

2013-2014 SCHOOL IMPROVEMENT PLAN

Killearn Lakes Elementary School
8037 DEER LAKE DR E
Tallahassee, FL 32312
850-921-1265

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 12%
Alternative/ESE Center No	Charter School No	Minority Rate 22%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Killlearn Lakes Elem. School

Principal

Brenda Wagner

School Advisory Council chair

Amanda Meeks

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brenda Wagner	Principal
Hank McGrotha	Assistant Principal
Roberta Klawinski	Reading Coach
Jan Mejia	Guidance Counselor
Scott Mazur	Intermediate Advocate
Jennifer Kruis	Primary Advocate

District-Level Information

District

Leon

Superintendent

Mr. Jackie Pons

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Brenda Wagner - Principal, Hank McGrotha - Assistant Principal, Amanda Meeks (teacher - Chairperson), Phil Canto (parent - DAC representative), Champayne Ricciardi - teacher, Jeff Naylor (community), Lisa Peacock (support staff), Tommy Suter -parent, TerriSue Lawson -parent, Karen Allen - teacher, Leslie Frohlich- teacher, Michelle Garcia - teacher, Malissa Henning - parent (PTO President), Lelanie Latasiewicz - parent, Sherry Lawrence - teacher

Involvement of the SAC in the development of the SIP

The SAC gives feedback and guidance for topics that support the learning environment. The SAC also helps guide decisions that impact student learning at our school.

Activities of the SAC for the upcoming school year

The SAC meets quarterly to review the School Improvement Plan and review data related to the SIP throughout the school year.

Projected use of school improvement funds, including the amount allocated to each project

No funds are available for School Improvement. In the past, we have utilized these funds for professional development and student incentives.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brenda Wagner

Principal

Years as Administrator: 13

Years at Current School: 8

Credentials

B.S. Masters, Specialist Educational Leadership

Performance Record

AP - Gilchrist Elementary,2000-2006 (Grade A)
Principal- Killearn Lakes Elementary 2006-2013 (Grade A)

Hank McGrotha

Asst Principal

Years as Administrator: 9

Years at Current School: 7

Credentials

B.S. Masters, Educational Leadership

Performance Record

AP- Desoto Trail Elementary 2005-2007 (Grade A)
AP - Killearn Lakes Elementary 2007-2013 (Grade A)

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Roberta Klawinski

Part-time / District-based

Years as Coach: 2

Years at Current School: 14

Areas

Reading/Literacy

Credentials

M.S. - Educational Reading K-12

Performance Record

School Grade A

Classroom Teachers**# of classroom teachers**

60

receiving effective rating or higher

0%

Highly Qualified Teachers

90%

certified in-field

7, 12%

ESOL endorsed

17, 28%

reading endorsed

9, 15%

with advanced degrees

28, 47%

National Board Certified

6, 10%

first-year teachers

3, 5%

with 1-5 years of experience

8, 13%

with 6-14 years of experience

16, 27%

with 15 or more years of experience

33, 55%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

8, 80%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Teacher Interview Day
2. PATS Hiring System

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mastery of the Florida Educator Accomplished Practices will be the focus of the bi-weekly meetings of the mentor and mentee. Release time will be provided for pre- observation conferences, classroom observations, and post observation conferences.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school MTSS leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets weekly to review student data (screening and progress monitoring). Based on evaluation of data and identification of student needs the team will identify professional development and resources needed. The school MTSS/RTI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Brenda Wagner /Hank McGrotha - Administration: Provides vision, ensures that the school-based team is implementing RTI, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school based RTI.

Jan Mejia, Guidance Counselor and Referral Coordinator, assists with the data collection process and collaborates with teachers to ensure completion of paperwork.

Roberta Klawinski - Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence based intervention strategies and assists with professional development relative to implementation of effective reading strategies.

Franzline Predestine - School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans.

Kelly Claude - Program Specialist: Participates in collection, interpretation and analysis of data; facilitates implementation of intervention plans.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team monitors the fidelity of the School Improvement Plan through progress monitoring. Progress monitoring occurs throughout the school year, through data meetings, grade level meetings, and individual teacher data meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is obtained through the AIMSweb assessment and previous test information.

Reading: Progress monitoring is obtained through the administration of AIMSweb, curriculum based measurements, SM5 and other other teacher made assessments. Mid-year data data is obtained through AIMSweb assessments, and Successmaker. End of the Year data is obtained through AIMSweb, FCAT, and Successmaker.

Math: Baseline data is obtained through the GO Math pre-test baseline measure, and AIMSweb assessments. Progress monitoring is obtained through the administration of AIMSweb Math assessments, Go Math assessments guide tests, curriculum based measurements, Successmaker and teacher made assessments.

Science: Baseline data is obtained through the Science Fusion baseline measure. Progress Monitoring is obtained through the administration of unit assessments that accompany the Science Fusion series, curriculum, based measurements, and other teacher made assessments.

Writing: Baseline data is obtained through the beginning of the year writing samples collected from each student. Progress monitoring is obtained through the administration of Writes Upon Request (WUR) administered 4 times a year, curriculum bade measurements, and teacher made assessments.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time and other sessions will occur throughout the school year. Mini- trainings on RTI topics will be addressed at faculty meetings. The teachers will also participate in Professional Learning Communities based on areas of need.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:**

Students participate in the after school tutoring program (LAST) where they work on areas of need in reading and math. Students will also complete extra sessions in Successmaker Reading and or Math.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers pull Successmaker data daily to progress monitor students time and mastery of skills and individual goals.

Who is responsible for monitoring implementation of this strategy?

Teachers, Administration, and the MTSS and RTI leadership team.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Brenda Wagner	Principal
Hank McGrotha	Assistant Principal
Roberta Klawinski	Reading Coach
Heidi Donalson	Teacher
Imogene Reddick	Teacher
Sherri Brown	Teacher
Monica Napier	Teacher
Teresa Horn	Teacher
Kristi Swartzman	Teacher

How the school-based LLT functions

Killearn Lakes Elementary School has combined the RTI and LLT. The group works together to improve instruction. Through ongoing collaboration with teachers is an opportunity to continuously improve instruction for all students.

Major initiatives of the LLT

One of the major initiatives of the LLT is to focus on student data to help the students who are struggling and provide strategies for teachers to plan student interventions. The focus will be on differentiated instruction for TIER 2 and TIER 3 students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Killlearn Lakes Elementary, all incoming Kindergarten students are invited to our annual Kindergarten orientation in May. All participants are encouraged to take part in a pre-placement screening that is administered by our Kindergarten teachers.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	89%	89%	Yes	90%
American Indian				
Asian	97%	81%	No	97%
Black/African American	70%	67%	No	73%
Hispanic	94%	93%	No	95%
White	90%	91%	Yes	91%
English language learners				
Students with disabilities	74%	63%	No	77%
Economically disadvantaged	72%	76%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	20%	21%
Students scoring at or above Achievement Level 4	317	68%	69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	244	81%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	24	72%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		41%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	133	80%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	90%	88%	No	91%
American Indian				
Asian	100%	96%	Yes	100%
Black/African American	75%	78%	Yes	78%
Hispanic	92%	87%	No	93%
White	91%	89%	No	92%
English language learners				
Students with disabilities	78%	50%	No	80%
Economically disadvantaged	79%	83%	Yes	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	132	28%	28%
Students scoring at or above Achievement Level 4	280	60%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	233	77%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	65%	66%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	30%	31%
Students scoring at or above Achievement Level 4	74	52%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	1%
Students who are not proficient in reading by third grade	28	4%	3%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Killlearn Lakes Elementary will continue to hold parent workshops at the school to increase parent participation and involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By June of 2014, 80% of parents will rate School/Communication as effective on the School Climate Survey		75%	80%

Goals Summary

- G1.** Teachers will research and implement new ways to integrate technology into instruction and student learning to maximize student engagement and improve student achievement.

Goals Detail

G1. Teachers will research and implement new ways to integrate technology into instruction and student learning to maximize student engagement and improve student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Title II and TEC funds

Targeted Barriers to Achieving the Goal

- lack of funding, and affordability of products

Plan to Monitor Progress Toward the Goal

Review professional development utilized to support effective implementation.

Person or Persons Responsible

Administration , tech committee

Target Dates or Schedule:

monthly

Evidence of Completion:

minutes , data of student progress

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will research and implement new ways to integrate technology into instruction and student learning to maximize student engagement and improve student achievement.

G1.B1 lack of funding, and affordability of products

G1.B1.S1 Use funds wisely by researching the best price and the best product to fit the intent of integrating the technology.

Action Step 1

Research technology and how it can be used in the classroom to support student learning.

Person or Persons Responsible

Technology committee

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Student engagement, feedback from teachers and students

Facilitator:

Susan Vinson , Gary Davis , Scott Mazur

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Research technology and how it can be used the classroom to support student achievement.

Person or Persons Responsible

Technology committee

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from technology committee

Plan to Monitor Effectiveness of G1.B1.S1

Review how purchases are being used and how professional development is used to support effective implementation.

Person or Persons Responsible

Administration, tech committee

Target Dates or Schedule

monthly

Evidence of Completion

Data of student progress, data usage, minutes and feedback from technology committee

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All federal, state, and local funds are used to support student learning and instructional professional development. We receive Title II funds that provide substitutes for teacher professional learning communities.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will research and implement new ways to integrate technology into instruction and student learning to maximize student engagement and improve student achievement.

G1.B1 lack of funding, and affordability of products

G1.B1.S1 Use funds wisely by researching the best price and the best product to fit the intent of integrating the technology.

PD Opportunity 1

Research technology and how it can be used in the classroom to support student learning.

Facilitator

Susan Vinson , Gary Davis , Scott Mazur

Participants

all teachers

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Student engagement, feedback from teachers and students

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will research and implement new ways to integrate technology into instruction and student learning to maximize student engagement and improve student achievement.	\$8,742
Total		\$8,742

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II, TEC funds	\$8,742	\$8,742
Total	\$8,742	\$8,742

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will research and implement new ways to integrate technology into instruction and student learning to maximize student engagement and improve student achievement.

G1.B1 lack of funding, and affordability of products

G1.B1.S1 Use funds wisely by researching the best price and the best product to fit the intent of integrating the technology.

Action Step 1

Research technology and how it can be used in the classroom to support student learning.

Resource Type

Professional Development

Resource

Funds to pay for training/ workshops/attending conferences

Funding Source

Title II, TEC funds

Amount Needed

\$8,742