

LSAC Acronyms

Broad Educational Terms	
CCSS	Common Core State Standards
ELA	English Language Arts: reading, writing, speaking, and listening
ESSA	Every Student Succeeds Act The ESSA is the replacement educational policy for No Child Left Behind (NCLB)
LEA	Local Education Authority (Mercer Island School District)
SIP and DIP	School Improvement Plan District Improvement Plan
General Support Programs	
504 Plans	Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a “qualified disabled person” under Section 504 if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and (2) is between the ages of 3 to 21 years old.
ELL	English Language Learner Support is offered in all six schools. The district has two teachers who support the elementary school, one at the middle school, and one at the high school. Additionally, one of the elementary teachers also serves as the ELL coordinator for the district.
RtI	Response to Intervention Tier 2 interventions are part of general education and the second of three phases in the Response to Intervention (RtI) framework. It is a mindset about how schools support students. Though often thought of as a setting or place, these interventions are actually <i>the collective belief that when a student does not benefit as expected from the curriculum and instruction in the general education classroom a form of intervention must be provided</i> . The enhanced instruction is focused on helping the student or group of students meet their potential or grade level expectation.
Tier I or Universal	Tier 1 refers to the universal, core curriculum and instruction provided to all students. The majority of students benefit and make appropriate progress in the general education classroom.

Tier 2 or Targeted	<p>Tier II interventions frequently begin in the general education classroom when a teacher realizes that a student is struggling or not meeting standard. This can be in an elementary, middle, or high school setting. To assist in the development and delivery of the interventions, the classroom teacher frequently consults other teachers, coaches, or specialists within the school and district.</p> <p>Interventions vary depending upon the intensity, duration, size of the group, and frequency. These services and interventions are sometimes provided <i>in pull out settings</i> as enhancements and additions to the general education expectations. In the early grades (kindergarten through 3rd grade), interventions occur most often in the areas of reading and math. Students progress or response to the intervention is monitored throughout the period of the intervention. Students who continue to show too little progress at a level of intervention are then considered for more intensive interventions.</p> <p>When classroom teachers in the general education environment believe that a student needs even more support, they coordinate Tier II intervention with other teachers and specialists: English Language Learner (ELL), Learning Support (LSP), focused block, or structured studies programs. Interventions and supports can be delivered to students by both pushing into the general education classroom or pulling the student or students out into a small-group setting. The District refers to this as “<i>push-in</i>” or “<i>pull-out</i>”.</p>
Tier 3	<p>Tier 3 interventions can be part of the general education or special education. If Tier 3 interventions are provided in a general education setting the intensity or frequency of the support is greater than what was tried in Tier 2. Tier 3 interventions offered in a special education environment can either supplement or completely supplant what is offered in Tier 1 or 2.</p>
LSP	<p>Learning Support Program</p> <p>A broad category used to describe the various Tier 2 supports offered in the four elementary schools. Several programs fall under this umbrella: ELL, Title 1, and LAP (see below). Each school has dedicated teacher and para educational staff dedicated to these intervention services. The Mercer Island School District exhausts all of the funding provided at the state and federal levels, consequently each program is subsidized by local efforts.</p>
LAP	<p>Learning Assistance Program</p> <p>A Washington State funded category of intervention targeted at helping students not yet at grade level close the achievement gap. The support is first focused in math and literacy.</p>
Title 1	<p>Title 1 is a federal category of support that, like LAP, is aimed at closing the achievement gap. The funding for this program is based entirely on the free and reduced lunch (socioeconomic) percentages in our district.</p>

Assessments

AIMSweb	The AIMSweb assessments are used as benchmark screeners in grades K-6 grade and contain a number of subtests: LNF- Letter Naming Fluency LSF- Letter Sound Fluency NWF- Nonsense Word Fluency PSF- Phoneme Segmentation Fluency R-CBM- Reading Curriculum Based Measurement
CogAT	Cognitive Abilities Test
DRA	Developmental Reading Assessment Used primarily in the elementary LSP, this is a reading assessment that helps identify a student's instructional reading level.
EOC	End of Course Exam
F&P	Fountas and Pinnell Used primarily in the elementary LSP, this is a reading assessment that helps identify a student's instructional reading level.
ITBS	Iowa Test of Basic Skills
SBAC/SBA	Smarter Balanced Assessment Consortium/Smarter Balanced Assessment
WaKIDS	Washington Inventory of Developing Skills WaKIDS is actually an acronym used to describe the tuition-free all-day kindergarten program provided as part of basic education. The actual assessment required by the State is the WaKIDS Gold Assessment.
Highly Capable Programing	
HiCap	Highly Capable Program
PEP	Primary Enrichment Program
Special Education	
Child Find	Child Find Child Find requires school districts to have a process for identifying and evaluating children who may need special education and related services, such as counseling or speech therapy. Even infants and toddlers can be evaluated. They could then receive help for learning disabilities and developmental delays through the government's early intervention programs. These programs help parents find out if their young children are on track. Then, if needed, the programs can connect families with appropriate services early in the child's life.
EBD	Emotional Behavior Disorder

IEP	Individualized Education Program (Plan)
PLP	Personalized Learning Program
SDI	Specially Designed Instruction- term used to describe the teaching and learning in a Resource Room
Frequent Policy References	
3207	Bullying, Harassment, and Intimidation
3210	Nondiscrimination
Committees	
DAC	Diversity Advisory Committee
DAT	Diversity Action Team (Located at each school)
IMC	Instructional Materials Committee
LSAC	Learning Services Advisory Committee
TAG	Technology Advisory Group
MIHS Specific	
AP	Advanced Placement
CCR	College and Career Readiness