

Mentor / Mentee Handbook



2010- 2011 Academic Year

Mentor / Mentee Timeline

	<i>Item or Activity</i>	<i>Time Commitment</i>
<i>February 1, 2011</i>	Submit completed 1st semester checklist with required signatures.	Independent work throughout 1st semester
<i>April 29th 2011</i>	Submit 2nd semester checklist to Staff Development Office. (required for completion of program credit and stipend)	Independent work throughout 2nd semester
	Half-day substitute opportunity must be completed.	Independently scheduled with Mentor and Mentee (date must be approved by the Staff Development Office).
<i>May 16, 2011</i>	“Online Reflection”	

*All Items "due" are to be turned in to the Staff Development Office
Karen Clark (417)523-5572*

Table of Contents

I.	Statement of Purpose.....	1
II.	Program Objectives	2
III.	Mentorship Components	3
	Collective Agreement.....	4
	The Mentor	5
	The Mentee	6
IV.	Rationale for Mentor/Mentee Program	
	State Requirements	7
	District Organization/Definition of Roles	9
	Mentors	10
	Procedures	13
V.	Missouri’s Revised Teacher Certification Process.....	14
VI.	Semester Checklist	
	1st Semester	16
	2nd Semester	20
VII.	Confidentiality Contract	22
VIII.	Substitute request form.....	23
	Appendix.....	25

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**Continuous Improvement
Student Achievement**

STATEMENT OF PURPOSE



**The Purpose of Springfield Public Schools
Mentor/Mentee program:**

- Meet the Missouri state requirements for mentoring.
- Support first and second year teachers.
- Meet No Child Left Behind (NCLB) requirement of having a highly qualified teacher in every classroom.

**The Non-Purpose is to evaluate first-year
teachers.**



PROGRAM OBJECTIVES

Mentors and Mentees will know and be able to

- Develop a confidential professional relationship that promotes trust and collaboration that will support a first-year teacher's professional growth.
- Collaborate on and complete a 1st and 2nd semester checklist.
- Formulate an action plan for professional growth.



“Build a good working relationship
with your colleagues. Teaching moves
so much smoother when you
collaborate and share.”

mentee's advice to first-year teachers



Mentorship Components

1. Building principals will recruit qualified mentors throughout the year.
2. The mentor pool will be established in late August to early September.
3. New teachers will be identified by August or as soon as they are hired.
4. Requirements for the end of the year include submitting the 2nd semester check list.
5. The Professional Learning for School Improvement Advisory Team will be available throughout the year to meet with mentors/mentees as needed.

Collective Agreement

We, as a part of the professional instructional staff of Springfield Public Schools, do agree to the following minimum requirements of the Mentor/Mentee Program:

- Complete and turn in the 1st semester checklist including all required signatures.
- Complete and turn in the 2nd semester checklist including all required signatures to the Staff Development Office by April 29th.

Mentor

Date

Print Name

Mentors will receive a \$275.00 stipend (June 2011 check) and 16.5 hours of professional development credit upon completion of the Mentor/Mentee Program.

Mentee

Date

Print Name

Mentees will receive a certificate that provides verification of the completion of the Mentor/Mentee Program for Teacher Certification.

Rationale for Mentor/Mentee Program

II. State Requirements

A. Overview

1. The district must provide programs for beginning and practicing teachers as mandated by the state for any teacher who does not have prior teaching experience and to assist practicing teachers.
2. Plan developed by the Staff Development Department:
 - a. Identify instructional concerns and remedies
 - b. Serve as a confidential consultant
 - c. Assess faculty needs and develop inservice opportunities
3. Missouri colleges and universities are to provide assistance.
4. Plan may include staff development and inservice programs already provided by the district.
5. Mentor teachers – a beginning teacher must be assigned a mentor who has the role of helping, **not evaluating**, the teacher.

B. Statutory Authority for Beginning and Practicing Teacher-Assistance Programs

Following is the text of the law which requires Missouri school districts to provide professional development programs for beginning and practicing teachers. **These standards are intended to be a framework of best practice for all mentoring programs.** Programs must include individual professional development plans for first and second year teachers. These provisions were passed by the Missouri Legislature and became effective June 2008.

B. Statutory Authority for Beginning and Practicing Teacher-Assistance Programs (Continued)

Sections 168.400.4(1) (2) & 5, RSMo.

Beginning teacher assistance programs established under this section shall include, but need not be limited to, the following provisions:

1. *Such programs shall require each school district to provide a plan of professional development for the first two years of teaching for any teacher who does not have prior teaching experience. The professional development plan shall include assistance from the Staff Development Office, which shall work with beginning teachers and experienced teachers in identifying instructional concerns and remedies; serve as a confidential consultant upon a teacher's request; assess faculty needs and develop inservice opportunities for school staff. The professional development plan may include guidance from a district designated faculty member employed at a grade level comparable to the instructional grade level of the beginning teacher, and such other forms of assistance which the school district may choose to offer.*
2. *Such programs shall include assistance from the teacher education program which provided the teacher's training if such training was provided in a Missouri college or university. Such assistance from the college or university may include retraining, internships, counseling, and inservice training.*

The practicing teacher assistance programs established under this section shall include, but need not be limited to, programs of professional development and improvement as provided for experienced teachers by the professional development committee established under subsection four of the section, and inservice opportunities as provided by the local school district for all practicing teachers.

NOTE: The Excellence in Education Act suggests and the recently amended rule for teacher certification (5CSR80-800.010) requires that beginning teacher support systems include a mentor program. A mentor teacher has been described as a “coach, trainer, positive role model, developer of talent, (and) opener of doors”. This emphasizes that the role of the mentor teacher is “**helper**” not “**evaluator**”.

III. District Organization/Definition of Roles

A. Staff Development Office

The Springfield Public Schools Professional Development Office assumes responsibility for the design, structure and implementation of the mentoring program.

1. Year one of mentoring will be fulfilled by a mentor as assigned by the building principal.
2. Second year mentoring is required by the state of Missouri (August 2003) and will be met by Springfield Public Schools' STEP UP Induction Program for beginning teachers.

B. Mentor

The mentor teacher is an experienced teacher whose job is to answer questions, make suggestions, and generally guide a beginning teacher through their first one or two years of experience. **All mentor teachers will be selected on a strictly voluntary basis.**

C. Mentee

The mentee is a teacher with less than one year's teaching experience in the classroom. The mentee will be involved in developing and implementing a professional development plan. The mentee will be responsible for his/her Professional Development Plan. The mentee will also participate in performance-based teacher evaluations. The mentee will participate in the mentor program for his/her first two entry years of teaching.

The mentee's participation in the Mentor Program is separate from and will not be included in the performance-based teacher evaluation.

D. **Principal:** The role of the principal in the Teacher–Mentor Program is as follows:

1. The principal will assist in writing the Professional Development Plan (PDP) in cooperation with the mentor and mentee. He/she will keep a copy of the Professional Development Plan. In order to maintain the required confidentiality of the Mentor Program, the mentee will be present at conferences involving the PDP or the mentor/mentee relationship.
2. The principal will keep a copy of each teacher's Professional Development Plan.
3. The principal will sign off on both the 1st and 2nd semester checklist to be submitted by the mentor to the Staff Development Office.

IV. Mentors

- A. Ideal Requirements for Mentorship Placement
 - 1. Three years or more of teaching experience including at least three years in Springfield R-12.
 - 2. Willingness to be trained.
 - 3. Certification and/or experience in the same area as the new teacher (if at all possible).
 - 4. Assigned to the same department, grade, or blocks as the new teacher.
 - 5. Compatibility with new teacher (both mentor and new teacher agree to work together).

- B. Job Description

Mentor Teachers will:

 - 1. Assist administrator, university liaison and teacher in writing and implementing a Professional Development Plan.
 - 2. Serve as a resource person to foster professional growth.
 - 3. Act as a **confidential** consultant.
 - 4. Familiarize the new teacher with district/building policies and procedures.

- C. Training: All mentor teachers will receive training at the site or district level.

- D. Responsibilities
 - 1. **The mentor's participation in the Mentor Program is separate from and will not be included in any PBTE or other form of evaluation.**
 - 2. Mentor teachers have an obligation to the Mentor Program and should carefully consider their responsibilities to the program and the substantial time requirements before becoming involved in building/district committees and/or extra-duty assignments.
 - 3. **Confidentiality will be observed during the mentoring process with the following restrictions:**
 - a. **Suspicion of child abuse must be reported to proper authorities.**
 - b. **If one suspects that the mentee will do physical harm to him/herself, to others or to the property of others, the mentor shall take appropriate steps to inform the principal.**
 - 4. Mentor teachers will keep a checklist to record all meetings, conferences, observations and/or other activities related to the mentoring program. They are to be used to foster the growth and progress of the mentee.
 - 5. **Mentors may not discuss information about the mentee with supervisory personnel without the written consent and/or participation of the mentee with exception to Section D Number 3.**

- E. Procedures for resolving conflicts between mentor and mentee:
1. Contact the Staff Development Office to identify the problem and to discuss possible solutions.
 2. A Staff Development representative meets and confers with the other party within five school days to discuss the problem(s) and solution(s).
 3. The Director of Teacher Development (Staff Development Office), mentor and mentee jointly meet within the next five school days to develop a plan to resolve conflicts. The parties involved mutually agree upon a deadline to determine the success of the plan for conflict resolution.
 4. The Staff Development representative meets individually with mentor and mentee to determine the success of the plan once the deadline has been reached.
 5. If conflicts cannot be resolved to the satisfaction of all parties, proceed to the provision for replacement of mentors.
 6. **Confidentiality between the parties involved shall be maintained throughout this process.**
- F. Provisions for replacement of mentor: due to the many and varied reasons for the replacement of a mentor, a process of replacement is necessary.
1. Should the need arise for change the Director of Teacher Development (Staff Development Office) will reinitiate the selection process by contacting the principal.
- G. Release Time: to meet the needs of the mentoring process, release days will be provided for the mentoring team. The building principal will be informed of release days needed by either party with sufficient notice to arrange for substitutes.

**TABLE OF PAPER WORK
FOR MENTOR/MENTEE**

MENTOR	MENTEE	PRINCIPAL
<ul style="list-style-type: none"> • Initial online Mentor/Mentee session • Assist with developing mentee’s Professional Development Plan (PDP) • 1st Semester Checklist • 2nd Semester Checklist • Mentor/Mentee Mid-Year “Next Steps” 	<ul style="list-style-type: none"> • Develop a Professional Development Plan (PDP) • STEP UP participants will work with their mentor to develop their PDP • 1st Semester Checklist • 2nd Semester Checklist • Mentor/Mentee Mid-Year Online “Next Steps” • Mentee Graduate Information 	<ul style="list-style-type: none"> • PDP (help develop and sign off) • Review 1st Semester Checklist and sign-off • Review 2nd Semester Checklist and sign-off

V. Procedures

A. Professional Development Plan

1. The mentor and mentee draft a PDP. They then meet with the principal and college or university representative to finalize the development of the PDP. The goals of the PDP may reflect the mentee’s needs as prioritized in his/her self-assessment inventory.
2. The mentee is ultimately responsible for:
 - a. Keeping records of the PDP, checklist, and any other documentation related to the PDP. The checklist shall include information on all meetings, observations, conferences, visitations, workshops and/or other activities related to the PDP. The PDP is an evolving document and should be added to throughout the first ten years of the teaching experience as the mentee moves through the certification process. If the mentee leaves the R-12 School District, he/she is responsible for keeping his/her PDP with them.
 - b. Completing all strategies as indicated on the PDP.
 - c. Communicating with mentor and principal regarding progress on the PDP.

B. Other activities/resources

1. Professional readings
2. Use of other resource people
3. Mentee observations of other teachers
4. Visitations of other schools
5. Participation in workshops/in-service
6. Participation in professional organizations
7. Use university support system
8. Videotaping

***One half-day substitutes are available to allow mentors and mentees to engage in other activities/resources for professional growth.**



“Be diligent and always ask for help when in doubt.
Use the support system that this program gives you!”
mentor’s advice to first-year teachers



Missouri's Revised Teacher Certification Process

(Effective August 28, 2003)

The State Board of Education recently approved several changes in Missouri's Teacher Certification requirements and procedures. Following is a description of the requirements for the two-tiered plan.

1. The **INITIAL PROFESSIONAL CERTIFICATE (IPC)** is valid for four years and assigned to new graduates of teacher education programs and individuals with less than four years of teaching experience who meet the minimum requirements and qualifications. To advance to the next level during the valid dates of the classification, a teacher must meet the following requirements:

- Participation in a district-provided and approved mentoring program for two years
- Successful completion of 30 contact hours of professional development which may include college credits
- Participation in a Beginning Teacher Assistance Program
- Successfully participate in a Performance-Based Teacher Evaluation
- Complete four years of approved teaching experience
- Have a local professional development plan

2. The **CAREER CONTINUOUS PROFESSIONAL CERTIFICATE (CCPC)** is valid continuously depending on an individual meeting the following:

- The requirements at the IPC, PCI, PCII, or CPC level
- Successful, yearly completion of 15 contact hours of professional development which may include college credits
- Have a local Professional Development Plan

OR

- Two of the three following items:
 - Ten (10) years of teaching experience
 - A master's degree
 - National Board Certification

3. **PROVISIONAL CLASSIFICATION** refers to a two-year non-renewable certificate issued to teachers who do not meet all of the requirements for Professional Certificates. If additional coursework is needed to meet the minimum requirements, the deficiencies may not exceed 12 semester hours. Individuals enrolled in an alternative program for educators may qualify for a provisional classification.

4. TEMPORARY AUTHORIZATION CLASSIFICATION is a one-year certificate that may be requested jointly by a school district and an individual who holds a baccalaureate degree with a minimum overall grade point average of 2.5 on a 4.0 scale. An individual may hold more than one temporary certificate, it is renewable yearly, and enables a person to teach while earning the necessary requirements for a professional classification, including:

- Successfully passing the Praxis tests;
- Yearly completion of nine semester hours toward professional certification;
- Participation in a mentoring program; and
- Successful participation in a Performance-Based Teacher Evaluation.

For additional information, you may visit the Missouri Department of Elementary and Secondary Education website at www.dese.mo.gov/divteachqual/teachcert.

Checklist 1st Semester

Please Print

_____ Mentor Name

_____ Mentee Name

Date	Topic Description	Mentor's Initials	Mentee's Initials
	Met Mentor/Mentee		
	Attended Initial Mentor/Mentee Training		
	Located Teacher's Guides		
	Located Curriculum Guides		
	Discussed Discipline Plan/Management		
	Developed Daily Schedule		
	Discussed Grading System		
	Discussed How to Set Up and Maintain Grade Records		
	Discussed Taking and Recording Attendance		
	Physical Needs (lunch, parking, phone, etc.)		
	Awareness of Site Goals and School Improvement Plan		
	Awareness of Mission Statement		
	How to Use Email		
	Discussed Substitute Procedure		
	Discussed Emergency Procedures		
	Discussed Library/Media Resources (School Library and Instructional Media Services)		
	Discussed District Support Staff Curriculum Coordinators Instructional Support Staff Instructional Media Services Professional Development Staff		
	Developed a Professional Development Plan with Principal's Signature		
	Discussed Professional Development Opportunities and how to register online		
	Discussed Extra Responsibilities (lunchroom, bus duty, P.T.A., sports, clubs, cheerleading, etc.)		
	Participated in Half-Day District Observation (Optional)		

Checklist
1st Semester continued

Date	Topic Description	Mentor's Initials	Mentee's Initials
	Discussed District Assessment Mandates Including MAP		
	Discussed Frameworks Information		
	Discussed Building Schedule Procedures		
	Discussed Procedures for Requesting a Substitute		
	Discussed Purchasing of Supplies		
	Discussed Parent/Teacher Conferences		
	Discussed Field Trips		
	Discussed Benchmark Tests		
	Discussed Teacher Support Teams		
	Discussed Referrals		
	Discussed Gifted Students		
	Discussed Report Cards/Mid-Quarter Reports		
	Discussed Open House		
	Discussed Additional Duties		
	Discussed Location of Permanent Records		
	Discussed Show-Me Standards		
	Discussed Whole Faculty Study Group		
	Discussed Working with IEP and 504 students		
	Discussed Unique Building Procedures i.e. Pyramid of Interventions, Tardy Policies, At-Risk Students		
	Discussed CCI (Continuous Classroom Improvement) if applicable		
	Discussed "Inform" (Mini-Data Warehouse)		
	Discussed "Performance" (Gr. 3-8, Math, Communication Arts & Reading)		
	*See Appendix for Acronyms		



“Continue going to classes, conferences, and professional development opportunities. Keep goals in mind as a way to continue growing professionally.”

Mentor’s advice to first-year teachers



“I am extremely grateful I was able to participate in the Mentor/Mentee program. I initially viewed this process as another hoop to jump through during my first year. Now, reflecting on the process, I feel fortunate to be a part of a school system that cares enough to ensure new teachers succeed. Thank you.”

Mentee



Confidentiality Contract

We, as a part of the Mentor/Mentee Program of Springfield Public Schools, do agree to adhere to the following statement of confidentiality during the _____ school year:
(Date)

Our agreement is

Mentor:

Signature

Date: _____

Mentee:

Signature

Date: _____

Substitute Request Form

Note that you are given **one 1/2 day**
Half day must be used by **April 29, 2011**

Steps for using your 1/2 day substitutes

1. Each individual should turn in a request form with a date that was mutually agreed upon by both parties. You may fax to 523-5596 or interoffice your request to the Staff Development office.
2. Upon approval, the pursuant is sent to your school secretary. You will be notified via e-mail. **You must have a pursuant before calling Kelly Services.**
3. Place a call to Kelly Services to report your absence. Please code your absence as Professional Development.
4. Fill out a Professional Development Request for Release Time form and submit to Staff Development Office.

Name _____

School _____

Please choose one:

Mentor

Mentee

First Choice

Month / Day / Year

AM PM

Second Choice

Month / Day / Year

AM PM

For your best chance of getting your requested sub dates, return this form to the Staff Development office at least 2 weeks prior to requested date.



“My mentor was the greatest. She became my rock in times of need and I will miss her next year when she is gone.”

Mentee



Strengths of the Mentor/Mentee Program include...“Having someone to talk to confidentially concerning teaching. Professional Development opportunities are a strength of the Mentor/Mentee Program.”

Mentee



SPRINGFIELD PUBLIC SCHOOLS ACRONYMS

- ACT or SAT** – These are tests taken by high school students to be used for college placement. The district does not administer the tests to students, the specific testing company does. Results are provided to the district.
- APR** Annual Performance Report – The district receives a yearly measure from DESE on a 100 point scale; measurements include student performance data on the MAP, graduation rate/persistence to graduation, attendance, etc.
- AYP** Adequate Yearly Progress – Student achievement as related to annual benchmarks for proficiency in communication arts and math.
- CCI** Continuous Classroom Improvement – A Process where students are engaged & responsible for learning in the classroom system.
- CCIF** Continuous Classroom Improvement Facilitator-Coordinates School Improvement Plan at the building level with a focus on Feeder School vertical alignment.
- CDC** Curriculum Development Committee
- CQI** Continuous Quality Improvement – Refers to the Systems Approach to Improving Learning Results being deployed in the district.
- CSIP** Comprehensive School Improvement Plan – A written document, derived from the needs of the district and the results of a school improvement planning process, that outlines a district's goals, objectives, and activities with respect to the overall goal of helping all students achieve high standards.
- CSS** Intensive Communication, Socialization, and Sensory Support Program
- CWT** Classroom Walk Throughs – Refers to brief focused classroom visit by the principal or other educator.
- DESE** Department of Elementary and Secondary Education
- DRA** Developmental Reading Assessment – Individual reading test given to primary age students to determine the text level at which they are reading.
- EBS** Emotional Behavioral Support Program
- ECSE** Early Childhood Special Education – Serves students prior to Kindergarten who have been identified with disabilities.
- ELL** English Language Learners - Refers to speakers of other languages in the process of learning English.
- ELP** Extended Learning Program – Refers to district program that provides extra learning time for students who are struggling in reading/literacy or math.
- ELS** Emerging Literacy Survey – Individual literacy skills test given to Kindergarten students in the district.
- EMS** Emerging Math Survey – Individual math skills test given to Kindergarten students in the district.
- EOC** End of Course – Exams; part of the district assessment calendar.
- ESOL** English for Speakers of Other Languages – The currently accepted term for English-language programs that teach language skills to speakers from non-English language backgrounds. Replaces the term "English as a Second Language" or ESL.
- FS** Functional Skills Program
- FTE** Full-Time Equivalency - The amount of time an employee spends in fulfilling his/her assignment. One FTE is a full-time employee. If not full-time, the FTE is usually expressed as a decimal fraction to the nearest tenth.
- GED** General Education Diploma
- GLE** Grade Level Expectations – Refers to a list of skills and abilities that students are expected to demonstrate at each specific grade for each content area. This list was developed by DESE and educators from across the state.
- GSC** General Service Center
- HQT** Highly Qualified Teacher – This is the term used by NCLB for a teacher who has a degree and is certified in the content area in which he or she is teaching.
- IB** International Baccalaureate – Refers to the program at Central High School that provides a rigorous college preparatory curriculum for interested Springfield students.
- ICS** Intensive Communication Support Program

- IDEA** Individuals with Disabilities Education Act
- IEP** Individualized Educational Plan – Refers to the plan written specifically for a special education student that describes the educational program designed to meet that child’s unique needs.
- IMS** Instructional Media Services
- ISA** Instructional Support Aide
- ISS** In School Suspension
- KAC** Kraft Administrative Center
- LEA** Local Education Agency – Refers to the school district.
- LEP** Limited English Proficiency - Refers to subcategory seen in assessment results.
- LIFT** Leadership is for Teachers – Refers to a program to develop community awareness and leadership skills for educators
- LND** Level Not Determined – Refers to the percent of students taking the yearly MAP tests for which an achievement level could not be assigned, either because the student did not respond to enough questions on the state test or did not take the MAP test. Schools are expected by NCLB to have more than 95% of the students take each of the assigned MAP tests for their grade level.
- MAP** Missouri Assessment Program – Refers to the yearly testing required for students in the state of Missouri. The results are used to determine whether school districts and schools are making progress in student learning.
- MD** Multiple Disabilities Program
- MIGs** Major Instructional Goals – Refers to a list of academic knowledge goals that district students are expected to learn at each specific grade for each content area. This list was developed by Springfield educators to align with state and national standards.
- MSIP** Missouri School Improvement Program - A process through which school districts are evaluated based on classification standards.
- MYP** Middle Years Program – Refers to the program at Pipkin Middle School that aligns with **IB** and **PYP**.
- N or D** Neglected or Delinquent – Title I services provided to students at Juvenile Justice, Boys and Girls Town, Girls Shelter, Challenge Treatment Center, etc.
- NAEP** National Assessment of Educational Progress – This test is given to students at randomly selected schools across the United States to provide a continuing assessment of what American students know and can do in various subject areas.
- NCLB** No Child Left Behind Act of 2001 – This is the education reform act passed by federal lawmakers to support accountability in public schools.
- NTC** New Teacher Connection – Quarterly support meetings for new teachers.
- OCI** Oral and Cochlear Instruction
- OSS** Out of School Suspension
- PAT** Parents As Teachers
- PBTE** Performance-Based Teacher Evaluation – Refers to the process followed by administrators as they evaluate teachers.
- PD** Professional Development
- PDP** Professional Development Plan also referred to as Professional Learning Plan
- PIP** Program Improvement Plan – Refers to the portion of the CSIP written by program leaders to plan for improvement in their specific program to enhance impact on the district goals.
- PIP** Professional Improvement Plan – A component of PBTE used to focus on needed improvement.
- PLP** Professional Learning Plan – Refers to the yearly plan written by individual teachers to focus their learning for the school year. Also may refer to the yearly plan written for individual sites to focus the site learning for the school year. (Due yearly by Jan 1 signed by Principal and Teacher.)
- PYP** Primary Years Program – Refers to the academic program being implemented at Boyd and Field Schools that is founded on the premise of inquiry learning and transdisciplinary units of instruction.
- RtI** Response to Intervention – Documentation on student’s responses to the Pyramid of Interventions.
- SBI** Specialized Braille Instruction
- SES** Socio-Economic Status – Refers to the level of affluence for a family, a neighborhood or groups. In schools, this is typically indicated by the percent of students receiving free or reduced lunches.

- SES** Supplemental Educational Services – Refers to optional tutoring provided to low income students attending schools identified for improvement under NCLB.
- SIP** School Improvement Plan – Refers to the ongoing written plan for each school in the district that identifies specific goals and actions designed to insure continuous improvement for district students.
- SRI** Scholastic Reading Inventory – Individual reading test given to district 2nd – 9th grade students to determine their lexile, or reading ability, level.
- STEP UP** Supporting Teachers, Examining Practices, and Uncovering Potential – Refers to a beginning teacher induction program in the district.
- TCI** Total Communication Instruction
- TST** Teacher Support Team – A team at the site meeting to support teachers with interventions for struggling students.
- WFSG** Whole Faculty Study Group – Refers to the collaborative professional development model used to improve teaching and learning in district schools, through the use of action research.
- WINGS** Working with Individual Needs of Gifted Students