Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
Ector County ISD	Dr. Scott Mauri	Roberto Cedillo	Dr. Donna Smith
Campus Name:	**Campus Number:**	**Principal:**	**Principal Supervisor:**
Wilson & Young MOH Middle School	000000045	Anthony Garcia	Roberto Cedillo
School Year Plan was Developed:	**ESF Diagnostic Date:**	**ESF Facilitator:**	**Date of Board Approval:**
	10/7/2019	Sha Burdsal-Hartzer	

Turnaround Method

Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	x
School Action-Reassign	Close the low-performing campus and assign students to higher performing (A or B rated) campuses or new campuses.	
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	

Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

		Current Implementation: Summary
roles and	Implementation Level At Diagnostic	A list of responsibilities is provided to the members of the leadership; however, measurable goals and expectations are not given. Which teacher is supervised by which administrator has been identified. Department heads meet weekly (agendas are used) and PLCs meet daily (minutes are taken at each meeting), all protocols are in place. The instructional specialists utilized agendas and data tools during PLCs, focusing on instructional topics, lesson planning and assessing. Administrators meet weekly to share training and support.
	Beginning Implementation	

1.1 Develop campus instructional leaders with clear responsibilities.

Prioritized Focus Area from ESF Diagnostic?	Classroom walk throughs are scheduled on the weekly calendar and feedback is given quickly to the teachers though this is not consistently completed. Administrators attend one PLC/data meetings each week- agendas are used. Though PLCs provide modeling tools and techniques to the instructional staff as well as give examples of how they should be implemented in the classroom, there is little evidence of these strategies in the classroom. No evidence of job-embedded feedback loops with the leadership team was provided. T-PESS has been implemented (by the district). Minutes from the PLC need to be completed consistently.
No	

Full Implementation: Vision
Full Implementation will include the following: The district will continue to work toward building capacity of leaders through RELAY. Leadership team will have a list of clearly defined roles and responsibilities along with tracking tools to have evidence of completion. The Leadership Team uses agendas and record minutes during meetings, but will add a "Next Steps" category in order to outline the next steps in the process of following up from one meeting to the next and to track progress. The principal will conduct coaching sessions with assistant principals and Instructional Specialists to improve their ability to coach teachers in order to impact student learning. The principal will also create a calendar and a tracking tool to ensure leaders attends PLCs, duty stations, and other areas to observe the leadership in high leverage actions. Performance evaluations with pre-determined goals will be established and agreed upon at the beginning of the year.

ain a full staff of highly qualified s.

Current Implementation: Summary	
Implementation Level At Diagnostic	The campus is currently working on a system that will show how teachers are recruited or how the success of recruitment is tracked. Administration has been working with teacher preparation programs to recruit teachers. Administration contacts candidates from different regions and interviews via skype. There is a mentoring program for first year teachers new to the campus as indicated through the handbook. Retention practices are through teacher support and growth. Administration meets weekly with department leaders to discuss campus needs and areas of focus.
Planning for Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	

Full Implementation: Vision

2.1 Recruit, select, assign, induct and ret educator:	At full implementation, our district will work hand in hand with our campus to ensure we have a robust recruitment strategy in place including: attending college and teacher fairs, and hosting an internal referral campaign. Additionally, we will work with our HR team to track our candidates and determine which efforts result in the best production of high-quality candidates. At the school level, we will have a more aligned selection process including a sample teach lesson, a teacher panel, and formal interview. We will align our interview questions to assess for content knowledge, AND culture fit around our mission/vision/values. We will add in several role plays as well. Each year we will use student data, as well as other factors (content knowledge, team diversity and experience) to place teachers in the best fit positions. We will identify our top performing teachers as an ILT. We will also strive to offer differentiated, personal learning opportunities for our staff as a retention strategy. We will assign different members of the ILT to each cohort (new teachers, proficient teachers, teacher leaders). We will place teacher leaders in other leadership roles (Grade-level chair, committee chairs, etc.) in order to build their adult leadership skills and recognize them for their success. We will provide ongoing support and training for our teacher leaders. Lastly, we will create a substitute committee to help foster positive relationships with some of our best substitutes and to cultivate them for potential long-term positions as they become available.

ssion, goals, values focused on a safe high expectations.	**Current Implementation: Summary**	
	Implementation Level At Diagnostic	We have a vision statement, student creed, and specific goals that include excellence every day, community, and growth. These goals are revisited during events at school and during meetings. When a team is not showing the behaviors in line with the campus expectations, the principal will intervene with the team quickly. We have established and put in writing campus routines/procedures for how the students should arrive, dismiss, have lunch, disciplinary actions, campus management, etc. We have signs, posters, and spirit bulletin board that reflect our expectations and culture. Administrators and Teachers interact with the students in a positive manner that encourages student behavior. However, the observed systems in place were reflecting of the campus expectations. Teachers must raise the rigor in classroom instruction and activities. We need to ensure that our goals align to our written mission and vision statement and are shared among our school community. Surveys are administered to the staff infrequently. Survey data is shared with staff through campus professional development time.
	Beginning Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	No	
	**Full Implementation: Vision**	

At Full implementation administrators and teachers will demonstrate high expectations for all students by maintaining effective campus wide routines and procedures for high leverage activities listed above, but also include routines and procedures for the first 5 minutes of class. The expectations and scripts will be developed by teachers and then practiced with each other in preparation for roll out with students. Campus leadership will also aggressively monitor teacher behaviors to ensure teachers are meeting outlined expectations using a tracking tool.   Another initiative will be to implement aggressive monitoring as a way to increase student expectations for participation and learning. Teachers will be trained on aggressive monitoring in the Spring to introduce them to the concept and then make it a requirement next year.

ed to TEKS with a year-long scope and ence.

Current Implementation: Summary	
Implementation Level At Diagnostic	We follow the pacing guides with calendar that are provided by the district. District YAG includes # of days in each unit, what readiness/supporting TEKS are addressed, and when the assessments are administered. The YAG and assessment calendar is organized for each content area and provides time for reteaching and reassessing. The pacing guides include units, recommended instructional materials, and a district-wide assessment that are aligned with the state standards. The assessments use released STAAR and STAAR aligned questions. The instructional documents from the district helps the teacher identify vocabulary, TEKS, ELPs, misconceptions, and what resources are available. Strategies for instruction are shared through PLC, but at this time there is no process in place to verify that the instructional strategies are being implemented with fidelity. The current focus is on Tier I instruction. We need to shift into our Tier II and III RTI as well as providing help with differentiation. During the PLC meetings professional development with the teachers was conducted about the specific content that is taught. These PLC meetings are scheduled daily for the ELA and math teachers.
Partial Implementation	
Prioritized Focus Area from ESF Diagnostic?	
No	
Full Implementation: Vision	

4.1 Curriculum and assessments align sequ	The teachers will take ownership of the PLC process and begin breaking down the standards and completing the know/show process on their own and developing formative assessments aligned to the TEKS. Teachers will continue to follow the TEKS resource pacing guide (YAG) which is aligned to the state standards. Lesson planning will include the resources provided by the district and the State standards in order to plan with purpose. Lesson planning will continue to be focused by aligning the lesson objective with the formative assessment (exit ticket) and scripting the I Do which is the core part of the lesson. The teachers will practice the I Do part of the lesson with a partner during PLCs to increase teacher confidence and capacity to improve student learning. Assessments will be aligned to the state standards as well as the rigor of the STAAR test by using released test questions. The campus will increase engagement and rigor in lessons by teaching and establishing habits of evidence in students. The students will be taught to annotate with purpose by summarizing, analyzing, and finding the best evidence. Teachers will also reinforce habits of evidence by requiring students to site evidence during each lesson. Instructional calendar will reflect assessments, planning including reteach, data digs, mini PD, know/shows etc. and PLC Agendas that include next steps. The curriculum and Instruction department will continue to provide ongoing professional development that is focused on curriculum and alignment to the TEKS.

5.1 Objective-driven daily lesson plans with formative assessments.	**Current Implementation: Summary**
	Implementation Level At Diagnostic	All campus teachers use the district lesson plan template on Eduphoria which includes essential content, connection, instruction through inquiry, student support, and demonstration of knowledge. English and Math teacher teams use PLCs to plan lessons. Teacher submit lesson plans weekly. Administrators, department heads, and instructional specialists conduct walkthroughs and lesson plan checks. Administrators check lesson plans for completeness on content and provide feedback. Most teachers are posting objectives in the classrooms. Instructional specialist prep for all PLC meetings.
	Planning for Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	
	\multicolumn{2}{c}{**Full Implementation: Vision**}
	\multicolumn{2}{l}{At full implementation, all teachers will submit weekly lesson plans on Monday and one week in advance. The lesson plans would be aligned to a scope and sequence. Lesson plans will be at the rigor of the TEKS and be driven by student data. The lesson plans will include several checks for understanding. During classroom observations, the lesson plans will be executed with fidelity. Administrators will review lesson plans Monday-Wednesday before being taught. There is 1-5 specific pieces of feedback will be given to teachers to act on and align the lesson plans. Administrators will calibrate on teacher feedback and have a protocol for what to look for in lesson plans. There will be a clear process for teachers to change and submit final lesson plans by the weekend prior to the lessons being taught.}
	\multicolumn{2}{c}{**Current Implementation: Summary**}

5.3 Data-driven instruction.	Implementation Level At Diagnostic	Prior to day 1 of school, the master schedule was built to provide every ELAR and math team a dedicated time every day to have PLC/DDI meetings. During the daily allotted time, teacher teams focus on the PLC/DDI process which includes curriculum & assessment alignment, data analysis, reteach plans and appropriate instructional materials. We currently have instructional specialists facilitating the PLC/DDI meetings. The instructional specialist utilize a calendar to identify days when DDI/assessments/reteach/reassessment days will be in order for each meeting to be efficient and effective. After each assessment, the teams priority is to analyze the assessment data in order to build a reteach / reassessment plan.
	Partial Implementation	
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	

Full Implementation: Vision

At full implementation, the teachers take ownership in their data and facilitate the PLC/DDI meetings. Students are monitoring and tracking their own data. There is a consistent and timely process for the next tier of intervention. Analyzed data will be used to adjust lesson plans and re-teach. The data will also be used to create groups of students that will receive intervention either during the school day or after school. The data will also determine the TEKS that teachers will unpack through creating a know/show of the skills students must have to be successful on that TEKS and use the teacher and student exemplars to find gaps in learning. The master schedule will include a PLC period daily for teachers to meet. PLCs will be done with fidelity. The goal is to build capacity in teachers by ensuring they understand the standards and the instructional resources. The DDI process will drive instruction.

School Improvement Turnaround Plan

District Commitment Theory of Action

In this section, describe the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. The District Theory Commitment Theory of Action should address each of the Foundational Essential Actions and DDI.

If the District commits time and resources to improve the capacity of the principal and staff at Wilson & Young where each ELAR & math team has a PLC/DDI period built into the schedule, then the principal and teachers will be supported and their effectiveness will improve in teaching & learning and a culture of high expectations.

System and Capacity Building

In this section, describe the efforts the campus and district will make to build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
Campus Leadership Team will build capacity in all our STAAR tested courses, grades and teachers around the PLC process and DDI. This includes training teachers and leaders on PLC and DDI processes and incorporating strong weekly data meetings and daily PLC meetings into our practice. We will include structures and time to allow for re-teaching and re-assessing.	Resources - PLC/DDI	2020	Year 1: Leaders are trained in person PD, face to face learning, and online mentoring. Participate in cohort and implement DDI and PLC practices in our school. We will use our reflections on these practices to problem-solve and improve our DDI and PLC implementation at the campus.	1.1, 5.3, 4.1,
Campus Leadership Team aim to have strong systems in place to provide regular feedback on teacher's lesson plans that's precise and has the greatest positive impact on student learning.	Internal Capacity Building Efforts	2020	Year 1: Leaders will create lesson plan and feedback protocols to give precise and timely feedback.	5.1

The principal will conduct observation/feedback sessions with assistant principals and Instructional Specialists to improve their ability to coach teachers on instruction and PLCs in order to impact student learning.	Leading Coaching and Feedback through RELAY model	2020	Year 1: Leaders are trained in person PD, face to face learning, and online mentoring. Build calendar to dedicate time each week for observation/feedback.	1.1
Align interview questions to assess for content knowledge, AND culture fit around our mission/vision/values/goals.	Selection/recruitment process examples	2020	Year 1: Campus Instructional Team take selection/recruitment examples to develop campus model/process	2.1
In alignement with the vision, mission, goals, and values, the expectations and scripts will be developed by teachers and then practiced with each other in preparation for roll out with students.	Leading student culture through RELAY model	2020	Year 1: Staff can articulate the school's mission, vision, and values without prompting. Teachers will be Leading Effective Student Culture See it, Name it and Do it model with routines, and procedures. They will develop written systems and procedures, set goals, plan the roll out, roll out to students, monitor and follow-up.	3.1

Critical Implementation Milestones

In this section, describe the critical implementation milestones (high-level description of actions that will be completed) that the campus and/or district will meet in each year of implementation in order to achieve the vision of full implementation of each Essential Action shared on the Turnaround Foundations tab. **Milestones for the 2-3 high leverage focus areas identified in the ESF Diagnostic must be addressed first** *, as these are the campus' largest gaps in practice and systems (and will have the greatest impact on the implementation of other Essential Actions).* **The milestones listed here must be included in each year's Targeted Improvement Plan.** *Add rows as needed.*

Pre-Implementation	Essential Action
Begin creating next year's master calendar/schedule with protected time for meetings, assessment, data analysis, and re-teaching.	**5.3**
Plan for a summer PD with ample time to address and focus on DDI and lesson planning.	**5.1, 5.3**
Plan for summer PD with ample time for teachers to practice with the lesson plan framework.	**5.1**
Implementation Year 1	Essential Action
Teachers will consistently submit and receive feedback on lesson plans within designated timelines that result in stronger student achievement outcomes.	**5.1**

Teacher team meetings will include discussions of formative and interim students data, effective instructional strategies, and possible adjustments to instructional delivery.	**5.3**
Teachers focus their lesson plans on aligning objectives and assessments.	**5.1**
Students will monitor their own data.	**5.3**

Implementation Year 2	**Essential Action**

Implementation Year 3 and beyond *Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation.* *A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.*	**Essential Action**

Budget and Financial Resources

Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.
For example, salaries for teachers and principals should not be included; however, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.

Category	Amount	Description
Payroll	$ 280,000.00	Additional staff to create block scheduling for 8th grade ELAR and 7th grade Math. 8th grade ELAR is the priority since reading scores are low.
Professional Development	$ 36,000.00	Additional staff training on Relay
Supplies and Materials	$60,000.00	Purchase additional Computer on Wheels on Chromebooks
Other Operating Costs		
Capital Outlay		

School Action-Reassign

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop and finalize plans for student reassignment

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Approve and finalize plans and goals for student reassignment to new schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Transition - Support transition planning for students and schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 2 - Implementation: District implements reassignment with fidelity					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

School Action-Restart: Turnaround Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning and Implementation Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align restart strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for implementing ACE

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Transition - Support transition planning for ACE model implementation					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

Year 2 - Implementation: ACE Implementation Fidelity					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

School Action-Restart: Partner Managed Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Recruit for Call for Quality Schools - Recruit and cultivate education leaders and organizations to implement school actions					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 5: Transition - Support transition planning for schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 2 - Implementation: District implements partnership with fidelity					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

School Action-New School: District Managed Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Recruit - Recruit and cultivate education leaders and organizations to implement school actions					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 4: Approve - Approve and finalize plans and performance agreements for new schools					
Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 5: Transition - Support transition planning for new schools					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

Year 2 - Implementation: District implements new school with fidelity					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

School Action-Restart: Partner Managed Plan

In this section, describe how the selected school action will help the district build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe how you will build systems, skills, and capacity in district and campus staff.	What program or partners will the campus/district work with in this area?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.

School Action Planning Milestones

In this section, detail the district's plan with start and end dates as well as any additional information to achieve critical planning and implementation milestones that the district will meet in each year in order to plan and execute the school action selected.

Year 1 - Planning Phase 1: Envision - Align school action strategy with district vision for student success

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 2: Develop - Develop policies and systems for authorizing school actions

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 1 - Planning Phase 3: Recruit for Call for Quality Schools - Recruit and cultivate education leaders and organizations to implement school actions					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

Year 1 - Planning Phase 4: Authorize - Finalize plans for partnerships/new schools and execute contracts					
Critical Implementation Milestone	**Milestone Description**	**Acceptable Evidence**	**Start Date**	**End Date**	**Notes**

Year 1 - Planning Phase 5: Transition - Support transition planning for schools

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes

Year 2 - Implementation: District implements partnership with fidelity

Critical Implementation Milestone	Milestone Description	Acceptable Evidence	Start Date	End Date	Notes