Westerly Public Schools

Accelerated Improvement Plan
December 2018

This Accelerated Improvement Plan was developed over the months of August to December, 2018, and is the result of the collective efforts and contributions of the following:

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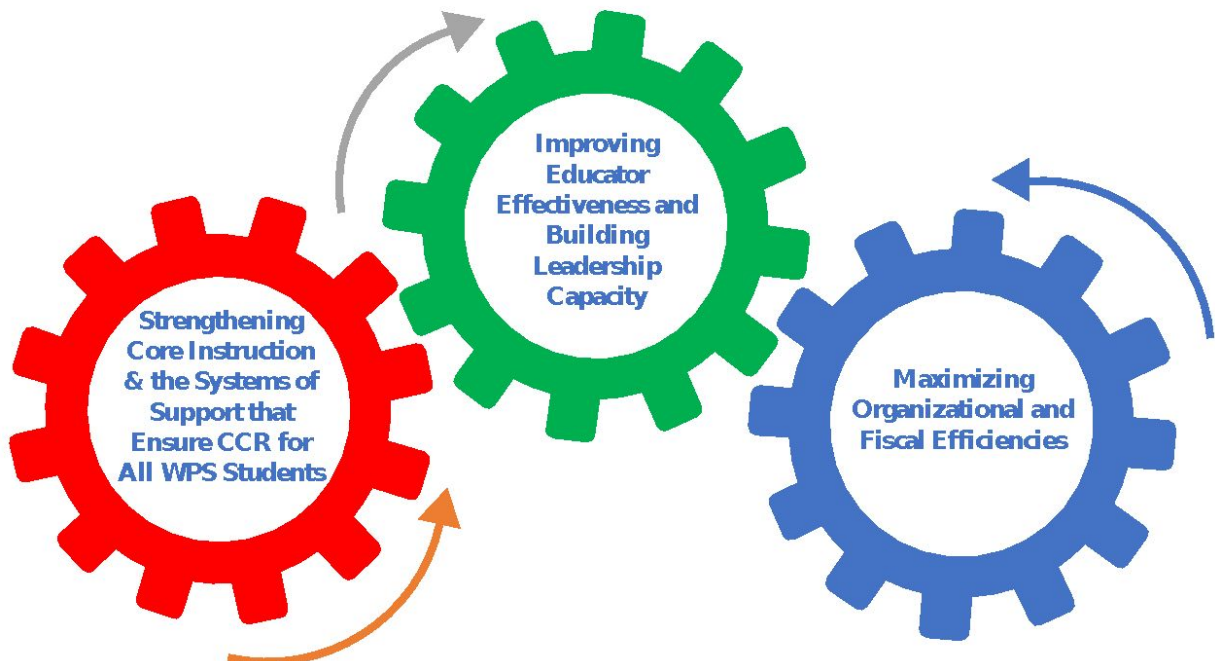## Westerly Public Schools Mission Statement

To create an inspiring, challenging, and supportive environment where students are encouraged and assisted in reaching their highest potential.

Core Beliefs

The core belief of Westerly Public Schools is all children can learn. It is our responsibility to assist in fostering a community of life-long learners with our students at its center.

As educators, we know all children can achieve at high levels when provided with opportunities, sustenance, high expectations, and proper supports both in school and at home. As a learning community we strive to promote critical thinking and problem solving skills, to inspire creativity, and to encourage risk taking among students and staff. We recognize that all children are unique and it is our responsibility to provide multiple pathways to success for our students and their families.

Our staff is our most important resource and to provide for the best education of our students we are committed to developing their skills and abilities.

Strengthening Core Instruction & the Systems of Support that Ensure CCR for All WPS Students

Improving Educator Effectiveness and Building Leadership Capacity

Maximizing Organizational and Fiscal Efficiencies

STRENGTHENING CORE INSTRUCTION & THE SYSTEMS OF SUPPORT THAT ENSURE COLLEGE AND CAREER READINESS FOR ALL WPS STUDENTS

- Ensuring that ALL Students have access to challenging, engaging and relevant courses and content
- Ensuring that ALL students and their teachers have quality, standards-aligned curricular materials
- Providing an array of research-based interventions for students who struggle and enriching accelerated learning opportunities for those who excel
- Infusing and leveraging technology, current research-based and data-driven instructional approaches so as to prepare ALL students for success in postsecondary life regardless of the path(s) THEY choose after graduation

IMPROVING EDUCATOR EFFECTIVENESS AND BUILDING LEADERSHIP CAPACITY

- Recruiting, hiring, training and retaining teachers and leaders of the highest quality
- Implementing a comprehensive educator induction model and a program of professional development that supports educators at all levels of experience and expertise
- Establishing clearly articulated expectations for the quality of effort, work and commitment to the students of Westerly. Supporting educators, while insisting on, the meeting of those expectations
- Leveraging educator evaluation and coaching to facilitate continuous improvement of both teaching and leadership practice via reflection on practice and impact on learning, goal setting and active engagement in the work of moving our district forward

MAXIMIZING ORGANIZATIONAL AND FISCAL EFFICIENCIES

- Examining all policies, practices and procedures to ensure that they "make sense" and can be clearly seen as supporting the priorities described above
- Ensuring that all available resources are used to maximum effect and that their effectiveness is frequently and closely monitored
- Carefully considering all staffing and resource needs through the lens of how decisions made will impact student learning
- Where necessary, redesigning, restructuring, re-imagining our school schedules and organizational charts in order to better meet the needs of ALL students and provide the access to rigorous content and the supports they need to be truly college and career ready

The Framework

This Accelerated Improvement Plan (AIP) reflects,supports and is framed by the "gears" of improvement. The work of the plan falls primarily into three large objectives; objectives (or goals) that will strengthen core instruction resulting in improved outcomes and opportunities for students, build capacity for improved instruction and leadership, and lead to greater efficiencies and improved productivity.

Detailed tables that describe the initiatives, action steps and timelines and which name the parties responsible for implementation, are attached here as an addendum. It should be noted that new action steps will be identified as the work progresses and that timelines may be revised over the course of this work. For this reason, the detailed tables will always describe work that is somewhat fluid and the document exists as a live Google Doc so that adjustments and additions can be made in real time.

It is the intent of the Administration to provide regular updates to the Committee and the community on the progress of these initiatives and objectives and to ensure that, going forward, all School Improvement Plans (SIPS), administrator and teacher growth goals and professional development trainings are clearly and tightly aligned with them.

It is only through clear messaging of expectations and intended outcomes and a laser focus on systemic improvement efforts that the various players of Westerly Public Schools will "all row in the same direction."

If we are not improving and moving forward, we are falling behind.

There is no status quo.

Objective One

Improve Student Achievement by Strengthening the Instructional Core

Ensure access to rigorous instruction in all classrooms through the establishment of a common understanding of the components of high quality instruction and identifying and implementing best practices critical to student achievement and ensuring their presence in all classrooms.

Theory of Action

By committing to the work of Strengthening the Instructional Core and attending to building the capacity of our teachers to thoughtfully and purposefully plan for learning experiences of the greatest positive impact, the relationship between the teacher and the student in the presence of content (i.e. "The Core") will change in ways that support greater opportunities and achievement for "The Student We Want to Graduate."

Initiatives

1. Build capacity for thoughtful, purposeful, intentional planning of high quality instruction

Why? Lesson planning is at the heart of being an effective teacher. It is the creative process that allows educators to envision the learning they want to occur and analyze how all the pieces of the learning experience will fit together to make that vision a reality. It gives teachers the opportunity to think deliberately about their choice of learning objectives, the types of activities and tasks that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlations between learning activities and assessment practices.

2. Fully map curriculum Kindergarten through Twelfth grade in all content areas to ensure students have access to comprehensive, cohesive, curriculum; Guaranteed and Viable

Why? Curriculum mapping improves program coherence, increases the likelihood that students achieve grade-level and standards identified outcomes, improves communication among educators, encourages reflective practice and aligns instruction with desired learning. It allows educators to focus on the balances between content across curricula. It allows them to look into each classroom, see what students learn (and when) and helps them gather data on redundancies or gaps in the course content.

3. Build capacity for using student feedback on learning to inform planning and instructional decision making

Why? Giving students feedback in the classroom during the learning process (i.e. assessment FOR learning) is proven to increase learning and improve student outcomes. When given correctly, feedback guides students in their learning process and provides the direction they need to reach the objective of the lesson or unit. Regular, targeted and constructive feedback messages that the teacher cares about the learning taking place and allows the student to become more engaged and involved in the classroom and in monitoring their own learning trajectory (i.e. knowing themselves as learners).

Objective Two

Strengthen broad and inclusive commitment to the mission and vision of the WPS in service of "The Student We Want to Graduate"

Theory of Action

In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that schools and communities work together through a collaborative and comprehensive approach. School-Community partnerships can help prepare students for college, career, and citizenship by offering additional opportunities, supports, and enrichment for young people and are essential for a world-class, 21st century education.

Initiatives

1.Establish Community School Coordinator(s)

Why? Coordinators help maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team, specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community.

2. Assemble a Leadership Team comprised of School and Community Stakeholders

Why? It is critical to engage school leaders, specialized instructional support personnel, parents, families, students, and community leaders in the planning, implementation, and evaluation of school–community partnerships.

Objective Three

Establish and codify all operational systems so as to maximize organizational efficiencies

Theory of Action

Operational systems are the frameworks of policies, processes and protocols used by a district to ensure that it can fulfill all the tasks required to achieve its objectives. These objectives depend upon many aspects of the district's operations (including human capital management, finance, facilities and maintenance and technology infrastructure). The success of the WPS will require its operational systems to support a range of many different objectives.

The initiatives which support Objective 3 are presented as broken out by office or department.

Initiatives

Human Resources (HR)

1. Create and implement Employee Handbook

Why? There is currently no employee handbook that employees can look to for guidance. The employee handbook will serve as a guide for all employee protocols and will tie in the related school committee human resources policies. Employees will review the handbook during the course of their new hire orientation to familiarize themselves with District protocols and in order to enhance their employee experience.

2. Create and Implement a District Standard Operating Procedure (SOP) Manual

Why? There is currently no District-wide guide for District HR protocols. The standard operating procedure (SOP) manual will serve as a how-to for all District protocols and will complement the information in the employee handbook. Both documents will be distributed and reviewed at each new hire orientation to familiarize new employees with District protocols and to enhance their employee experience.

3. Implement (in conjunction with Finance) Position Control in Munis

Why? The budget, in relation to position control, is currently a manual process. By utilizing the position control functionality in Munis, the District will be able to monitor vacancies and budgeted positions with ease as well as make financial decisions based

upon real time, current information housed in Position Control. Position Control will be used as a safeguard to ensure that unbudgeted positions are not posted/filled.

Facilities and Maintenance (F&M)

1. Create RIDE-compliant 5-yr Capital Improvement Plan (CIP)

Why? As part of the Stage II School Building SubCommittee (SBSC) plan submission, due in February, 2019, we need to submit a 5-yr Capital Improvement Plan (CIP) to RIDE. However, along with this need, we will also use the SBSC CIP document as a springboard to upgrade our current 5-yr CIP to include future needs. While the RIDE document will be locked for 5 years, our district CIP will serve as a live document, updated as we progress, so that in 2024 our next 5-yr CIP document for RIDE will be ready.

2. Create facilities management/interaction primer with the targeted audience of building leaders so as to delineate F&M roles, responsibilities and communication protocols

Why? Establishing a clear procedural document that delineates roles, responsibilities, and timelines increase efficiency for all stakeholders by providing a "road-map" that answers the questions Who, What, Where, When and How. Understanding the processes, procedures, and time parameters will improve the work around budgeting, project management and ultimately improve service and implementation of F&M functions.

3. Create Yearly Maintenance Plan for each facility

Why? The Yearly Maintenance Plan addresses the unique needs of each building. The document will outline the F&M schedules so that principals and custodians are informed and prepared for what will be expected month to month. The document is an educational and communicative resource for principals and custodians in each building enabling them to share information on the timeline for preventative maintenance in each building, increase effective planning for facilities use, and it will be a readily available resource should facilities or preventative maintenance questions arise.

Technology

1. Develop a Multi-year Technology Vision Statement inclusive of: Instructional aspirations and technology infrastructure requirements

Why? A multi-year Technology Vision communicates a long-term direction of the instructional focus and infrastructure requirements describing where the District wants to be over the next several years and what that will require. To support all students in meeting College and Career Readiness the multi-year tech vision will be grounded in national guiding principles and frameworks established by the Alliance for Excellent Education. A multi-year vision sets the course while year-specific instructional and infrastructure plans enable us to make course adjustments as markets, products, software, and budgets change.

2. Develop and Communicate Tech Instructional Plans:
   1 Year Plan, 3 Year Plan, 5 Year Plan

Why? A Tech Instructional Plan will provide WPS with a road map for how the district will continue to incorporate personalized/blended learning practices at all levels of instruction. It allows us to further detail our Tech Vision by adhering to its instructional aspirations; affording a clear path and agreed-upon definition of success for the integration of technology in classrooms, laboratories, and other settings where learning takes place. It also reflects consideration of needs for professional development and capacity building. Finally, it supports the strategic acquisition of software, hardware, and assistive technology for all students and faculty.

3. Develop and Communicate Infrastructure and Equipment Replacement Plans:
   1 Year Plan, 3 Year Plan, 5 Year Plan

Why? The Infrastructure and Equipment Replacement (IER) plans will provide WPS a step by step approach reflective and supportive of the school committee's redesign efforts, budget processes, and the infrastructure objectives of our multi-year Tech Vision. It will allow us to systematically and strategically project future costs, implementation time frames, and systems selections.

4. Create and implement Technology Standard Operating Procedures Manual (Tech SOP)

Why? Codifying and publishing standard operating procedures will bolster support systems, and help to improve educator effectiveness. Leaders of all areas will have an additional resource to help them strengthen core instruction, ensuring optimal use of systems and resources. The SOP will provide a knowledge base for technology, employees, and students. Lastly, it will provide a "road-map" that answers the questions of Who, What, Where, When and How, with the respect to the services and support Technology provides.

Finance

1. Establish and Communicate key financial deadlines schedule (i.e. SOP manual)

Why? Establishing financial deadline schedules, based on local and federal requirements and guidelines, and a standardized report for the school committee, increases the District's financial planning capacity and ultimately fiscal efficiency.

**2. Train administrators on MUNIS budget and reporting**

Why? In order to approve the overall school district budget process it is important that the school building leaders be involved and knowledgeable with respect to the financial workings of the budget process. Real time budget administration is necessary for improved financial decision making that meets student and faculty needs.

Conclusion

As alluded to previously, the work of building on our abilities to continuously and relentlessly improve opportunities and outcomes for all students involves a number of moving and interdependent parts.

Strengthening Core Instruction and the Systems of Support that Ensure College and Career Readiness for ALL WPS students, Improving Educator Effectiveness and Building Leadership Capacity, Maximizing Organizational and Fiscal Efficiencies is the way.

It is up to us all to Get After It.
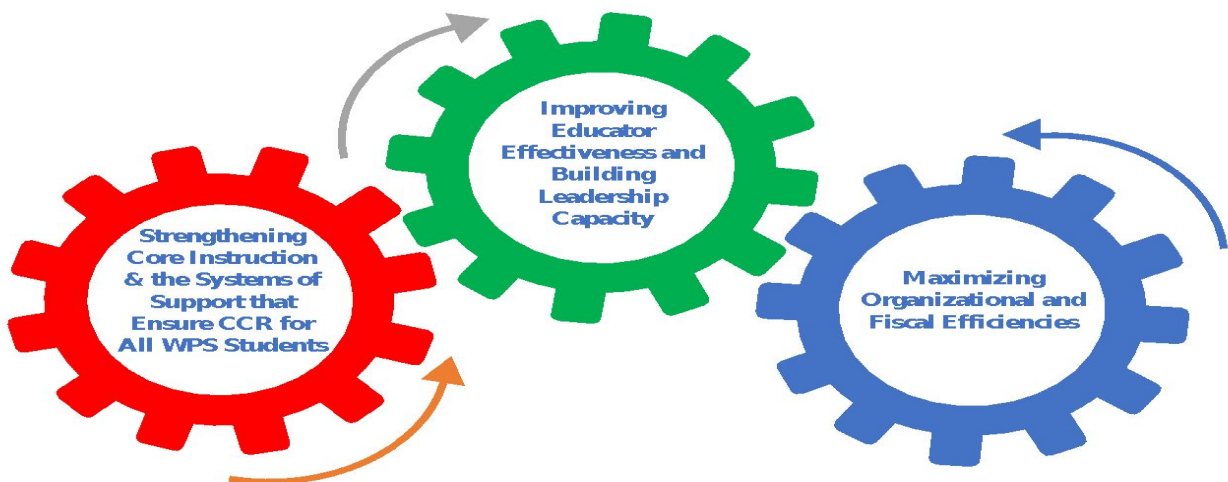
Glossary

Academic Language - Academic language refers to the specialized vocabulary, grammar, discourse/ textual, and functional skills associated with academic instruction and mastery of academic materials and tasks. Academic language is used by both educators and students.

Alliance for Excellent Education - The mission of the Alliance for Excellent Education is to promote high school transformation to make it possible for every child to graduate prepared for postsecondary learning and success in life.

Assessment - Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Asset Protection - A systemic collection of policies and processes that apply with respect to the identification of a capital asset as such, and identifying responsibilities and accountability in relation to the school's capital assets.

Community Partners - A community partnership can include every formal arrangement a school can make with an individual, association, private sector organization or public institution to provide a program, service or resource that will help support student achievement.

Depth of Knowledge (DOK) - Depth of Knowledge (also referred to as DOK) refers to the depth of understanding required to answer or explain an assessment- related item or a classroom activity.

Effect Size - The statistical measure of the impact of a variety of influences on students' achievement such as class size, feedback, and learning strategies.

Engagement Strategies - The ways in which educators seek to capture attention, curiosity, interest, optimism, and passion in students for what they are learning or being taught.

Feedback on Learning (Student) - Any process, activity or information that enhances learning by providing students with the opportunity to reflect on their current or recent level of attainment.

Gap Analysis - A set of techniques to examine and describe the gap between current status or performance and desired future goals. A comparison between "current state" and "desired future state".

Guaranteed and Viable (Curriculum) - The mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. A guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content. For a curriculum to be "viable", there must be adequate time and capacity for teachers to teach the content and for students to learn the content.

Infrastructure (Technology) - This refers to the district's entire collection of hardware, software, networks, data centers, facilities and related equipment used to manage and/or support information technology services for state reporting, student information management and support teaching and learning.

Instructional Core - Describes the relationship of the teacher and the student in the presence of content (Elmore).

Instructional Decision Making - A systematic process of using student achievement and other data to guide instructional decisions. Instructional Decision Making supports a unified system of assessment, curriculum, and instruction addressing the needs of all learners and provides a framework for aligning resources to meet the needs of groups of students as well as individual students.

Learning Objective - Learning objectives are descriptions of what learners should know, understand, and be able to do by the end of a lesson. (adapted from Learning Unlimited, 2004).

Learning Trajectory - Generally defined as a content-specific learning path, a developmental progression, and/or a building of conceptual components.

Lesson Planning - Developing the detailed step-by-step guide that outlines the teacher's objectives for what the students will accomplish during the course of the lesson, how they will learn it and how that learning will be assessed.

MUNIS - Enterprise resource planning (ERP) system used for managing financials, human resources, procurement, and revenues.

Operational Systems - Systems that are used to process the day-to-day transactions of the district. These systems are designed so that processing of day-to-day transactions is performed efficiently and the integrity of the transactional data is preserved.

Personalized/Blended Learning - A pedagogy of teaching and learning infused with technology to better inform and direct the learning needs of each student.

Position Control - Refers to a system of tracking information based on positions rather than employees.

Success Criteria - The measure(s) used to determine whether, and how well, a learner has met the learning objective that is being assessed. (adapted from Wabash Valley Education Center).

Task - The instructional task is the actual work that students are asked to do in the process of instruction.

"The Student We Want to Graduate" leaves Westerly High School prepared for WHATEVER comes next. And whatever comes next is of THEIR choosing.

Objective One: To Improve Student Achievement
Ensure access to rigorous instruction in all classrooms through the establishment of a common understanding of high quality instruction and identifying and implementing best practices critical to student achievement and ensuring their presence in all classrooms.

Theory of Action
By committing to the work of Strengthening the Instructional Core and attending to building the capacity of our teachers to thoughtfully and purposefully plan for learning experiences of the greatest positive impact, the relationship between the teacher and the student in the presence of content will change in ways that support greater opportunities and achievement for the Student We Want to Graduate.

Initiative 1.1: Building capacity for thoughtful, purposeful, intentional planning of high quality instruction

Why?
Lesson planning is at the heart of being an effective teacher. It is the creative process that allows educators to envision the learning they want to occur and analyze how all the pieces of the learning experience will fit together to make that vision a reality. It gives teachers the opportunity to think deliberately about their choice of learning objectives, the types of activities and tasks that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped, Teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlations between learning activities and assessment practices.

Activities	Responsible	Benchmark	Timeline	Final Outcome
1.1. a. Establish common understandings of the key components of high quality lessons and the academic language needed to discuss them by	Assistant Superintendent Principals/APs District Coordinator Deans Dept Heads Leadership Team	Extend the training of elementary teachers in the workshop model focusing on Math Workshop (lesson planning is part of training)	September 12th and March 8th 2 full days of math workshop training with Math solutions	Educators demonstrate common understanding of the key components of high quality lessons and actively engage in discussions around instruction and lesson planning using common academic language
		Establish regular schedule of meetings of all members of the ed leadership team with the sole agenda of instructional planning and practice	Sept 2018 - June 2021	CPTs, early release days, faculty meetings and professional conversations are focused on the work of strengthening core instruction and are grounded in the language
		Coordinate focused classroom visits across all grade levels and content areas resulting in feedback to principals	Oct 2018 - June 2021	Agendas and work products reflect shared understandings of the components of HQ learning experiences and commitments to providing them
		Work with Principals to deepen understanding of Learning Objectives and then build understanding of what Success Criteria is: Set expectations for the communication by teachers of quality, aligned Learning Objectives and Success Criteria	Success criteria by week of Nov 5 Give them reading about success criteria by end of week of Oct 15	Leaders, teachers and learners speak with precision and clarity when discussing components of HQ teaching and learning and reflect consideration of known likely impact of instructional moves
	Assistant Superintendent District ELA District STEM Principals Deans	Common lesson plan to support rigorous instructional best practice	March 2019	Evidence that will demonstrate that teachers are using and speaking the same language regarding lesson plans (1) Common lesson plan template (2) CPT notes (3) Walkthrough evidence (4) Lesson plans and related documents (5) Classroom visit checklist

	Principals Deans Coordinators	Leverage educator evaluation rubric language - (a) rubric reviews (b) prioritize professional learning conversations grounded in the rubric language to keep the focus front and center	Fall 2018 - June 2021	Feedback consistently given to educators using ed. evaluation rubric language verbally and in written evaluation documents along with embedded professional learning focused on educator evaluation language to support instruction and learning.
	District STEM Coordinator Leadership Team Dept. Heads	Share lesson plan examples, exemplars, and open classrooms. Include the lesson plan of the teacher being visited	Fall 2018 - June 2021	Evidence will reflect that teachers are more consistently and effectively communicating learning objectives and success criteria. Evidence may include lesson plan reviews, classroom observations, CPT meeting notes, teacher reflections as part of ed eval
	Admins (P/AP) Deans ELA/STEM Coordin.	Provide training on the components of lesson planning and the research that supports the importance of communicating learning objectives & success criteria	Fall 2018- June 2019	Evidence may include lesson plan reviews, classroom observations, CPT meeting notes
	Principals/APs Deans of Teaching and Learning Leadership Team	Encourage teachers to set and share aligned PP and PG goals	Fall 2018 - June 2021	Evidence will reflect that students are more consistently engaged in tasks known to have high effect Teacher reflections as part of Ed Eval.
1.1.b. Facilitate professional readings and book studies of research articles around the instructional core, the issues of planning for, delivering, and assessing the impact of high quality instruction		Elmore Article Black Box Article Hattie Visible Learning for Teachers Culturally responsive teaching and the brain Jarretta Hammond book study Fundamental 5	Fall 2018	Leaders, teachers and learners have constructed or built upon their knowledge of the elements and interdependancies of the elements of the instructional core; the relationships between teachers and students in the presence of content.
		Leadership team will demonstrate the elements of effective instruction during their meetings and trainings with staff - activator, objectives, interactive learning, formative assessment, summarizer.	Fall 2018 - June 2021	Leaders and teachers are commited to the concept that thoughtful, purposeful, intention planning matters and are positioned to better act on that commitment.

1.1.c. Build capacity for clearly identifying and communicating clear, standards and curriculum-aligned learning objectives, and success criteria	Leadership Team	Leverage faculty meetings, PD offerings, weekly memos and walkthrough feedback to build understanding of capacity for communicating HQ learning objectives	Oct. 2018 - June 2019	From Hattie: There is evidence that planned lessons (a) invoke appropriate challenges that engage students' commitment to invest in learning; (b) capitalize on and build students' confidence to attain learning objectives; (c) are based on appropriately high expectations of outcomes for students; (d) lead to students having goals to master and wishing to reinvest in their learning; and (e) have learning intentions and success criteria that are explicitly known by the student
	Superintendent	Set expectation that Learning Objectives and success criteria must be posted in classrooms	Post learning objectives by Nov. 1, 2018 and success criteria Dec. 1, 2018	Expectation for learning objectives and success criteria invoked
	Leadership Team	Define what learning objective and success criteria is	Fall 2018 - June 2021	Teachers work to collaboratively develop clearly understood, rigorous and standards-aligned learning objectives
	Principals	Principals post learning objectives and success criteria for meetings	Fall 2018 - June 2021	Students demonstrate capacity to collaborate with teachers in identification of success criteria
	Principals	Principals do exercise with faculty to examine lesson objectives and make them better	Fall 2018	Students will, upon beginning a task, unit or assessment know what success looks, feels, sounds like.
		Set up a google classroom with resources for teachers to access.	Spring 2018	Google classroom available to all educators.
	Asst. Supt. ELA/STEM Coord.Admin. Principals/APs Deans Teachers	Develop regular feedback cycles on the extent to which teachers are communicating objectives and success criteria	June 2018	Evidence will reflect that students are more consistently engaged in tasks known to have high effect.
	Principals/APs	Engage staff in peer support/editing of Learning Objectives and Success Criteria	Fall/Spring 2018	Increase posted learning objectives and success criteria in classrooms across the district
	Admin Coordinators Deans DHs	PL on success criteria	Fall 2018 - June 2018	Evidence of success criteria in classrooms - walkthrough data, observational data, ed eval data
	Central Office Leadership team Coordinators Deans DHs	Implement a cycle of review and evidence collection for principal and director meetings and agendas around issues of capacity building and impact centered on feedback to principals and directors	Spring 2019	Calendar of review

1.1.c. Build capacity for consistently putting high leverage tasks in front of students; tasks that research and experience tells us are most likely to have high positive impact (effect size) on the greatest number of students.	Central Office Leadership team Coordinators Deans DHs	Engage leadership team in PD with respect to identifying, evaluating and providing feedback on learning tasks. Identify tasks that are equitable, accessible, provide for student choice, rigorous, with anchors or models provided and planned opportunities to give feedback to students along the way to support the students meeting the success criteria (analytic or wholistic as appropriate) - scafolded, builds knowledge and independence	Fall 2018; Spring 2019	Consistent evidence from walkthrough data. Evidence suggests that tasks provide for equity of access, student choice, are rigorous, scaffolded as necessary and that assigned tasks align with learning objectives and build knowledge, independence and transfer skills with anchors or models provided and planned opportunities to give feedback to students along the way to support the students meeting the success criteria (analytic or wholeistic as appropriate) - scafolded, builds knowledge and independence
	Leadership team	Engage teachers in PL on high leverage tasks	Dec 2018 - June 2019	Training completed Calibration evidence from leadership team Cycle of task calibration for leadership Increased high leverage tasks in classrooms evidenced by walkthrough data, eval data, task menu
1.1.d. Facilitate broad teacher learning with respect to issues of tasks including how assigned tasks serve learning objectives, depth of knowledge requirements, anticipated impact,etc.	Assistant Superintendent District Coordinators Principals Deans PD Committee members	A menu of PL opportunities to learn about high quality tasks (face to face, online, micro-credentials, plc groups, OOD Workshps) Attendance at Visible Learning Institutes or bring in Hattie research and people	June 2019-Sept 2019	All Teachers trained Inventory of tasks for each content area identifying DOK Review protocol and cycle for examining HQ tasks and movement toward consistent rigorous tasks
	PD Committee Assistant Superintendent Principals Deans Coordinators	Facilitate professional readings and book studys of research issue of planning for delivering and assessing the impact of high quality instruction	Fall 2018 - June 2021	Increased capacity across district to deliver and assess the impact of high quality instruction
		Feedback from instructional rounds and observations	June 2019	Survey results Instructional round training plan for schools
		Know the Impact - principals work with staff to clearly articulate effect size and engage in thoughtful examination about impact.	Spring 2019 - June 2021	Data cycle of inquiry School improvement plans
		Task analysis and construction via CPT, PL offerings, grade level meetings, early release	Spring 2019 - June 2021	Task analysis is a regular structure of CPT as an instructional tool and knowing impact

		Define and give examples of high leverage tasks: What are they? What instructional strategies get students there? How do you know? Build understanding of high leverage tasks Build toolbox - what variables effect this: groupings, materials, resources	Spring 2019 - June 2021	High leverage tasks toolbox
	Leadership Team Deans District Coord.	Analytic and wholistic task evaluation Does the task serve the purpose of the learning objective and success criteria? Is it likely to have high positive impact on the largest munber of students? How will you know? What do you do for the student that the task doesn't meet the need? (differentiation)	Spring 2019 - June 2021	Task evaluation and calibration: Evidence suggests that tasks provide for equity of access, student choice, are rigorous, scaffolded as neccesaary and that assigned tasks align with learning objectives and build knowledge, independence and tranfer skills with anchors or models provided and planned opportunities to give feedback to students along the way to support the students meeting the success criteria (analytic or wholistic as appropriate) - scafolded, builds knowledge and independence
	PD Committee Assistant Superintendent Principals Deans	Menu of task opportunities (Formative:Turn and Talks, exit tickets ,etc) and Instructional Moves	Spring 2019 - June 2021	Task toolbox
	Teachers Supported by Admin, Deans, Coord.	Teacher - structure/facilitate instructional activities which give students ownership of the work.(e.g. invite student voice, offer options, playlists, research derived from student questions not teacher topics, student set their own goals, work is real, relevant, and outward facing. Student agency - is evident in the task	Spring 2019 - June 2021	Lesson plans Student goal setting data Inquiry research implementation
1.1.f. Improve our ability to collect evidence and provide timely feedback on tasks	Principals Dean District Coordinators	Build teacher knowledge around high leverage instructional practices Build toolboxes (online and off) for using instructional practices likely to motivate and engage students	Summer 2019 - June 2021	Feedback protocols Cycle of feedback informed by walkthroughs, memos, lesson plan review, task calibration (CO to Admin; Admin to Ts; Ts to Ss).
	Principals Dean District Coordinators Tech FUSE FELLOWS Tech Champion Teachers	Embedded PD to share strategies and expertise.Tech Appy hours	Nov 2018 - June 2019	Increased blended/personalized learning opportunities for students

	Principals Dean District Coordinators FUSE FELLOWS DHs	Revisit and Review Taxonomies to support rigorous tasks to move away from rote tasks: Bloom's Taxonomy Solo Taxonomy Marzano's Taxonomy	Oct 2018-May 2019	Increased knowledge and implementation of rigorous tasks as documented in instructional rounds and classroom walkthrough data
	Principals Deans District Coord.	Team scoring using common rubrics for tasks to improve understanding of what exemplary work looks and sounds like. (SF)	Oct 2018-Dec 2020	Increased rigor seen in tasks and the calibration of tasks
	STEM Coordinator Principals/APs Deans - elementary & middle	Work with teachers to identify materials for all components of the workshop model. i.e. math menu of options for each template. Number sense activities, tasks, mini lessons, games, journals, aligned to standards and curriculum maps	Oct 2018-May 2019	Teachers will implement the math workshop model with fidelity
	Leadership Team Deans District Coord.	Utilize text-based discussions to build capacity around tasks Leadership team facilitate a reading of the Elmore article: Visible Learning: Fundamental 5	September 2018- March 2019	Common understanding, definitions, and expectations around tasks
	Deans Principals	Support and guide teachers. Build capacity in CPT teachers in the selection of high leverage tasks. Coaching will be provided in lesson planning as a way to supports teachers. Identify and recruit teacher leaders to share and demonstrate their best practices.	Spring 2018 - Spring 2019	Increased use of high leverage tasks
	Principals APs Deans Dept Heads Coordinators	Coaching charts, calendars, feedback, reflections	Fall 2018; Winter 2019; Spring 2019	Community of Learners culture
1.1.g. Increase the use of technology in instruction when it makes sense to and using the technology is in service of task completion.	Principals/APs Deans FUSE Fellows Tech Champion teachers Tech Department Highlander teachers	Mindset PL for every adult so they understand technology is a tool to enhance instruction. (TPACK). Scaffold the understanding and use of technology.	Winter 2019; Spring 2019; Fall 2019	Positive mindset and understanding of the use of technology to support learners
	Principals/APs Deans FUSE Fellows Tech Champion teachers Tech Department Highlander teachers	Teachers share expertise with colleagues. Conduct workshops and training around Google apps and tech integration. (MH)	Winter 2019; Spring 2019; Fall 2020	Common understanding and proficiency in the use of Google Suite and the integration of apps to support learners.
	Principals Tech	Move teachers from Microsoft applications to Google format (MH)	Spring 2019	Consistent districtwide use of Google

Initiative 1.2: Fully mapped curriculum Kindergarten through Twelfth grade in all content areas to ensure students have access to comprehensive, cohesive, curriculum; Guaranteed and Viable.

Why?
Curriculum mapping improves program coherence, increases the likelihood that students achieve grade-level and standards identified outcomes, improves communication among educators, encourages reflective practice and aligns instruction with desired learning. It allows educators to focus on the balances between content across curricula. It allows them to look into each classroom, see what students learn (and when) and helps them gather data on redundancies or gaps in the course content.

Activities	Responsible	Benchmark	Timeline	Final Outcome
1. Inventory and perform gap analyis (horizontal and vertical) of current curriculum K-12 backward map to address identified gaps	Assistant Superintendent/ District ELA and STEM coordinator/ Department Heads	Content areas/grade are done and what needs to be done - Gap analysis Create plan for finishing the areas that are deficit Horizontal and vertical alignment	Fall 2018 - Fall 2019	Evidence (digital/hard copy of current curriculum) available to staff
	Assistant Superintendent District Coord Depart Heads Deans of Teaching and Learning/ Principals Teachers	Teachers create summary/snapshot of the curriculum in a student/family friendly format Draft of curriculum brought to teachers for input	June 2019	Snapshot/summary in addition to the full curriculum available to all stakeholders
Establish curriculum committees to develop plans to close gaps-rewrite current sections of curriculum/review curriculums available/adoption process		Curriculum committees Plan development to address gaps Adoption curriculum review process	Fall 2018; Spring 2019; Fall 2019	Process adopted
	Assistant Superintendent ELA Coordinator Curriculum Committee ELA teachers RIDE/EdReports	Current Units of Study EdReports rated ELA curricula Boston K2 curriculum	Sept 2018-May 2019	Adoption of new curriculum and/or revision to local units of study
	Coordinators Deans Teachers	Create a library of anchor tasks required and selectable is made available for all curriculums Current writing tasks (K-12 unit summative tasks, K-12 common writing tasks, 9-12 anchor tasks)	Sept 2018-May 2019	K-12 Inventory of writing tasks for all students
	Assistant Superintendent Coordinators	Communicate and train principals and faculty about accessing the maps, expectations for reflective practice, iterative review, collaboration conventions for shared documents, and using the documents to increase impact on teaching and learning and determine public location for staff and the public	June 2019	External and internal access to curriculum maps
Codifying the cyclical curriculum review and revision process k-12		Walkthroughs, CPT agenda, common tasks, ed eval data, classroom visits, lesson plan reviews	Fall 2018 - Spring 2020	An established process readily accessible and easily understandable is in place

Initiative 1.3: Building capacity for using student feedback on learning to inform planning and instructional decision making

Why?
Giving students feedback in the classroom during the learning process (i.e. assessment FOR learning) is proven to increase learning and improve student outcomes. When given correctly, feedback guides students in their learning process and provides the direction they need to reach the objective of the lesson or unit. Regular, targeted and constructive feedback messages that the teacher cares about the learning taking place and allows the student to become more engaged and involved in the classroom and in monitoring their own learning trajectory (i.e. knowing themselves as learners).

-What are all the ways students provide us feedback on their learning?
-How do we build a culture and capacity to continuously use student feedback to inform planning and instructional decision making?**
-How do we improve the quality of questioning, formative assessment, and engagement strategies ….?
-How do we leverage technology?
-How do we do this work in ways that help students to know themselves as learners and set goals for growth?

Activities	Responsible	Benchmark	Timeline	Final Outcome
1.3.a. Build the collective understanding of the power, potential, and impact of targeted, specific, and developmental appropriate feedback on learning. Get others to commit to the idea of how impactful ongoing formative feedback can be to student learning		1.3.a. Create evidence banks to guide educators in knowing their students to guide decision making.	Spring 2019- Fall 2020	Toolbox of common feedback strategies
	Leadership Team	Admin will provide professional learning on types of feedback: formative assessment, CBMs, summative assessment, daily observation...	Spring 2019 - Fall 2020	Educators will be aware of evidence available and have readiness to create bank.
	Teachers	Teachers will identify by grade level/ dept. the evidence available to know their students.	Spring 2019 - Fall 2020	Leaders and educators will make all instructional decisions based on student data/evidence.
		Evidence banks will be used gather data to inform instruction, enrichment, and tier 1 interventions.	Fall 2020	Documentation of student evidence for all decision making.
Enhance understanding of the multitude of opportunities and ways in which we gather evidence of student learning, provide feedback on learning, and inform instructional decisions.				Common understanding, language, and processes to gather evidence of student learning, providing feedback and informing instructional decisions.
	Assistant Superintendent Principals Deans Coordinators	Administrators participate in instructional rounds	Fall 2018 - Spring 2019	Completed instructional rounds training
	Assistant Superintendent Principals Deans Coordinators	Each school leader develops theory of action and problems of practice for their school	November 2018-June 2019	Identification and deeper understanding of core instruction - student-content-teacher-TASK

	CLEE	2 Day Foundational training 5 instructional rounds (1/school) 2 hour debrief	Nov 2018- June 2019	Completed instructional rounds training
	Leadership Team	Feedback will be provided to staff on observations made-strengths and areas to stretch.	Spring 2019	Identified areas of strengths and areas to stretch
Expand teacher toolboxes for collecting feedback and leveraging it to improve opportunities, outcomes for students through planning and delivering of high quality instruction.				Toolbox for collecting feedback Lesson plans that reflect high quality instruction
1.3.c. Identify best practices and provide examples (video, text, in each other classrooms) available on website for educators to choose from to strengthen practice and personalize professional learning	Asst. Supt Admins Dir PPS District Coordinators Instructional leaders	Create priority list of practices and exemplars of and for each practice and mechanism for educator to track and reflect on learning	Spring 2019; Fall 2019	Build instructional practice in Tier I strategies
1.3.d. Administrator book study using Hattie's Visible Learning for Teachers; Maximize Impact on Learning	Asst. Supt Admins District Coordinator Instructional Leaders	Book study schedule	Sept-Dec 2018	Completed book study
1.3.e. Codify the expectations for CPT time and the documentation of CPT time - across district with a focus on feedback	Leadership Team	CPT expectations district-wide feedback	Jan. 2019	Codified CPT expectations
1.3.f. PD on Formative Assessment	PD Committee	Build a tool box for formative assessment Taking advantage of opportunities Conferencing Exit tickets Other formative tasks	Nov 2018 - March 2018	Formative assessment toolbox
1.3.g. Feedback - cycle to determine impact on students and guides instructional planning, implementation "Know thy Impact"	Asst. Supt Admins District Coordinator Instructional Leaders	Strengthen cycle through enhancing for asking high quality questions DOK Wait time Equity (gender, race, achievement, low performing - are all these kids being asked to participate)	Winter 2019; Spring 2019; Fall 2019	Cycle established for examining the use of feedback in classrooms
		Analytical analysis of rubric scoring and sharing with students to goal set how are we talking to students about strengths and weaknesses and then goal setting and planning	Winter 2019; Spring 2019; Fall 2019	Student goal setting as regular practice in district

		Facilitating socialized and visible learning turn n talks grouping collaborative problem solving gradual release to independent learning and practice	Fall 2018 - Fall 2019	Socialized and visible learning present in classrooms as evidenced by walkthrough and instructional rounds data

Objective Two: To strengthen broad and inclusive commitment to the mission and vision of the WPS in service of "The Student We Want to Graduate"

In order to have the most positive impact on the academic and wellness outcomes of students, it is imperative that schools and communities work together through a collaborative and comprehensive approach. Community partners can help schools prepare students for college, career, and citizenship by offering additional opportunities, supports, and enrichment for young people. Strong school-community partnerships are essential for a world-class, 21st century education.

Initiative 2.1: Improve communication systems with key community stakeholders including district leadership

Activities	Responsible	Benchmark	Timeline	Final Outcome
Establish Community School coordinator(s)		Identify community school coordinator (s)	11/6/18 Community/school coordinators established (JS, MD, MKP)	Community School coordinators established
	Community School Sub Committee: Joan Serra, Director of TSSC Mary Kay Patten, Family Involvement Coordinator Title I Melissa Denton, Director of Pupil Personnel	a. Subcommittee will create an asset and gap analysis on home, school, and community partnerships that support student achievement and create optimal learning conditions for each student. b. Subcommittee will review data collected by building committee and supt search committee, interview staff and compile the assets and needs of Westerly Public Schools in providing support and enrich to both students and families c. Subcommittee will present findings to Dr. Garceau and/or school committee for future next steps	a. March 2019 b. May 2019 c. June 2019	a. Westerly Public Schools' Community School Partnership Assest Resource c. Summary document to highlight current assets and needs to guide future next steps- focused on the Four Pillars of Community Schools- Partnership for the Future of Learning by the Public Leaderhip Institute in partnership with the Coalition for Community Schools: Expanded Learning Time and Opportunities, Active Family and Community Engagement, Integrated Student Support, Collaborative Leadership and Practice.
2.1a Create a communication plan	Leadership Team, Building Level Tech Champions	Develop and create communication plan	Spring 2019	Communication plan created

		2.1b Increase ongoing social media presence to promote Westerly Public Schools.
		    •**Twitter**
		    •**Instagram**
		    •**Facebook**
			Fall 2018 - June 2021	Increased visibility on social media

		2.1c Identify tools to inform all stakeholders on communication plan and provide training on implementation. (examples but not limited below) •Webpages •Blackboard Connect •Written Message •Skyward Message System •Personal Phone Calls •Newsletters (smore) •Google Classroom •Home visits •Skype •Video Conferencing •Google Hangout	Fall 2019	Tools identified, training complete, plan implementation

Initiative 2.2: Create opportunities for families/stakeholders to become invested in the work of Westerly Public Schools.				
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**
2.2a Survey community members - What is important to you? Ahat are potential obstacles?	Community School Leadership Team	Create a survey to distribute to community members. Distribute survey to community members	June 2019	Survey created and administered
	Community School Leadership Team	Analyze survey date; create plan with implementation timeline	Fall 2019 - Spring 2020	Plan created

Objective Three: To establish and codify operational systems so as to maximize organizational efficiencies Operational systems are the frameworks of policies, processes and protocols used by a district to ensure that it can fulfill all the tasks required to achieve its objectives. These objectives depend upon many aspects of the district's operations (including human capital management, finance, facilities and maintenance and technology infrastructure). Many parts of the operational system will be common to a range of objectives and will result in some overlapping of departmental responsibilities. Others may be more specific to an individual objective. The success of the WPS will require its operational systems to support a range of many different objectives.

Human Resources				
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**
Initiative 3.1.A: Create and Implement Employee Handbook	Under direction of Kim, with input and collaboration from HR and leadership teams	1) Finish drafting handbook: About This Handbook, Compliance, Conduct, and Ethics, Employment, Compensation, Time Off, Benefits, On The Job, Terminations 2) Review/revise content 3) Complete, distribute, and communicate to employees. Becomes becomes part of new hire orientation	1) 2/2019 2) 3/2019 3) 6/2019	Employee handbook readily available, shared and serve as guide for all employee HR matters. Handbook will be reviewed annually by HR for updates/revisions.
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**

Initiative 3.1.B: Create and implement District Standard Operating Procedure Manual: HR SOP's	Under direction of Kim, with input and collaboration from HR and leadership teams	1) Determine topics: Employee Information, Recruitment and Hiring Process, Payroll, Benefits, Paid and Unpaid Time Off, Illness, Incidents, and Injuries, Compliance, HR Systems and Software, Training and Development, Progressive Discipline, Exit Process, Union Information, Key Contacts, Frequently Asked Questions, Glossary, Cycle of Review and Update 2) Write content 3) Review/format/rewrite in 1 voice 4) Complete, distribute, communicate to employees. Becomes part of new hire orientation	1) 1/2019 2) 2/2019 3) 4/2019 4) 6/2019	SOP manual outlines and provides structures for everything from determining that a posting is warranted and supported to onboarding, induction, LOAs, and exit protocols. Handbook will be reviewed annually by department leaders for updates/revisions.
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**
Initiative 3.1.C: Implement Position Control in Munis in conjunction with Finance	HR, Finance, Payroll, Town HR, Town IT	1) Meet w/ finance to establish joint plan 2) Read Munis Pos Control docs 3) Establish responsibilities & timeline 4) Test Pos Control in Test mode 5) Use Munis training day to assist in roll out: Add any missing positions to Pos Control, delete any old positions and make any changes to positions in position control, update budgeted FTE in Pos Control, update Position # in employee's Job Salary screen 6) Roll out Pos Control for District and Town use	1) 9/2018 2) 9/2018 3) 9/2018 4) 10/2018 5) 12/2018 - Munis on site 6) 2/2019	System of position control which ensures that only approved, fiscally supported (local and/or grant) positons are filled, accounts for budget savings due to open postions, LOAs and changes to the CBA, and faciltates tighter budget management of the district's largest expense is in place.
Facilities				
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**
Initiative 3.2.A: Create RIDE specific 5-yr Capital Improvement Plan as required to maintain eligibility for State reimbursements	- Mike Needleman - Finance	1) Review Jacobs & StudioJaed Reports 2) Meet with Tracey from RGB to survey and synthesize all external reports and data sources 3) Meet with Principals and Custodians for feedback on priorities/projects 4) Meet with Finance to create 5 year plan 5) Document completed 6) Present to School Committee	1) 11/2018 - Completed 11/28/18 2) 11/2018 - Completed 11/14/18 3) 12/2018 - Scheduled 12/10-12/21 4) 12/2018 5) 02/2019 6) 01/2019	Lock in 5-year plan and submit to RIDE for reimbursement eligibility. Incorporate the locked-in RIDE 5yr plan in house to facilitate a live (second/copy), rolling doc, for internal use.
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**

Initiative 3.2.B: Create facilities management/interaction primer with the targeted audience of building leaders so as to delineate F&M roles, responsibilites and communication protocols	- Mike Needleman - Finance - IT	1) Develop Work Orders section 2) Meet with IT & Security (i.e. who does what) 3) Meet with DPW (i.e.who does what) 4) Create Facilities/IT/Town roles and responsibilities chart 5) Create Calendar for regular capital project work, summer projects, etc. 6) Create GlossaryFAQ Section to aid "customers" 7) Document completed, distributed, communicated to stakeholders.	1) 11/2019 - Completed 11/30/18 2) 11/2018 - Completed 11/27/18 3) 12/2018 4) 01/2019 5) 02/2019 6) 03/2019 7) 05/2019	Facilities Primer Completed Live doc, Communication handbook, shared online for Directors, Principals and Facilities Staff
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**
Initiative 3.2.C: Create Yearly Maintenance Plan for each facility	- Mike Needleman	1) Review building equipment and recommended preventative maintenance (PM) schedule 2) Review custodial work flows 3) Review Project & Summer Work 4) Review timelines and projects with building staff 5) Documents completed, distributed and communicated to stakeholders.	1) 4/2019 2) 5/2019 3) 5/2019 4) 5/2019 5) 9/2019	Each principal and custodial lead will have a unique monthly calendar showing preventative maintenance schedule for their facility

Technology

Activities	Responsible	Benchmark	Timeline	Final Outcome
Initiative 3.3.A: Development of Multiyear Technology Vision inclusive of: **Instructional aspirations and technology infrastructure requirements**	WPS Tech Vision Committee IT Director Assistant Superintendent Principals Finance	1) Re-establish WPS Tech Vision Committee 2) Determine leading guidelines and frameworks 3) Continue development of initiatives and objectives 4) Further development of individual benchmarks for each initiative/objective 5) Determine evaluation methodology/framework 6) Creation of draft document 7) Revise and publish final document -Evaluate progress every 6 months to a year	1) 11/2018 - Completed 11/2018 2) 12/2018 - Completed 11/29/2018 3) 1/2019 4) 2/2019 5) 3/2019 6) 6/2019 7) 9/2019 Ongoing - Evaluate progress every 6 months to a year	WPS has a multi-year vison for technology integration, utilization, and infrastructure up-keep and upgrading in support of teaching and learning in place. Said vision doc informs budgetary and instructional planning.
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**

| Initiative 3.3.B: Development of Tech Instructional Plan: 1 Year Plan 3 Year Plan 5 Year Plan

Development of Infrastructure and Equipment Replacement Plan: 1 Year Plan 3 Year Plan 5 Year Plan | IT Director/Technology Department Assistant Superintendent Finance Principals Other instructional leaders | Instructional Benchmarks:

Blended learning focus:

1) Establish Skyward Steering Committee, set objectives and milestones to maximize implementation and use
2) Align initial needs of WPS tech Vison committee to annual budget process
3) Reevaluate Instructional software based on utilization, area of focus, and pricing structures
4) Creation of central hub of Professional Development material through collaborative identification
5) Technology Community Outreach Plan to increase family and student engagement in Skyward
6) Development of 1:1 Plan
7) Creation of 1,3, and 5 Year Plan

Infrastructure Benchmarks:

1) Develop Equipment Replacement plan including wireless and switching infrastructure to be coordinated with school building subcommittee's vison and timeline
2) Risk Management Plan
3) Disaster Recovery plan
4) Annual equipment inventory | Instructional: 1) 12/2018 2) 12/2018 3) 3/2019 4) 3/2019 5) 4/2019 6) 4/2019 7) 8/2019 Living document - informal review every 6 months

Infrastructure: 1) 12/19 2) 2/19 3) 4/19 4) 7/19 Living document - informal review every 6 months | Clear plan in place for budgeting, hardware and software acquisition, asset protection, professional development, and integration in support of teaching and learning. |
|---|---|---|---|---|
| **Activities** | **Responsible** | **Benchmark** | **Timeline** | **Final Outcome** |
| Initiative 3.3.C: **Create and implement Technology Standard Operation Procedures Manual (Tech SOP)** | -Technology Team -Finance -PPS -Facilities -Security -Principals | 1) Identify Systems (e.g.AESOP, Blackboard, Skyward etc.) 2) Identify individuals' participation in the systems 3) Identify information flows 4) Determine content 4) Create and review content with Technology Staff 5) Review draft with internal stakeholders 6) Final review and publish | 1) 12/2018 2) 1/2019 3) 1/2019 4) 3/2019 5) 3/2019 6) 6/2019 7) 9/2019 | Tech SOP defining processes and protocols for communication, workflows, budgeting, user access and rights, risk management |
| **Activities** | **Responsible** | **Benchmark** | **Timeline** | **Final Outcome** |

Initiative 3.4.A: Establish and comunicate key financial deadlines (i.e.SOP manual)	C. Kirchhoff	1) School Committee standardized reporting package 2) Financial Reporting Calendar- Budget, CAFR, DOR, Grants	1 & 2) 5/2019	All relevant stakeholders (e.g. SC, finance, principals, directors) know and or have easy access to calendars and planning and reporting documents
Activities	**Responsible**	**Benchmark**	**Timeline**	**Final Outcome**
Initiative 3.4.B: Train administrators on MUNIS budget and reporting	B. Perino	•Ensure all admins have MUNIS access and necessary rights •Prepare training documentation	10/31/2018 - Administrative staff and exec assistants trained	Site-based budget leaders are able to plan, monitor and adjust in real time.