

Emerald Coast Technical College



Emerald Coast Technical College | Emerald Coast Technical College
Main Campus - DeFuniak Springs | @ Magnet Innovation Center - Watersound

School Improvement Plan for 2022-2023

"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 20, 2022

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/nclbspar/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 2022-2023 include: <ul style="list-style-type: none"> • Offering Patient Care Technician on the Emerald Coast Technical College @ Magnet Innovation Center – Watersound campus • Develop work-based learning plan for new PCT program on Watersound campus and update current work-based learning plans and activities to meet updated COE objectives • Improving industry certification and licensure rates for 2022-2023 	

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.

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 – Add a program to the Watersound campus offerings by January 2023.			
Goal Topic: Expand program offerings to include Patient Care Technician (PCT) at the Emerald Coast Technical College @ Magnet Innovation Center – Watersound Campus			
Needs Assessment for Goal #1: Ascension Sacred Heart – Emerald Coast, Aspen Dental in Destin, and HCA Florida Twin Cities Hospital are in need of Patient Care Technicians.			
Data Sources: Indeed.com, Regional Demand Occupations List			
Objective #1: Classroom renovations			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Renovate a classroom at the Watersound campus for the PCT program.	Wyndy Crozier	December 15, 2022	Onsite inspection
Objective #2: Hire an instructor			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Advertise for and hire a PCT instructor for the Watersound campus	Wyndy Crozier	December 1, 2022	School Board minutes
Objective #3: Create program documentation			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Create syllabus	New PCT Instructor with assistance from PCT main campus instructor	January 2023	Syllabus
Prepare lesson plans	New PCT Instructor with assistance from PCT main campus instructor	January 2023	Lesson Plans
Form program advisory committee	New PCT Instructor with assistance from PCT	February 2023	Advisory Member List

	main campus instructor and Standard 2 chair		
Recruit advisory committee members from the local professional community	Teacher	February 2023	Advisory Member List
Conduct spring advisory meeting	New PCT Instructor with assistance from PCT main campus instructor and Standard 2 chair	April 2023	Advisory minutes
Objective #4: Enroll Students			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Enroll students in PCT program	Registrar	January 2023	Student schedules in Focus

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
Advisory Committee Documentation	CTE	Standard 2 Chair	New instructors	January 2023	Documentation on shared drive	Standard 2 Chair

BUDGET FOR GOAL # 1

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Amount
Add PCT program to the instructional service center's program offerings	PCT textbooks, manipulatives, supplies, instructor	Grant	\$60,000
			Total: \$60,000

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ECTC GOAL

Goal #2 – Create a work-based learning PLC that 100% of CTE teachers, on both campuses, will participate in during 2022-2023.

Goal Topic: Work-based Learning Professional Learning Community

Needs Assessment for Goal #2: Instructors need to update work-based learning plans and activities for all programs on both campuses.

Data Sources: COE Manual – Standard 2 Objectives

Objective #1: Update work-based learning plan and activities

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Update work-based learning plans and activities for all programs	Standard 2 Chair and CTE teachers	February 2023	Work-based learning plan
Develop new work-based learning projects	CTE teachers	Ongoing	Lesson plans/activities

Objective #2: Create WBL plan for new PCT program

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Develop work-based learning plan for PCT program at Watersound campus	New PCT Instructor with assistance from PCT main campus instructor and Standard 2 chair	January 2023	WBL Plan

Objective #3: Review COE checklist for Work-based Learning Plan & Activities

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Teachers will review the COE standard 2 work-based learning checklist items to ensure the WBL plan, activities and documentation meet COE criteria	Standard 2 Chair	August 2022 & January 2023	COE Standard 2 Checklist

Objective #4: Collect WBL forms upon project completion			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Collect WBL forms for all off-site activities when projects have been completed	CTE instructors that take students off-site for WBL activities	Ongoing	WBL forms with appropriate signatures
Objective #5: Monitor enrollment so as not to exceed 85/15 rule and dual enrollment maximum capacity in each program			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Teachers will receive training on the 85/15 rule and dual enrollment	Financial aid officer and Student Services Dean	August 2022	Enrollment report

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
Work-based learning	All CTE	Standard 2 Chair	All CTE instructors (both campuses)	August 2022 & January 2023	Updated work-based learning plan	Standard 2 Chair
85/15 Rule & dual enrollment	All CTE	Financial Aid Officer	All CTE instructors (both campuses)	August 2022	Compliance with 85/15 rule and dual enrollment as evidenced on enrollment reports	Student Services Dean and Financial Aid Officer

BUDGET FOR GOAL # 2

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Amount
NA			\$0.00
			Total: \$0.00

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ECTC GOAL

Goal #3 – Each program will increase the number of industry certifications earned by students by a minimum of 5% in 2022-2023. 213 total certifications earned in 2021-2022.

Goal Topic: Industry Certifications and Licensure

Needs Assessment for Goal #3: The number of industry certifications/licensures earned by students in 2021-2022 is lower than anticipated.

Data Sources: Licensure and certification rates for 2021-2022; December 2021 Annual Report

Objective #1: Research post secondary fundable licensure/industry certifications that can be offered by each program

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Teachers will review FLDOE’s post secondary fundable certification list for 2022-2023 for industry certifications & licensure that can be earned by students in their programs.	Teachers	August 2022	Post secondary funding list
Teachers will research the objectives for post secondary fundable industry certifications/licensure.	Teachers	August 2022	Certification/licensure objectives

Objective #2: Develop a certification/licensure map denoting where certifications will be earned in each program

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Teachers will correlate post secondary fundable certifications and state licensure with specific courses within each program.	Teachers	August 2022	Certification/licensure map
Teachers will develop a certification/licensure map outlining in which course(s) certifications/licensure will be earned.	Teachers	August 2022	Certification/licensure map

Objective #3: Teachers will receive training on procedures for submitting licensure/industry certs to MIS Data Entry			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Teachers will learn the procedures for submitting industry certifications/licensure to MIS data entry	MIS Data Control Specialist	August 2022	Certification spreadsheet

Objective #4: Increase enrollment opportunities in the Electricity and Welding Technology programs by offering additional day sessions.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Hire new instructors for Electricity and Welding Technology day classes.	Principal	October 2022	Master schedule

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
New teacher training	CTE	Designee	New CTE instructors	August 2022, October 2022 and January 2023	Program syllabus, lesson plans and program outline	Principal

BUDGET FOR GOAL # 3

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Amount
Hire 2 new instructors	Instructor salaries	Grant	\$120,000.00
			Total: \$120,000.00

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FINAL BUDGET

Please provide the total budget from each goal.

	Goal 1	\$	60,000.00
	Goal 2	\$	0.00
	Goal 3	\$	120,000.00
	Total:	\$	180,000.00

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
FDOE – 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
ISC – Instructional Service Center
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

WBL – Work-based Learning

WDB – Workforce Development Board

WIDA – World Class Instructional Design Assessment

WISE – Walton Initiatives for Success in Education

WVS – Walton Virtual School