Performance Management Plan (PMP) Template

Applicant Name:__SySTEM Schools, Inc._____

Indicator (check one): __X__Math _____Reading **Duration of the Plan:** Begins July 1 and continues for two years

Measure	Metric	Expected/Predicted Baseline Based on Enrollment of Target Population	Annual Target For The Plan
State standardized assessment data (school average)	Percent (%) of students who score proficient on the State standardized assessment	51	Meet or demonstrate sufficient progress toward the Academic Performance Expectations as set and modified periodically by the Board
	Average student growth percentile (SGP) on the State standardized assessment.	58	

Applicant does not edit sections in grey

STRATEGY I: Provide and implement a curriculum that improves student achievement.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Cost and Budget Line Item
1. Initiate: Compile comprehensive standards grounded in scientifically based research and best practices that represent the ideal learning outcomes of SySTEM Schools.	Y0: July 2013 (Already started February 2013).	Chief Academic Officer	• Dropbox folder organized with folders for various standards, teaching strategies, and research	Free Dropbox accounts for each teacher / staff member
2. Plan: Convene a curriculum development committee comprised of content experts and/or potential teacher candidates to fully develop and periodically assess and revise curriculum.	Y0: July 2013 (Already started May 2013).	Chief Academic Officer	• Description of committee responsibilities • List of committee members • Email correspondence	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
3. Plan: Identify key issues and research in specific content areas	Y0: July 2013 (Already started May 2013).	Chief Academic Officer Curriculum Development Committee	• Dropbox folders with resources by content area • Summary reports by content area	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant. ($20/hr at 10 hours = $200 per member X 5 members = $1,000)

4. Execute: Articulate a program to unify framework and give process to Problem-Based Learning instruction.	Y0: August 2013	Chief Academic Officer	• Problem-Based Learning session presentations • Problem-Based Learning resource list • Problem-Based Learning "how-to" guide and graphic organizers	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
5. Execute: Define program, grade level and course goals.	Y0: August 2013 – October 2013	Chief Academic Officer Curriculum Development Committee	• Course syllabi	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant. ($20/hr at 5 hours = $100 per member X 5 members = $500)
6. Execute: Develop and sequence grade level and course objectives/competencies.	Y0: August 2013 – October 2013	Chief Academic Officer Curriculum Development Committee	• Scope and sequence documents	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant. ($20/hr at 5 hours = $100 per member X 5 members = $500)
7. Execute: Create learning goals, success criteria.	Y0: November 2013 – December 2013	Curriculum Development Committee	• Unit Plans	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant. ($20/hr at 20 hours = $400 per member X 5 members = $2,000)
8. Execute: Identify resource materials to assist with program implementation.	Y0: November 2013 – December 2013	Curriculum Development Committee	• Resource bank • Free source documents stored in Dropbox • Compiled list of possible resources	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant. ($20/hr at 5 hours = $100 per member X 5 members = $500)
9. Execute: Develop and/or identify assessment items and instruments to measure student performance.	Y0: November 2013 – December 2013	Chief Academic Officer Curriculum Development Committee	• Sample assessments • Test item banks • Draft assessments	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant. $20/hr at 20 hours = $400 per member X 5 members = $2,000

10. Execute: Complete entire first unit of 6th grade curriculum, including performance-based and multiple choice assessments, learning goals and success criteria, daily lesson plans, etc.	Y0: December 2013	Chief Academic Officer	• Unit 1 lesson plans and assessments for 6th grade Humanities and Math/Science.	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
11. Evaluate: Determine success of curriculum project through project metrics and reports to team. Review lessons learned.	Y0: December 2013	Chief Academic Officer	• Curriculum evaluation rubric.	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
12. Initiate: Hire exceptional teachers.	Y1: February 2014 – May 2014 Y2: January 2015 – May 2015	Chief Operations Officer Chief Academic Officer	• Recruitment materials. • Teacher hiring procedure. • Signed contracts.	School will use free recruitment resources (Idealist.org, TFA, LinkedIn, etc.)
13. Plan: Revise internal Math standards based on test scores of enrolled students.	Y1: July 2014 Y2: July 2015	Chief Academic Officer Teachers	• Edited versions of original Math standards. • Curriculum map	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
14. Execute: Use internal Math standards to revise scope and sequence documents.	Y1: July 2014 Y2: July 2015	Teachers	• Edited version of scope and sequence documents.	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
15. Execute: Create crosswalk of instructional materials to common core standards and curriculum units. Identify any standards/units with inadequate instructional materials.	Y1: July 2014 Y2: July 2015	Teachers	• Resources attached to or included with unit plans • Notation of needed materials and person responsible for acquiring.	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
16. Execute: Review and purchase instructional materials aligned to common core standards and that support academic program, curriculum units, and specific learning goals and success criteria established by staff.	Y1: July 2014 Y2: July 2015	Chief Operations Officer Teachers	• Instructional materials purchase receipts • Instructional materials noted in unit plans	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits

17. Execute: Create end-of-year summative Math assessment aligned to standards and nationally normed tests.	Y1: July 2014 Y2: July 2015	Teachers	• End-of-year assessment	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
18. Execute: Create internal interim assessments to be administered every six weeks.	Y1: July 2014 Y2: July 2015	Teachers	• Interim assessments	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
19. Implement: Develop inquiry based Math lessons plans that align with learning goals and success criteria.	Y1: July 2014-May 2015, weekly Y2: July 2015-May 2016, weekly	Teachers	• Lesson plans • Instructional materials and supplementary materials utilized by teachers • Class observation records	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
20. Implement: Plan specific formative assessment strategies into curriculum units and create formal assessment schedule for formative and summative unit assessments.	Y1: July 2014-May 2015, weekly Y2: July 2015-May 2016, weekly	Teachers	• Lesson plans include formative assessments • Assessment rubrics • Assessment schedule	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
21. Evaluate: Update curriculum program based on student performance data.	Y1: August 2014-May 2015, every 6 week cycle Y2: August 2015-May 2016, every 6 week cycle	Chief Academic Officer Collaborative working teams	• Revised curriculum materials including course syllabi, scope and sequence, assessments, unit and lesson plans and materials	3-Yr Operational Budget: Line 20-Salaries & Benefits
22. Evaluate: Determine the success of curriculum program using student benchmarks and surveys.	Y1: May 2014, annually Y2: May 2015, annually	Chief Academic Officer Academic Committee of Governing Board	• Collaborative group agendas • Curriculum review report and focus suggestions	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits

STRATEGY II: Develop and implement a plan for monitoring the integration of the Arizona Academic Standards into instruction.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Initiate: Collect samples of instructional monitoring and observation plans from across the nation and research of best practices	Y0: July 2013	Chief Academic Officer Chief Operations Officer	• Dropbox folder organized with folders for sample instructional monitoring and observation tools and protocols	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
2. Plan: Create standard lesson plan template that requires integration of Arizona Academic Standards.	Y0: August 2013	Chief Academic Officer	• Lesson plan template	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
3. Plan: Create rubric for lesson plan review that evaluates the alignment between lesson and Arizona Academic Standards.	Y0: August 2013	Chief Academic Officer	• Lesson plan rubric	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
4. Plan: Create system for LP review that provides feedback about integration of Arizona Academic Standards.	Y0: August 2013	Chief Academic Officer	• Lesson plan review expectations in staff handbook	Not included in start up budget. Action is completed before January 2014 and paid with AZCSP grant.
5. Plan: Schedule time for Chief Academic Officer to evaluate LP and instruction for alignment to Arizona Academic Standards	Y1: July 2014-May 2015, weekly Y2: July 2015-May 2016, weekly	Chief Academic Officer	• Evaluation schedule • Daily observation schedule	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
6. Execute: Provide internal Math standards and sample units aligned to Arizona Academic Standards.	Y1: July 2014 Y2: July 2015	Chief Academic Officer	• Internal Math standards • Unit samples	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
7. Execute: Create lessons aligned to Arizona Academic Standards. Teach planned lesson, noting implementation successes and challenges, gather agreed-upon evidence of student learning	Y1: July 2014-May 2015, daily Y2: July 2015-May 2016, daily	Teachers	• Lesson plans • Data-sheet to track evidence of student learning	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits

8. Monitor: Conduct informal classroom observations “pop ins”.	Y1: July 2014-May 2015, weekly Y2: July 2015-May 2016, weekly	Chief Academic Officer	• Classroom observations demonstrate a check for alignment with standards.	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
9. Monitor: Coaching conversations about how instructional activities and strategies align to standards.	Y1: August2014-May 2015, monthly Y2: August 2015-May 2016, monthly	Chief Academic Officer Teachers	• Individual teacher action plans specify growth goals in standards implementation	3-Yr Operational Budget: Line 20-Salaries & Benefits
10. Evaluate: Review and provide feedback for teacher lesson plans.	Y1: August2014-May 2015, biweekly Y2: August 2015-May 2016, biweekly	Chief Academic Officer	• Comments on submitted lesson plans that, among other things, notes whether or not lesson is aligned to standards well or not.	3-Yr Operational Budget: Line 20-Salaries & Benefits
11. Evaluate: Evaluate, assess, and revise instructional strategies based on a combination of observational and standards-based student achievement data.	Y1: August2014-May 2015, biweekly Y2: August 2015-May 2016, biweekly	Chief Academic Officer Teachers	• Collaborative working group action plan	3-Yr Operational Budget: Line 20-Salaries & Benefits
12. Evaluate: Evaluate, assess, and revise instructional monitoring plan based on stakeholder feedback and performance measurements.	Y1: July 2014, annually Y2: July 2015, annually	Chief Academic Officer Teachers	• Survey results • Revised instructional monitoring plan	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Initiate: Create school-wide goal that all students will achieve mastery at level 3 or	Y1: February 2014	School Leadership	• Goal listed on school action plans	Start up Budget: Line 12-Salaries & Benefits

higher on essential Learning Goals.		Team		
2. Plan: Develop interim assessments aligned to PARCC[1] blueprint for all grades, to be administered twice prior to PARRC testing.	Y1: July 2014- September 2014 Y2: July 2015- September 2015	Chief Academic Officer	• Interim benchmark assessments	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
3. Plan: Create common template for teachers to record in-class observations documenting student proficiency.	Y1: March 2014	Chief Academic Officer	• In-class student observation template • Comment section on data management system	Start up Budget: Line 12-Salaries & Benefits
4. Plan: Develop process for analyzing benchmark and interim assessment data and creating action plans for intervention.	Y1: July 2014 Y2: July 2015, as needed	School Leadership	• Test analysis protocol	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
5. Plan: Develop 6-week benchmark assessments aligned to revised curriculum units and specific learning goals and success criteria.	Y1: July 2014- May 2015, prior to the start of every unit Y2: July 2015- May 2016, prior to the start of every unit	Collaborative working teams	• Benchmark assessments	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
6. Execute: Administer Galileo Math diagnostics.	Y1: August 2014 and May 2015 Y2: August 2015 and May 2016	Teachers	• Student performance data on Galileo diagnostic	3-Yr Operational Budget: Line 38-Curriculum & Resource Materials.

[1] Assessment will be aligned to the blueprint of whatever state assessment is adopted at the time.

7. Execute: Administer 6-week benchmark assessments.	Y1: August 2014-May 2015, every 6-week cycle Y1: August 2015-May 2016, every 6-week cycle	Teachers	• Student performance data on benchmark assessments	3-Yr Operational Budget: Line 20-Salaries & Benefits
8. Implement: Aggregate summative 6-week benchmark to target student intervention efforts and teacher professional development.	Y1: August 2014-May 2015, every 6-week cycle Y1: August 2015-May 2016, every 6-week cycle	Teachers	• Aggregate data sheets	3-Yr Operational Budget: Line 20-Salaries & Benefits
9. Implement: Use informal/formative assessment data to differentiate instruction and provide targeted intervention.	Y1: August 2014-May 2015, daily Y1: August 2015-May 2016, daily	Teachers	• Complete formative assessment templates • Teacher assessment documentation (i.e. exit tickets, observations)	3-Yr Operational Budget: Line 20-Salaries & Benefits
10. Manage: Develop and adopt SMART goals specific to identified needs based on data analysis.	Y1: August 2014-May 2015, every 6-week cycle Y1: August 2015-May 2016, every 6-week cycle	Teachers	• Collaborative working group action plan	3-Yr Operational Budget: Line 20-Salaries & Benefits
11. Manage: Review standards/skills and design Response to Intervention programmatic efforts.	Y1: August 2014-May 2015, weekly Y1: August 2015-May 2016, weekly	Chief Academic Officer Teachers	• Differentiation noted in lesson plans • Student intervention referrals	3-Yr Operational Budget: Line 20-Salaries & Benefits

12. Monitor: Review student progress results with Governing Board.	Y1: August 2014-May 2015, monthly Y1: August 2015-May 2016, monthly	Governing Board Chief Academic Officer	• Student achievement data on academic dashboard • Governing board meeting minutes	3-Yr Operational Budget: Line 20-Salaries & Benefits
13. Monitor: Monitor effectiveness of inquiry-based lessons through analysis of student achievement data during coaching.	Y1: August 2014-May 2015, biweekly Y1: August 2015-May 2016, biweekly	Chief Academic Officer Teachers	• Data driven goals crafted during coaching sessions focused on lesson delivery and resulting student achievement data	3-Yr Operational Budget: Line 20-Salaries & Benefits
14. Monitor: Examine student work and discuss student understanding of the standards. Monitor student achievement through multiple formative assessment strategies and reflect on effectiveness of strategies used to create improvement.	Y1: August 2014-May 2015, weekly Y1: August 2015-May 2016, weekly	Collaborative Working Teams	• Protocol for examining student work • Student assessment data • Meeting agenda	3-Yr Operational Budget: Line 20-Salaries & Benefits
15. Evaluate: Evaluate efficacy of monitoring and documenting student proficiency in terms of process and impact.	Y1: August 2014-May 2015, quarterly Y1: August 2015-May 2016, quarterly	Chief Academic Officer	• Longitudinal reports of student achievement data	3-Yr Operational Budget: Line 20-Salaries & Benefits

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Initiate: Create formal evaluation	Y1: March	Chief Academic	• Formal evaluation	Start up Budget: Line 12-Salaries &

template and teacher evaluation rubric, which will be reviewed with staff during summer orientation.	2014-April 2014	Officer	template • Teacher evaluation rubric	Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
2. Initiate: Create formal evaluation and rubric for professional development.	Y1: March 2014-April 2014 Y2: Revised as necessary	Chief Academic Officer	• Formal professional development evaluation • Formal professional development rubric	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
3. Initiate: Create summer professional development sessions on key instructional strategies.	Y1: April 2014-June 2014 Y2: April 2015-June 2015	Chief Academic Officer	• Session plans • Session presentations and materials	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
4. Initiate: Organize summer professional development sessions on the integrated Math/Science curriculum for new and returning teachers	Y1: April 2014 Y2: 2015	Chief Academic Officer	• Session plans • Session presentations and materials	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
5. Initiate: Identify workshops/professional development off-site (trainer of trainers).	Y1: April 2014-June 2015, monthly Y2: April 2015-June 2016, monthly	Chief Academic Officer	• Compilation of posted workshops and professional development opportunities	Start-up Budget: Line 24-Membership Dues, Registrations, and Travel. 3-Yr Operational Budget: Line 35-Membership, Dues, Registrations, and Travel.
6. Plan: Create weekly schedule with time allocated for teacher planning and collaboration.	Y1: February 2014, biannually Y2: As necessary	Chief Academic Officer Chief Operations Officer	• Master schedule documenting individual prep periods, content-based collaborative meetings, and school-wide professional development.	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
7. Plan: Create summer Professional Development plan	Y1: February 2014-April	Chief Academic Officer	• Agenda • Workshop materials	Start up Budget: Line 12-Salaries & Benefits

	2014 Y2: February 2015-April 2015	Chief Operations Officer	and presentations	3-Yr Operational Budget: Line 20-Salaries & Benefits
7. Execute: Provide training in curriculum development and instructional resources to staff during summer curriculum development and individual coaching meetings to new and returning teachers.	Y1: July 2014 Y2: July 2015	Chief Academic Officer	• Curriculum development frameworks • Compilations of instructional resources • Post-professional development and coaching session reflections	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
8. Execute: Provide in-depth training to teachers in Margaret Heritage's strategies for effective feedback.	Y1: July 2014 Y2: July 2015	Chief Academic Officer	• Session plans • Session presentation • Curricular materials rewritten in terms of Learning Goals and Success Criteria	3-Yr Operational Budget: Line 20-Salaries & Benefits
9. Execute: Provide strategic training regarding Marzano's 4-point grading system to accurately reflect student mastery of learning goals within curriculum units.	Y1: July 2014 Y2: July 2015	Chief Academic Officer	• Session plans • Session presentation • Formative assessments are structured on a 4-point system • Grades are in terms of a 4-point system	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
10. Execute: Provide training in inquiry-based lessons and instructional practices.	Y1: July 2014 Y2: July 2015	Chief Academic Officer	• Session plans • Session presentation • Teacher lesson plans incorporate components of inquiry-based instruction	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits

11. Execute: Provide training in Project-Based Learning and Problem-Based Learning design.	Y1: July 2014 Y2: July 2015	Chief Academic Officer	• Session plans • Session presentation • Teacher unit plans have components of Project-Based Learning design • Teacher observations document components of Project-Based Learning design	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
12. Manage: Solicit teacher evaluations of professional development to improve training provided to staff.	Y1: July 2014-May 2015, after each PD Y2: July 2015-May 2016, after each PD	Chief Academic Officer	• Survey results	Start up Budget: Line 12-Salaries & Benefits 3-Yr Operational Budget: Line 20-Salaries & Benefits
13. Execute: Conduct observation and debrief cycles.	Y1: August 2014-May 2014, monthly Y2: August 2015-May 2016, monthly	Chief Academic Officer	• Pre-observation goals • Scripted or video-taped classroom observation • Post-observation reflection	3-Yr Operational Budget: Line 20-Salaries & Benefits
14. Manage: Develop teacher personal growth goals and support teachers in individual professional development plan section of Teacher Evaluation Framework through coaching and observation.	Y1: August 2014-May 2015, weekly Y2: August 2015-May 2016, weekly	Chief Academic Officer	• Individual professional development plans and action steps.	3-Yr Operational Budget: Line 20-Salaries & Benefits
15. Manage: Provide feedback based on classroom visits and observations.	Y1: August 2014-May 2015, weekly	Chief Academic Officer	• Feedback emails • Coaching session	3-Yr Operational Budget: Line 20-Salaries & Benefits

	Y2: August 2015-May 2016, weekly		notes	
16. Monitor: Conduct formal evaluations of teachers.	Y1: August 2014-May 2015, quarterly Y2: August 2015-May 2016, quarterly	Chief Academic Officer	• Evaluation documentation	3-Yr Operational Budget: Line 20-Salaries & Benefits
17. Monitor: Conduct formal evaluation of Chief Academic Officer/Operations Officer.	Y1: May 2015, yearly Y2: May 2016, yearly	Governing Board	• Evaluation documentation	3-Yr Operational Budget: Line 20-Salaries & Benefits
18. Evaluate: Evaluate effectiveness of and revise professional development process.	Y1: November 2014 and April 2015, biyearly Y2: November 2015 and April 2015, biyearly	School Leadership Team Teachers	• Trend analysis of professional development teacher feedback • Correlation between teacher evaluation data and student achievement data	3-Yr Operational Budget: Line 20-Salaries & Benefits
19. Initiate: Critically examine and discuss learning expectations for selected state standards.	Y1: August 2014-May 2015, weekly Y2: August 2015-May 2016, weekly	Collaborative working teams	• Learning goals and success criteria for state standard	3-Yr Operational Budget: Line 20-Salaries & Benefits
21. Initiate: Research and select instructional strategies and resources for enhancing learning as described in standards.	Y1: August 2014-May 2015, weekly Y2: August 2015-May	Collaborative working teams	• Dropbox folder organized with folders for various standards, teaching strategies, and research	3-Yr Operational Budget: Line 20-Salaries & Benefits

	2016, weekly			
22. Plan: Plan lessons incorporating selected strategies and agree on the type of student work each teacher will analyze to reveal evidence of student learning.	Y1: August 2014-May 2015, weekly Y2: August 2015-May 2016, weekly	Collaborative working teams	• Common lesson plans • Student work evaluation rubric	3-Yr Operational Budget: Line 20-Salaries & Benefits
25. Evaluate: Reflect on successes and challenges of implementing lesson and evidence of student learning. Analyze student work and discuss alternative instructional strategies or modifications that may better promote student learning.	Y1: August 2014-May 2015, monthly Y2: August 2015-May 2016, monthly	Collaborative working teams	• Collaborative group documentation of progress towards and revision/replacement of SMART goals	3-Yr Operational Budget: Line 20-Salaries & Benefits