

George B. Miller Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	George B. Miller Elementary School
Street	7751 Furman Road
City, State, Zip	La Palma, CA 90623
Phone Number	(714) 228-3270
Principal	Gerald Shaw
E-mail Address	gerald_shaw@cesd.us
Web Site	http://ml-centralia-ca.schoolloop.com/
CDS Code	30664726027692

District Contact Information	
District Name	Centralia Elementary School District
Phone Number	(714) 228-3100
Superintendent	Dr. Diane Scheerhorn
E-mail Address	ruth_ann_mcmillen@cesd.us
Web Site	http://www.cesd.us

School Description and Mission Statement (Most Recent Year)

School Description

George B. Miller Elementary School is one of eight elementary schools in the Centralia School District and is located in the City of La Palma, a suburban community located in the Northwest corner of Orange County. Miller Elementary School's attendance area also includes portions of the City of Buena Park and the City of Cypress. George B. Miller School is a school in which educational excellence is a shared responsibility between students, staff, family and community. Children are the focal point of all decisions. Students and staff members hold themselves to high standards of personal performance and are accountable for their decisions and their actions. Our goal for all students is that they become self-motivated individuals who demonstrate respect for themselves and others by learning to excel in a culturally diverse population.

Vision Statement

George B. Miller School is to be a school in which education is a shared responsibility between the students, the staff, the home, and the community. Children are the focal point of all decisions. Students will demonstrate respect for themselves and others in a culturally diverse population and learn to work together toward common goals. Students and staff members will hold themselves to high standards of personal performance and will be accountable for their decisions and their actions. Students are to become self-motivated life long learners who will discover the joy of learning through an engaging educational program. Through school programs, students will acquire the skills and concepts needed to meet and surpass Common Core State Standards in order to be successful in all aspects of our technological society.

Mission Statement

In partnership with parents and the community, our school is dedicated to providing a challenging learning environment for all students which will enable them to reach their maximum potential in becoming productive, contributing citizens for today and tomorrow. Staff members work collaboratively to provide students with a rigorous, Common Core standards-based curriculum and safe place to learn. Individual creativity and contributions are promoted in a nurturing environment of cooperative spirit, positive attitude, and mutual respect.

Recent School Accomplishments

Miller School has raised the School API scores over the past two years from 867 to 901 for the 2011-2012 school year, and again in 2012-2013 from 901 to 903. We have also worked together with the City of La Palma, PTA and District to raise funds and build a shade structure over the lunch eating area for the students.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	67
Grade 1	78
Grade 2	83
Grade 3	73
Grade 4	69
Grade 5	89
Grade 6	93
Total Enrollment	552

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	32.6
Filipino	8.7
Hispanic or Latino	33.5
Native Hawaiian or Pacific Islander	0.2
White	18.7
Two or More Races	4.3
Socioeconomically Disadvantaged	49.6
English Learners	27.2
Students with Disabilities	8.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21.5	23		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

Sufficient state-adopted and standards-aligned textbooks and instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the Core Curriculum Areas.

Resolution Date: 9/23/14

In 2011, the Governor and State Legislature extended the suspension of State Board of Education (SBE) adoptions of instructional materials until the 2015–16 school year (Education Code Section 60200.7).s. At this time the State is in the process of creating frameworks for English Language Arts, and Math which will assist in our implementation of the Common Core. We are currently revising the approved materials to reflect the rigor of the Common Core, teachers are developing curricula units, and various resources are provided additional instructional materials Centralia School District is consistently seeking curriculum materials through a variety of avenues,

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current State adopted and Board approved textbooks for English Language Arts. At grades K and 1st, these are the Open Court materials (2000 for K and 2002 for 1st), and at grades 2nd - 6th, these are the Houghton Mifflin (2003) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Reading Mastery and Corrective Reading. A full list of intervention materials used is available at the school site.	Yes	0%
Mathematics	All students have access to current State adopted and Board approved textbooks for Math. Grade levels K-5 utilize the Houghton Mifflin California Mathematics (2009) materials. Grade level 6 utilizes California Mathematics, Holt (2008) materials. These textbooks are aligned to State standards. Supplemental materials for intervention instruction are also available and include Hands-On Equations and Voyager Math. A full list of intervention materials used is available at the school site.	Yes	0%
Science	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	All students have access to current State adopted and Board approved textbooks for History Social Studies. Harcourt Reflections for California (2007) materials are used in grades K-6th. In addition to textbooks, students use consumable homework and practice books.	Yes	0%
Foreign Language	Not applicable.		N/A
Health	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
Visual and Performing Arts	There is no specific textbook adopted for VPA, however, materials used are aligned to the standards and incorporated into ELA instruction, as well as, into history social studies and science instruction. Centralia School District's Education Foundation enables school sites the opportunity to offer various types of instruction in the arts.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe and functional. The Schools Facility Good Repair Checklist provides information about the condition of the school's grounds, buildings and restrooms. All inspected items were in good condition.

Age of School Buildings

Miller School was built in 1961. During the year 2004-05 school year all buildings were modernized and retrofitted with new alarm systems, electrical systems, air conditioning and plumbing. Buildings were made handicapped accessible.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A total of 323 work orders were processed and completed during the duration of the school year. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

In the evenings and during the day, a team of two custodians ensures classrooms, restrooms and campus grounds are kept clean and safe. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems.

Maintenance Projects

For the 2012-2013 school year a Lunch Shelter was constructed.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: May 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	78	73	80	73	76	73	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	73
All Student at the School	80
Male	72
Female	86
Black or African American	
American Indian or Alaska Native	
Asian	90
Filipino	
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	
White	78
Two or More Races	
Socioeconomically Disadvantaged	74
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72	78	80	64	71	69	54	56	55
Mathematics	70	82	81	70	78	77	49	50	50
History-Social Science							48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	9	9
Similar Schools	2	8	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-12	34	4
Black or African American			
American Indian or Alaska Native			
Asian	-19	32	0
Filipino			
Hispanic or Latino	-24	56	-5
Native Hawaiian/Pacific Islander			
White		23	6
Two or More Races			
Socioeconomically Disadvantaged	-5	45	0
English Learners	-17	47	-9
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.7	28.4	29.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

The Centralia School District welcomes and values parental involvement in District and school programs. During the 2013-14 school year, CESD began the Local Control Accountability Plan (LCAP) process. This new funding process requires school districts to engage parents, teacher, employee groups, and the wider community to be a part of the development of the LCAP. Informational meetings were held with various stakeholders including Board members, parents, PTAs, and advisory groups (DELAC, GATE, PTA). An LCAP committee was formed that included representatives from each stakeholder group. The culmination of the LCAP committee was the adoption of the 2014-15 LCAP on June 24, 2014 by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

Miller School is proud of its active and involved parent community. Parents are invited to take an active role at Miller School. There are four different groups with regularly scheduled opportunities for parents to provide leadership at our school. The School Site Council (SSC) focuses on the annual school goals and is responsible for the Single Plan for Student Achievement (SPSA) as well as final approval for School Safe Plan; the English Language Advisory Council (ELAC) offers input for parents of students who are learning English; the Safety Team gives parents an opportunity to help design and implement our safety plan; the Parent Teacher Association (PTA), which coordinates activities in support of the school programs and provides support for all students.

The school website provides information regarding all aspects of parent involvement. "School Messenger" messages are sent regularly to keep parents updated on all school activities. In addition to the formal organizations, parents are encouraged to become classroom or office volunteers. The school makes many efforts to involve parents including:

Parent Opportunities for involvement and engagement include:

- Classroom & School Volunteers
- PTA sponsored activities
- Field Trip Chaperones
- Volunteer Work in Classroom
- Back to School Night
- Open House
- Fall and Spring Conferences
- Family Nights/Carnival
- Talent Show
- Book Fairs
- Red Ribbon Week Activities
- La Palma Days Parade
- Trimester Awards Assemblies
- Student Study Team
- IEP Team Meetings
- Meet the Masters
- Holiday Shop and Book Fair
- Progress Reports & Report Cards
- Internet Safety Workshop
- Awards Assemblies
- Weekly Communication via phone & email
- Friday Morning Assemblies

Parents have an opportunity to provide input about the instructional program via their participation in a variety of meetings/workshops including:

- Regularly scheduled merged School Site Council/English Language Advisory Council (SSC/ELAC) meetings
- District GATE Parent Advisory Council
- District DELAC meetings
- Monthly Principal Coffee Chats.
- LCAP Committee

These groups meet on a regular basis to share information, discuss school programs, evaluate performance data and provide input toward school-based decision making. The SSC/ELAC oversee the development and implementation of the school's Parent Involvement Policy including categorical budgets and the evaluation of the Title I program. The SSC holds the final approval for the Safe School Action Plan.

For additional information about organized opportunities for parent involvement at George B. Miller Elementary, please contact the principal, Gerald Shaw or PTA president, Sandra Seibert at (714) 228-3270. .

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.3	0.5	0.5	1.0	0.4	0.3	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Miller Elementary. The School Site Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety team. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary. The 2013-14 goals of our Safe School Action Plan include the following goals:

Goal #1: All students and staff members are provided a safe physical environment to support teaching and learning.

Goal #2: All students experience a safe, respectful, accepting and emotionally nurturing environment while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs, strategies, and approved community resources are provided to students and parents in order to ensure that students develop resiliency skills.

Goal #4: Schools provide an educational environment where students, parents, staff and community members show respect to people of all cultural, racial and religious backgrounds.

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California Shake Out earthquake drill each October. Fire evacuation drills are held monthly. The school maintains a Safety Committee and it meets minimally four times a year to review safety issues, plan staff development and makes recommendations for improvement.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

G. B. Miller School believes that to ensure a positive learning experience requires a safe and orderly environment. Toward this end, G. B. Miller created a schoolwide positive discipline plan that communicates high expectations for student behavior. Each student receives training on behavior expectations. At the beginning of the school year students are expected to embrace the "RACE" attributes (Be RESPECTFUL and ACHIEVE, be CONSIDERATE and EXCEL). Teachers teach, monitor, enforce and exhibit these attributes throughout the year. The school follows all District Board Policies including those pertaining to Safety, Suspension, Expulsion and Mandatory Expulsion and Sexual Harassment.

Date of Last Review/Update: January, 2014

Date Last Reviewed with Staff: January 2014

The Centralia School District's Board of Trustees reviews the safety plans annually by March 1.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30	0	2	0	18	2	1	1	22	1		2
1	20.3	1	3	0	20	1	3		20	2	2	
2	28.3	0	3	0	18	2	2		17	3	2	
3	25.5	1	3	0	16	3	1		18	2	2	
4	28.5	0	4	0	23	2		2	23	1	1	1
5	34.5	0	0	2	23	1	3		22	1	3	
6	29.3	0	3	0	35			2	23	1	3	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.5	---
Social Worker	0	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	.5	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,758	2,699	5.059	\$69,179
District	---	---	5,059	\$78,954
Percent Difference: School Site and District	---	---	-99.9	-12.4
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	-99.9	2.8

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,767	\$41,535
Mid-Range Teacher Salary	\$75,061	\$64,101
Highest Teacher Salary	\$92,852	\$82,044
Average Principal Salary (Elementary)	\$112,177	\$104,336
Average Principal Salary (Middle)	\$0	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$204,883	\$155,309
Percent of Budget for Teacher Salaries	44	41
Percent of Budget for Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Certificated staff participates in a variety of staff development activities to enhance each individual's involvement, competence, effectiveness and productivity in meeting the needs of all students. Opportunities for staff development are sponsored on site and through District, County and local conferences.

The District's year long Curriculum Instructional Plan's purpose is to provide a consistent focus for curriculum and staff development Districtwide. It was developed through a process that involved teachers, site administrators and district administrators, who worked together to define the goals the plan should encompass and the processes needed to reach those goals. The scope of the plan includes curriculum alignment, assessments, instructional strategies and interventions, instructional materials, technology, and professional development.

Some key goals of the year long Curriculum and Instructional Plan are:

- To provide support to all district teachers to implement and assess mastery of grade level standards.
- Align and design formative assessments to state assessments.
- Identify instructional strategies and interventions needed to reach academic goals.
- Identify instructional materials needed at each stage of implementation to ensure program effectiveness.
- Convene Districtwide Math Committee to recommend materials for adoption and begin to develop math pacing guides.
- Implement Thinking Maps Training for all Certificated employees.
- Common Core Trainings for ELA for all Certificated employees.

The professional development provided for Classified staff at Centralia School District is varied and corresponds to the area and tasks associated to the specific classification. The goal of the activities is to enhance the employees' ability to provide service to the students which will ultimately support the educational program being provided. The activities they are involved in are directly related to the employees' assignment. A brief example of this would be additional training that is provided for Noon Recreation Supervisors in the areas of student behavior management, first aid, and student supervision. All classifications have been trained in the areas of child abuse reporting, work place relations, and various strategies related to task management.

As a part of the incentive for participating in the available professional growth activities, compensation in salary is tied to increments on the established schedule. Increments are defined as one-time salary payments in recognition of the completion of nine (9) professional growth points.

Training provided by the District during the 2013-14 school year for Miller Staff include:

- Smartboard technology training
- Common Core State Standards for ELA
- Professional Learning Community
- Academic Conferences
- Thinking Maps Trainings