

# Acronyms used in



# St. Johns County School District

ACT	American College Testing
ACP	Alternative Certification Program/Participant
ADA	Americans with Disabilities Act
ADD	Attention- Deficient Disorder
ADHD	Attention Deficient Hyperactivity Disorder
AADD/In	Attention-Deficient Disorder Inattentive
AFT	American Federation of Teachers
AIP	Academic Improvement Plan
AP; APD	Auditory Processing Disorder
AP	Assistant Principal or Advanced Placement
ASD	Autistic Spectrum Disorder
ATEN	Assistive Technology Educational Network
AUP	Acceptable Use Policy (for computers and telephones)
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
BAV	Building Academic Vocabulary
BIP; BMP	Behavior Intervention Plan; Behavior Management Plan
CBI	Computer Based Instruction
CCSS	Common Core State Standards
CELLA	Comprehensive English Language Learning Assessment
CPT	College Placement Test
CPALMS	Educator Toolkits A toolkit of information, resources, and tools organized by grade level. <a href="http://www.cpalms.org">www.cpalms.org</a>
CRT	Curriculum Resource Teacher
DA	Differentiated Accountability

DAR	Diagnostic Assessment of Reading
DD	Developmentally Delayed
DFA	District Formative Assessment
DI	Differentiated Instruction
DIBELS	Dynamic Indicators of Basic Literacy Skills
DOE	Department of Education
DP	Deliberate Practice (elements selected by teachers to work on in a given year)
DRA	District Required Assessment
DRA	Developmental Reading Assessment
DSS	Developmental Scale Scores
EAP	Employee Assistance Program
EBD	Emotional and Behavioral Disorders
EC	Early Childhood
EH	Emotionally Handicapped
ELA	English Language Arts
ELL	English Language Learner
EOC	End of Course Exams
EP	Educational Plan (for gifted students)
ER&D	Educational Research and Dissemination
ERDA	Early Reading Diagnostic Assessment
ESE	Exceptional Student Education
ESL	English as Second Language
ESOL	English for Speakers of Other Languages
ESY	Extended School Year
FAIR	Florida Assessments for Instruction in Reading
FEFP	Florida Educator Accomplished Practices
FLDOE	Florida Department of Education

FLVS	Florida Virtual School
FOR-PD	Florida Online Reading Professional Development
FRL	Free/Reduced Lunch
FSA	Florida Standards Assessment (replaced FCAT) <a href="http://www.stjohns.k12.fl.us/testing/wp-content/uploads/sites/100/2016/09/FSAELA-MathFS1718.pdf">http://www.stjohns.k12.fl.us/testing/wp-content/uploads/sites/100/2016/09/FSAELA-MathFS1718.pdf</a>
FTCE	Florida Teacher Certification Examinations
FTE	Full Time Equivalency (Funding for schools)
HI	Hearing Impaired
IB	International Baccalaureate
ID	Intellectually Disabled (mild, moderate, severe)
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEP	Individualized Education Plan
INK	Investing in Kids (St. Johns Education Foundation)
iOb	iObservation – Website used for teacher evaluation
IPDP	Individual Professional Development Plan
ILC	Instructional Literacy Coach
IND	Intellectually Disabled
i-Ready	K–12 Adaptive Diagnostic   K–8 Instruction
ISS	In School Suspension
JDC	Juvenile Detention Center
LAFS	Language Arts Florida Standards
LD	Learning Disability
LEP	Limited English Proficiency
LI	Language Impaired
LRE	Least Restrictive Environment

MAFS	Mathematics Florida Standards (MAFS)
MEA	Integrated STEM Lessons as Model Eliciting Activities
MFA	Math Formative Assessment <a href="http://www.cpalms.org">www.cpalms.org</a>
MGIC	Middle Grades Integrated Curriculum
MID	Mild Intellectual Disability
MSSP	Middle School Success Plan
MTSS	Multi-Tiered System of Support
NBCT	National Board Certified Teachers
NBPTS	National Board for Professional Teaching Standards
NCLB	No Child Left Behind
NEA	National Education Association
NGSSS	Next Generation Sunshine State Standards
NSDC	National Staff Development Council
ODD	Oppositional Defiant Disorder
OHI	Other Health Impaired
OSS	Out-of-School Suspension
OT	Occupational Therapist; Occupational Therapy
PBS	Positive Behavior of Support
PD	Professional Development
PDP	Professional Development Plan
PEC	Professional Education Competencies (Induction program, 1 <sup>st</sup> year in district)
Ped	Professional Education Test
PI	Physically Impaired
PLC	Professional Learning Community
PMRN	Progress Monitoring & Reporting Network (Fair testing)
PSC	Professional Standards Contract
PT	Physical Therapist; Physical Therapy

PTA/PTO	Parent-Teacher Association, Parent Teacher Organization
PTSA	Parent, Teacher, Student Association
RtI/MTSS	<b>Response to Intervention (RtI)</b> has been described in <b>Florida</b> as a <b>multi-tiered system of supports (MTSS)</b> for providing high quality instruction and intervention to improve student learning.
SAC	School Advisory Committee
SAE	Subject Area Exam
SAT	Scholastic Aptitude Test (College Boards)
SBRR	Scientifically Based Reading Research
SES	Socio-economic Status
SIP	School Improvement Plan
SJCSD	St. Johns County School District
SJCVS	St. Johns County Virtual School
SJEA	St. Johns Education Association
SLD	Specific Learning Disability
SLP	Speech and Language Program
SOE	Statement of Eligibility (certification)
SP/Lang, SP/LG	Speech and Language
SPED	Special Education
SPP	Student Progression Plan
SRS	Staffing Resource Specialist
SSS	Sunshine State Standards
STEM	Science, Technology, Engineering, Math
TESOL	Teaching English to Speakers of Other Languages
VAM	Value Added Measure (used with teacher evaluation)
VI	Visually Impaired

## General Acronyms

Teachers use these acronyms to discuss academics, behavior, or what is happening in the wider world of education.

- **AYP: Adequate Yearly Progress** is each school's progress according to the federal No Child Left Behind (NCLB) act. AYP tracks standardized test data in math, reading, and science. According to NCLB, all students in public schools must be proficient in reading and math by the 2013-14 school year. Schools that do not meet AYP towards that goal must notify parents and face sanctions.
- **DEAR: Drop Everything and Read** (or IR for Independent Reading) is a time during the school day when children read silently.
- **ELL:** Students who are **English Language Learners** do not speak English at home and are learning English at school.
- **FERPA: The Family Educational Rights and Privacy Act** is a federal law that protects access to student records.
- **NCLB: No Child Left Behind** is the federal law that currently governs education. The focus of NCLB is on measuring student achievement using test data and holding schools and districts accountable for student results.
- **PBIS**  
**Positive Behavior Intervention and Support** programs are a way to impact school learning environments by establishing and reinforcing clear behavioral expectations in order to support high student performance and to reduce behavioral problems. PBIS site schools work to integrate their Safe Schools Plans, character education efforts and strategies, and discipline efforts in order to make the schools caring and safe communities for learning.
- **RtI/MTSS: Response to Intervention (RtI)** has been described in **Florida** as a **multi-tiered system of support (MTSS)** for providing high quality instruction and intervention to improve student learning. *Multi-Tiered instruction*-A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

### **Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions**

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction.

### **Tier 2: Targeted Interventions**

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress. Intensity varies across group size, frequency and

duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum

### **Tier 3: Intensive Interventions and Comprehensive Evaluation**

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

- **Title I**

**Title I** is the largest federal education funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program.

- **ELA**

**English Language Arts-** Part of the Common Core curriculum in the NC Standard Course of Study, ELA refers to reading, literature, reading, writing and speaking and listening.

- **ELL**

**English Language Learner-**Student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.

- **ESL**

**English as a Second Language-** A program model that delivers specialized instruction to students who are learning English as a new language.

- **EOC**

**End-of-Course** exams are designed to assess the competencies defined by the Standard Course of Study for three mandated courses: Algebra I/Integrated I, English II and Biology. Exams are taken during the last two weeks of school for students on a traditional calendar and the last week of the course for students on a block schedule.

### **For Special Education or Exceptional Student Education(ESE)**

You will come across these acronyms if you have a student that is being evaluated for or has a disability that affects their learning.

- **504 Plan:** A **504 Plan** is written for a child who has a disability that affects his access to the curriculum in some way. The goal of a 504 Plan is to provide the student with accommodations and modifications in school that allow him to fully access the general curriculum.
- **ADA:** The **Americans with Disabilities Act** is a 1992 law that prevents discrimination on the basis of disability by any public institution, including schools.

- **ADHD: Attention Deficit Hyperactivity Disorder** is a condition that's characterized by inattentiveness, impulsivity, hyperactivity, or a combination of those characteristics that is out of the normal range for the child's age.
- **BIP: A Behavior Intervention Plan** is a plan that is focused on changing a student's behaviors, whether that's keeping hands to himself or turning in homework on time. A BIP may be written as an IEP or an informal plan between a child, parent, and teacher.
- **FAPE:** Each child is guaranteed a Free Appropriate Public Education, according to the law. An "appropriate education" may be any combination of general classes, special education interventions, specialized services (Speech, OT), or home instruction.
- **IDEA**  
**Individuals with Disabilities Education Act-** This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.
- **IEP**  
**Individualized Education Program-**The IEP is a written statement for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.
- **LRE:** Students with disabilities are to be educated in the **Least Restrictive Environment**, or the classroom environment that provides them with the most exposure and access to the general education classroom and curriculum as possible.
- **OT: Occupational Therapy** is provided to students who have fine motor or sensory integration difficulties in school.
- **SLP: A Speech Language Pathologist** works with students who have trouble with articulation or language expression (grammar, syntax).
- **SLD:** Students who are identified as having a **Specific Learning Disability** have average or above average intelligence but struggle to learn in school.