students With Disabilities
SY – School Year

T

TA – Technical Assistance
TABE – Test of Adult Basic Education
TDE – Temporary Duty Elsewhere
TLC – Teaching and Learning Contacts
TTT – Tuesday Teacher Training

U

UDL – Universal Design for Learning

V

VPK – Voluntary Pre-Kindergarten Program

W

WDB – Workforce Development Board

WIDA – World Class Instructional Design Assessment

WISE – Walton Initiatives for Success in Education

WVS – Walton Virtual School