Integrated Action Plan

District: Whiteriver Unified School District
Interim Superintendent: Jennifer Plath

PURPOSE OF THE PLAN:

Support schools to improve student achievement through effective leadership support; implementation of evidence-based curriculum; sustain a data-driven culture providing job-embedded support and training to all instructional staff; support effective instruction across the curriculum; provide a system of supports that address the academic and social-emotional needs of all students; and effective family & community engagement.

	Goals	2017-18 SMART GOALS	2018-2019 RESULTS	2019-20 GOALS	GOAL INDICATORS (METRIC TO INDICATE PROGRESS)
Goal 1	**Reading Achievement for all students**	ELA achievement for all students districtwide will increase by 10% moving from 10.3% proficient/highly proficient to 20% proficient/highly proficient on the 2019 AzMERIT			
Goal 2	**Math Achievement for all students**	Math achievement for all students districtwide will increase by 10% moving from 14.3% proficient/highly proficient to 24% proficient/highly proficient on the 2019 AzMERIT			
Goal 3	**Science Achievement for all students**	Science achievement for all students districtwide will increase by 10% moving from 15.8% meets/exceeds to 26% meets/exceeds on the 2019 AIMS Science			
Goal 4	**Attendance**	See school site attendance SMART Goals			
Goal 5	**TSI Subgroups**	See school site subgroup SMART Goals			

Goal 5	**Graduation Rate**	Increase 4 year rate by 5% moving from 66% to 71%			

Superintendent Commitment: My signature indicates that this plan provides focus and urgency to move the initiative forward – and that the school's leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, address priorities, and monitor progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

Principal Signature   Date

School Action Plan – Primary Need #1

Principle 1: Effective Leadership

Primary Need: 1.6/1.7 Our leadership commits to recruiting/retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.

Root Cause(s): See site CNA results

Needs Statement: WUSD will implement, monitor and evaluate its adopted recruitment/retention plan and teacher mentorship plan to effectively attract and retain appropriately certified teachers.

Desired Outcomes:
- Improve leadership competencies among administration, teachers and staff
- Improve retention rate of appropriately certified teachers district-wide
- Recruit appropriately certified teachers for all vacancies
- Develop a teacher mentorship program to increase teacher retention rates
- Utilize shared decision making framework to provide staff district-wide a means of input and deliberation regarding change that affects each of them

SMART Goal:

ELA achievement for all students will increase by 10% moving from 10.3% proficient/highly proficient to 20% proficient/highly proficient on the 2019 AzMERIT

Math achievement for all students will increase by 10% moving from 14.3% proficient/highly proficient to 24% proficient/highly proficient on the 2019 AzMERIT

Science achievement for all students will increase by 10% moving from 15.8% meets/exceeds to 26% meets/exceeds on the 2019 AIMS Science
Monitoring Action(s):
Evaluating Action: NWEA Benchmark data; AIMSweb Data, AzMERIT Data

Primary Needs sections added as needed.

STRATEGY
1. Appropriately Certified Teachers & Principals: Maintain an intentional process to hire content proficient and effective staff; continue training to improve effectiveness.

ACTION STEPS						
*Action Step Title: *Required	*Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome	*Person Responsible for the Action Step	*Organization Role	*Timeline State Begin Date and End Date (Default: 7/1/2020-9/30/2021)	Resources needed/Source	Funding Tags
	1. Implement adopted teacher recruitment/retention plan that supports filling every certified vacancy with an appropriately certified teacher.					
	2. Implement governing board approved teacher mentor plan that promotes and supports the retention of appropriately certified teachers for all subject areas.					
	3. Develop system for monitoring/evaluating effectiveness of recruitment/retention plan and teacher mentoring plan.					
	4. Recruitment/Retention Stipends: Maintain strenuous recruitment/retention efforts to attract Appropriately Certified and Effective teachers and principals to a rural, high-needs					

	district. To include a $5000.00 Appropriately Certified Recruitment Incentive per governing board adopted policy.					
	5. Performance Incentive Stipend: Maintain strenuous efforts to retain Appropriately Certified and Effective teachers and principals to a rural, high-needs district. To include a performance incentive per governing board adopted policy.					
	6. Recruitment Travel Costs: Actively recruit appropriately certified teachers/staff members in order to fill anticipate staff vacancies and to ensure improvement in student achievement					
	7. Complete 4 Week Letter Notification: Notify families within 4 weeks of their child's teacher is not Title One Qualified. Meet with teacher to complete a Corrective Action Plan that expediently moves teacher to appropriately certified status					
	8. Teacher Evaluation System: Continue implementation of the district's Teacher Effectiveness Performance Evaluation System (TEPES)/MyLearning Plan (OASYS)					

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**

STRATEGY
2. Resource Management: Promote and sustain continuous improvement via allocation of resources; ensuring each school is organized to maximize equitable use of all available fiscal resources to support high student and staff performance

ACTION STEPS						
*Action Step Title: *Required	*Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome	*Person Responsible for the Action Step	*Organization Role	*Timeline State Begin Date and End Date (Default: 7/1/2020-9/30/2021)	Resources needed/Source	Funding Tags
	1. Determine the equitable allocation of federal fiscal resources that supports high student and staff performance. Support leverage of fiscal and other resources to implement schools' integrated action plans.	District Leadership Team				
	2. Provide registration and travel related to programmatic training for federal programs staff to ensure current knowledge of law, program guidance, federal/state requirements, etc...in order to effectively support LEA and school IAP strategies and action steps (i.e. ESSA Conference, Leading Change, Title One Conferences, AASBO training/workshops, NIEA, NAEHCY, etc.)	Director of Federal Programs				Title I Title II-A
	3. Attain resources that support schoolwide improvement processes (handbooks, beginning of the year re-branding) and increase leadership capacity at each school site (Built to Last, Classroom Instruction that Works)	District Leadership Team				Title II-A

| | 4. Sustain an LEA Leadership Team for the purposes of monitoring and evaluating school and district improvement efforts for the school year. | Superintendent | | | | |
| | 5. Ensure each school has formed a School Leadership/School Improvement Team at each school site | Director of Federal Programs | | | | |

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**

STRATEGY
Continuous Improvement: The LEA will continue a cycle of constant, data-driven examination of what is working & why; what is not working & why; and what actions individuals will take to assume responsibility for increased performance across the LEA.

ACTION STEPS						
*Action Step Title: *Required	***Describe the Action Step:** **Critical Action to Address Root Cause & Achieve Desired Outcome**	***Person Responsible for the Action Step**	***Organization Role**	***Timeline State Begin Date and End Date** *(Default: 7/1/2020- 9/30/2021)*	**Resources needed/Source**	**Funding Tags**
	1. Provide training related to CNA process. Schedule and administer CNA to stakeholders at schools across the LEA; tabulate and provide results to each school site and the LEA Leadership Team.	Director of Federal Programs				

	2. Schedule and administer annual Title VI Needs Assessment to teachers, parents, and students; include results in Comprehensive Needs Assessment Summary for school sites and LEA Leadership Team.	Director of Federal Programs				
	3. Collect CNA indicator, Assessment, Attendance, Discipline, and school survey data for CNA Summary Report. Distribute to schools, LEA departments and Governing Board.	Director of Federal Programs				

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**

STRATEGY
3. Safe and Effective Learning Environment: The LEA will provide support to school sites to ensure a safe, effective learning environment for students. [upload: governing board approved Return to Learning Plan adopted 7/22/2020]

ACTION STEPS			
Critical Action to Address Root Cause & Achieve Desired Outcome	**Person Completing Action**	**Timeline**	**Resources Needed / Source**
1. Return to Learning Plan adopted by governing board 7/22/2020	Superintendent	May 2020 - ongoing	Covid-19

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**

Primary Needs sections added as needed.

Principle 2: Effective Teachers & Instruction

Primary Need: 2.4 Our teachers implement evidence-based, rigorous, and relevant instruction

Root Cause(s): See schools' fishbone RCA.

Needs Statement: WUSD needs to implement professional development focused on PLC process and a common understanding of AZ state standards that supports teachers to implement evidence-based, rigorous, and relevant instruction.

Desired Outcomes:

All students:

- Improve consistency in classroom management and behavioral expectations for students in order to impact positive student achievement
- Increase scheduled short cycle observation-feedback loops with documentation
- Increase modeling of best instructional practices by teaching staff and instructional coaches
- Differentiated professional development based on student academic data to include DOK and upacking of state standards related to curriculum
- Increase ELA, Math and Science proficiency as evidenced on NWEA Benchmarks and AzMERIT summative assessment
- Improve implementation of DDI processes that are consistent across the school district

ELL:

- 10% reclassification of ELL students as determined by AZELLA.

    Number of minimally proficient ELL students will decrease and move into the partially proficient or proficient range.

Students with Disabilities:

- 60% of students with disabilities meet NWEA growth goals.

Number of minimally proficient students with disabilities will decrease and move into the partially proficient or proficient range.

SMART Goal:

All students:

2020-2021 INTEGRATED ACTION PLAN   8

ELA achievement for all students will increase by 10% moving from 10.3% proficient/highly proficient to 20% proficient/highly proficient on the 2019 AzMERIT

Math achievement for all students will increase by 10% moving from 14.3% proficient/highly proficient to 24% proficient/highly proficient on the 2019 AzMERIT

Science achievement for all students will increase by 10% moving from 15.8% meets/exceeds to 26% meets/exceeds on the 2019 AIMS Science

ELL & Students with Disabilities: see school SMART Goals

*Action Step Title: *Required	*Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome	*Person Responsible for the Action Step	*Organization Role	*Timeline State Begin Date and End Date *(Default: 7/1/2020-9/30/2021)*	Resources needed/Source	Funding Tags
	1. District PD Calendar: Identify and schedule professional development sessions with PLC process embedded at the school and LEA levels for the school year based on results of student academic data, needs assessments, teacher surveys and needs identified in teacher evaluation system					
	2. Teacher Feedback: Survey, tabulate and analyze teacher feedback of ongoing job-embedded PD and monitor/adjust based on need at the LEA and school levels; continue to provide differentiated PD where needed.					
	3. Provide pre-service stipends to support implementation of AZ State Standards, Special Education, ELL; Evidence-based instruction;					CSI Title II-A

	Multi-tiered System of Support, Classroom Management and DDI.					
	4. Provide substitute teachers for teachers to be released for ongoing job-embedded professional development					Title II-A
	5. EL Job Embedded PD: ELD Program Lead Teacher to continue professional development with ILLP and ELD teachers, modeling effective ELD instructional strategies, guide and support the use of appropriate supplemental ELL instructional text/materials, and apply the use of progress monitoring data to improve English proficiency in an instructional coaching context that will support teachers who are responsible for ILLP development and implementation. **For the SOLE and EXCLUSIVE teachers of EL students (professional development books will support language development and proficiency for teachers of ELs, and are supplemental, and does not supplant and may not be purchased for non-EL teachers with other funding resources)**					Title III

	6. EL Training: Registration and travel costs for ADE sponsored OELAS Conference					TSI
	7. Consultant Services: for in-district professional development that support ongoing job-embedded PD efforts across the LEA (e.g., AZ State Standards, Effective Instructional Strategies, Classroom Management, PLCs/DDI, MTSS, Effective School Leadership, PBIS set evaluation and evaluation training, AES services for embedded Math instructional coaching pd, data and trauma informed instruction, mentoring with Nancy Alexander, etc.)					CSI Title II-A
	8. Support registration & travel for out of district professional development that support ongoing job-embedded PD efforts across the LEA (e.g.,AZ State Standards, Effective Instructional Strategies, Classroom Management, PLCs/DDI, MTSS, Effective School Leadership, etc.)					CSI Title II-A
	9. Maintain professional development component of MyLearningPlan to support scheduling, tracking, organizing federally funded					Title II-A

	professional development throughout the school year.					
	10. Purchase of text, DVDs, supplies and materials that support effective, embedded professional development; RTI & PLC toolkit with videos and books; UDL lesson planner					CSI
	11. Sustain implementation of instructional coaches to provide job-embedded professional development via short cycle observation and feedback loop implementing Paul Bambric's Scope and Sequence of "Getting Better Faster" instructional strategies. Coaches to be district-based and focus on content areas within grade level spans to support specific teachers' instructional needs.					Title I

Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Notes/Comments

Primary Needs sections added as needed.

Principle 3: Effective Organization of Time

Primary Need: *(head of fishbone)*

Root Cause(s):	
Needs Statement: *(tale of fishbone)*	
Desired Outcome: *(Needs statement restated in positive statement)*	
SMART Goal:	
Monitoring Action(s):	
Evaluating Action:	

<table>
<tr><td colspan="7" align="center">STRATEGY</td></tr>
<tr><td colspan="7">Interventions for struggling students: Provide appropriate interventions and support services for all students. Based on use of timely and accurate data to determine interventions at the school and individual level.</td></tr>
<tr><td colspan="7" align="center">ACTION STEPS</td></tr>
<tr>
<td>*Action Step Title:
*Required</td>
<td>*Describe the Action Step:

Critical Action to Address Root Cause & Achieve Desired Outcome</td>
<td>*Person Responsible for the Action Step</td>
<td>*Organization Role</td>
<td>*Timeline State Begin Date and End Date
(Default: 7/1/2020-9/30/2021)</td>
<td>Resources needed/Source</td>
<td>Funding Tags</td>
</tr>
<tr>
<td></td>
<td>1. HCY Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Title I</td>
</tr>
<tr>
<td></td>
<td>2. Instructional Assistants: Ensure instructional assistants are available to support instruction and intervention efforts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Title I</td>
</tr>
</table>

						CSI
	3. Districtwide MTSS Process: Provide consultant services and off contract addenda that support the development and implementation of effective Positive Behavior Intervention and Supports via an MTSS Team that meets bi-monthly to develop a districtwide MTSS plan, beginning with PBIS strategies and other supplemental programs (i.e. Kids at Hope; Substance Abuse Prevention, Understanding Poverty training, trauma informed instruction, etc.).						
	4. Extended School Year Teachers & Coordinators						
	5. ELL Supplementary Instructional Supplies: Increase ELA skills by utilizing ELL specific leveled reading materials that supplement the core curriculum for the SOLE and EXCLUSIVE use of EL students and are not purchased for non-ELL students with other funding. **For the SOLE and EXCLUSIVE use of 17 EL Students (leveled readers for ELL students are supplemental, and does not supplant to the core curriculum and may not be purchased for non-ELL students with other funding resources)**						

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Notes/Comments

Primary Needs sections added as needed.

STRATEGY
High School Graduate Rate: The LEA will ensure and provide support to ensure that the high school graduation rate, along with attendance rate, continues to improve as measured by the number of students who graduate according to the LEA's graduation requirements (funded by LEA Resources)

ACTION STEPS						
*Action Step Title: *Required	*Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome	*Person Responsible for the Action Step	*Organization Role	*Timeline State Begin Date and End Date *(Default: 7/1/2020-9/30/2021)*	Resources needed/Source	Funding Tags
	1. Attendance Rate: Continue efforts to improve student attendance rates for the 2018-2019 school year (94% high school; 95% other schools) using counselors and liaison resources.					
	2. Credit Recovery: Continue to support credit recovery efforts in the form of tutoring, counseling, learning labs, RTI, Summer School, and Saturday School, where necessary. (Funded by LEA Resources)					
	3. ECAPS: Continue support of ECAP Plan development, monitoring and ECAP/CTE alignment strategies to					

	ensure goals and plans are included in Student ECAPs. (Funded by LEA Resources)					
	4. Drop-Out Prevention/Intervention: Continue to identify and provide support to students at risk for dropping out of school before graduation, supported by retention, guidance, and social workers; support development of interventions where necessary to assist students with improving attendance and academic performance. 2019 Support district-funded Dropout Prevention Coordinators with training (registration and travel) and dropout prevention supplies.					CSI
	5. CTE/NAVIT: Continue support of programs that are offered on-site (CTE) to students and programs offered off-site (NAVIT) to students at the high school level. (Funded by LEA Resources)					
	6. AP (Advanced Placement) Classes: Continue support of AP classes offered to students at the high school level. (Funded by LEA Resources)					

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Notes/Comments

Principle 4: Effective Curriculum

Primary Need: 4.6 Our staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement of all students.

Root Cause(s): See school site fishbone RCA

Needs Statement: WUSD needs an evidence-based curriculum for all core content areas, to provide professional development that supports instructional staff to effectively implement curriculum, and a system that will monitor, review and evaluate the implementation and effectiveness of adopted curricula.

Desired Outcome: WUSD will adopt evidence/standards-based curriculum, support instructional staff to implement it with fidelity, and monitor/review/evaluate effectiveness of curricula in order to increase the percent of students scoring proficient in all content/grade levels.

SMART Goal:
ELA achievement for all students will increase by 10% moving from 10.3% proficient/highly proficient to 20% proficient/highly proficient on the 2019 AzMERIT
Math achievement for all students will increase by 10% moving from 14.3% proficient/highly proficient to 24% proficient/highly proficient on the 2019 AzMERIT
Science achievement for all students will increase by 10% moving from 15.8% meets/exceeds to 26% meets/exceeds on the 2019 AIMS Science

Monitoring Action(s):

Evaluating Action:

STRATEGY
1: Curriculum Alignment: Continue alignment of curriculum maps, pacing guides and assessments with AZ State Standards; ensure training is in place for lesson planning using the AZ State Standards (all content areas), ensure curricular leadership is in place to guide, facilitate and evaluate curriculum/instructional alignment with AZ State Standards, include instructional strategies for curricular enrichment and interventions to meet the needs of all students, and prepare for online state assessment (AzMERIT)

ACTION STEPS						
*Action Step Title: *Required	*Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome	*Person Responsible for the Action Step	*Organization Role	*Timeline State Begin Date and End Date *(Default: 7/1/2020-9/30/2021)*	Resources needed/Source	Funding Tags
	1. Curriculum Team: Continue to support formation of District Curriculum Team with members representing each school site in the LEA; continue to schedule monthly meetings to support ongoing curriculum alignment and monitor/adjust efforts. District funded.					
	2. Identify Core Curricular Resources					
	3. Curriculum Implementation Monitoring: Develop and implement a Curriculum Implementation Monitoring Process using multiple data points and sources. Research					

	and select a tool/process to review and evaluate curriculum				
	4. Assessment Calendar: Maintain an assessment calendar for administration of formative, benchmark and progress monitoring systems such as AIMS-Web, Galileo, NWEA, Study Island summative and formative assessments.				
	5. Data Meetings: Develop a data analysis protocol and PLC meeting template to analyze data in order to monitor/adjust instruction				

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**

Primary Needs sections added as needed.

STRATEGY

ACTION STEPS						
*Action Step Title: *Required	***Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome**	***Person Responsible for the Action Step**	***Organization Role**	***Timeline State Begin Date and End Date** *(Default: 7/1/2020-9/30/2021)*	**Resources needed/Source**	**Funding Tags**

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**

Principle 5: Conditions, Climate & Culture

Primary Need: 5.1 Our staff has high expectations for learning for all students. [insert more information]

Root Cause(s): See school site fishbone RCAs.	
Needs Statement: WUSD needs to implement a district-wide PBIS plan as part of MTSS to impact improved academic performance, attendance, graduation rate, and drop-out rate.	
Desired Outcome: • Improved academic growth as a result of implementing a rigorous and sustained recruitment/retention plan. • Increased student attendance rates • Improved graduation & drop-out rates	
SMART Goal: WUSD will see a 10% decrease in instructional staff turnover and will have 95+% appropriately certified staff hired for the 2019-2020 school year.	
Monitoring Action(s):	
Evaluating Action:	

STRATEGY

1. Roll out and Implement District-wide PBIS Process

	ACTION STEPS					
*Action Step Title: *Required	*Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome	*Person Responsible for the Action Step	*Organization Role	*Timeline State Begin Date and End Date *(Default: 7/1/2020-9/30/2021)*	Resources needed/Source	Funding Tags
	1. See PBIS checklist					
	2. Monitoring					
	3. Evaluation					
PROGRESS INDICATORS						
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Notes/Comments				

Primary Needs sections added as needed.

Principle 6: Family & Community Engagement

Primary Need: 6.3 Our school engages families in critical data informed decisions that impact student learning

Root Cause(s): See school site CNAs

Needs Statement: WUSD needs to increase relevant, 21st century communication and involvement with families/community related to positive school/district data & events that impact student learning.

Desired Outcome: Improve parent involvement and engagement of families in critical data-informed decisions to impact students' learning

SMART Goal:

Monitoring Action(s):

Evaluating Action:

STRATEGY

Family and Community Outreach: Maintain active and timely communication between district/school and families/community that focus on engaging families and the greater community with positive school activities information and efforts to improve student performance.

ACTION STEPS

*Action Step Title: *Required	*Describe the Action Step: Critical Action to Address Root Cause & Achieve Desired Outcome	*Person Responsible for the Action Step	*Organization Role	*Timeline State Begin Date and End Date (Default: 7/1/2020- 9/30/2021)	Resources needed/Source	Funding Tags
	1. Facebook communication					
	2. Updated websites					
	3. Use of other social media					

	4. Parent Advisory Councils: Form School Site and Federal Programs Parent Advisory Councils, actively seeking membership from the community and schedule monthly Parent Advisory Council meetings at the school and LEA levels (Federal Programs PAC)				
	5. ELL Parent Involvement: Increase parent involvement though mailers for parents/families of eligible ==EL students== only supplementing the scope and sequence of WUSD's ELL Program to include helpful suggestions and ideas about increasing EL skills beyond classroom instruction, encouraging the development and retention of students' bilingual skills. **==For the SOLE and EXCLUSIVE use of 17 EL Students (for ELL students are supplemental, and does not supplant to the core curriculum and may not be purchased for non-==**				

	ELL students with other funding resources)				
	6. Title I Annual Parent Meeting: Ensure the Title I Annual Parent Meeting is scheduled and conducted at each school site, as well as the Federal Programs PAC and that the topics on each school's agenda includes required elements as outlined in Title I (e.g., compacts, Parent's Right To Know, budget, requirements of Title I, etc				

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**

Primary Needs sections added as needed.

STRATEGY

ACTION STEPS						
*Action Step Title: ***Required**	***Describe the Action Step:** **Critical Action to Address Root Cause & Achieve Desired Outcome**	***Person Responsible for the Action Step**	***Organization Role**	***Timeline State Begin Date and End Date** *(Default: 7/1/2020- 9/30/2021)*	**Resources needed/Source**	**Funding Tags**
[enter title]	[Action step description]	[enter Primary Staff member	[enter staff member role]	Begin Date: [enter date]	[if needed]	[if needed]

				Completion Date: [enter date]		

PROGRESS INDICATORS		
Indicator Date	**Evidence to Determine Progress Toward Achieving Desired Outcome**	**Notes/Comments**