

Emerald Coast Technical College



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

School Improvement Plan for 2023-2024

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

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: Lisa Jones	Anticipated Date of School Board Approval: September 19, 2023

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, Program Specialist, 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 a basic skills test prior to the first six (6) weeks of enrollment in a CTC program. These tests assess applicants' basic skills (reading 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 Walton County 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	Student – Brandon Sweatmon
Instructional Staff, SAC Chair – Lisa Jones	Student – Leizel Young
Support Staff Member – Brooke Adam	Instructional WHS – Randi McKie
Support Staff Member – Carol Rothgeb	
Support Staff Member – Elizabeth Sims	
Meeting Frequency: ECTC’s School Advisory Council will meet a minimum of once per quarter.	
The School Advisory Council’s major initiatives for 2023-2024 include: <ul style="list-style-type: none">• Increase student enrollment and focus on non-traditional student demographics• Increase completion and placement rates for CTE programs• Improve instructional strategies to meet the needs of diverse learning styles	

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, Project Specialist, and the 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. 2022 COE Annual Report: ECTC is below the 95% threshold in the areas of completion and placement
2. 2022 Perkins Audit: Non-Traditional Student Finding
3. Administrative Classroom Walk-through Observations

ECTC GOAL

Goal #1 92% of ECTC instructors will actively participate in promoting career programs within the community by May 2024.

Goal Topic: Expand program enrollment in CTE programs

Needs Assessment for Goal #1: According to the 2022 Perkins Audit, ECTC did not meet the state’s minimum requirement for non-traditional students enrolling into CTE programs.

Data Sources: 2022 Perkins Audit Finding

Objective #1: High School Visits

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Instructors will visit Walton County and area county high schools a minimum of one time in the fall and one time in the spring to promote CTE programs at ECTC.	CTE Instructors & Lisa Jones	December 2023 / May 2024	<ul style="list-style-type: none"> • TDE Leave Form • Interested student Contact Information

Objective #2: Program Promotion through Social Media Outlets

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
ECTC instructors will provide one post per month of program happenings and highlight non-traditional student whenever possible.	Instructors	25 th of each month	Email from instructor to Grant Writer & Marketing (TBD)
Program video or photo will be uploaded to social media outlet	Grant Writer & Marketing (TBD)	Last day of each month	Social Media Posts

Objective #3: ECTC Area School Tours

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Invite elementary, middle, and high schools to tour ECTC campus	Lisa Jones	October 2023 / April 2024	Images from visits & email to counselors

Instructors will present their individual programs to touring students through hands-on and classroom walk-through experiences	Instructors	October 2023 / April 2024	Images from visits & email to counselors
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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
Define non-traditional student	CTE Instructors	Director	CTE Instructors	Staff Meeting	September 2023	Director

BUDGET FOR GOAL # 1

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

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: 92% of ECTC instructors will participate in PLC practices, quarterly with a focus on differentiation strategies during the 2023-2024 school year.

Goal Topic: Professional Learning Community

Needs Assessment for Goal #2: Instructors need research-based strategies for working with students of varying learning styles.

Data Sources: Administrative Classroom Walk-through Observations

Objective #1: Increase strategies for differentiating instruction

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Instructors will observe peer classrooms to see how they intervene when students do not understand newly introduced concepts the first time it is presented	CTE Instructors	May 2024	Completed observation tool provided to Director
Instructors will receive training on use of varied instructional strategies that meet the differing needs of student learning styles	CTE Instructors	May 2024	Director Observation Feedback Form

Objective #2: Gain knowledge of common assessments

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Instructors will meet four times during the 23-24 school year with their PLC group to establish a better understanding of the difference between formative and summative assessments	Instructors / PLF	October 2023, December 2023, February 2024 & April 2024	Meeting Agendas
Instructors will review their frameworks and evaluate lesson plan documentation	Instructors	October 2023	Lesson plans/activities

Objective #3: Evaluate effective student feedback strategies

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
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Instructors will meet 2 times during the 2023-2024 school year to discuss and review effective student feedback from lesson planning and assessments.	Instructors / PLF	May 2024	Examples / Non-Examples
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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
Differentiating Instruction / Formative & Summative Assessments / Feedback	All CTE	Standard 2 Chair	All CTE instructors (both campuses)	February 2024 & April 2024	Meeting Agenda / Sign In Sheets / meeting minutes	Standard 2 Chair

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: ECTC will increase the completion rate from 93% to 95% and the placement rate from 90% to 95% for the 2023-2024 school year.

Goal Topic: Completion and Placement Rates

Needs Assessment for Goal #3: The percent of completion 93% and placement 90% rates by students in 2022-2023 is lower than anticipated.

Data Sources: 2022 COE Annual Report

Objective #1: Improve Student FOCUS Transparency

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
CTE Instructors will post a minimum of one grade per week into FOCUS for each student during the 2023-2024 school year.	CTE Instructors	Weekly until May 2024	Weekly FOCUS report monitored by Director
New CTE Instructors will receive training on how to accurately record attendance in FOCUS.	New CTE Instructors	September 2023	Daily FOCUS flag monitored by Director

Objective #2: Improve Accuracy of Program Outcome Form Documentation

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Instructors will have access to a timeline for completion of program outcome forms	Lisa Jones	September 2023	Deadlines listed on the 2023-2024 Important Dates Calendar
ECTC will investigate instructor's ability to receive training on how to complete the program outcome form documentation within the FOCUS software	Carol Rothgeb – Data Control Specialist	October 2023	WDIS report in FOCUS
ECTC will investigate the ability of the MIS department adds an alert to the instructor's home screen indicating the	MIS Department	October 2023	Screenshot example of flag on instructor's home screen

need for completing a program outcome form			
Objective #3: Increase Placement Rate for ECTC Students			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
ECTC will host a business career fair for potential student recruitment	Lisa Jones / Student Services Department	May 2024	Student and business participant follow-up outcome survey
ECTC instructors will invite business professionals to present to their students at minimum of 2 times during the 2023-2024 school year.	CTE Instructors	May 2024	Sign In Sheets, photos from presentation, and/or marketing materials from visiting business professional

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
FOCUS Training – Grades	CTE Instructors	Johnson	CTE Instructors	September 2023	Increased frequency of adding grades to FOCUS	Director
FOCUS Training – Attendance	CTE Instructors	Johnson	New CTE Instructors	October 2023	FOCUS Flag	Director
FOCUS Training – Program Outcome Forms	CTE Instructors	DCS	CTE Instructors	November 2023	WDIS FOCUS Report – DCS	Data Control Specialist & Director

BUDGET FOR GOAL # 3

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

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FINAL BUDGET

Please provide the total budget from each goal.		
	Goal 1	\$ 0.00
	Goal 2	\$ 0.00
	Goal 3	\$ 0.00
	Total:	\$ 0.00

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