

# Ball Academy

## Targeted Improvement Plan

### 2019-2020



TIP Components	Notes
<b>Foundations</b>	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
<b>Cycles 1, 2, and 3 90-day Action Plan</b>	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
<b>Cycle 4</b>	

Not to filled out until summative process has been completed

Campus Information							
<b>District Name</b>	San Antonio Independent School District	<b>Campus Name</b>	Charles C Ball Academy	<b>Superintendent</b>	Pedro Martinez	<b>Principal</b>	Gregory Rivers
<b>District Number</b>	15907103	<b>Campus Number</b>	000000103	<b>District Coordinator of School Improvement (DCSI)</b>	Daniel Girard	<b>ESC Support</b>	Jamie Goodwin

Assurances		
<b>DCSI</b>	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<b>Daniel Girard 10-10-19</b>
<b>Principal Supervisor</b> <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	n/a
<b>Principal</b>	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	<b>Gregory Rivers 10-10-2019</b>
<b>Board Approval Date</b>	2019-11-11	

Needs Assessment		
<b>Data Analysis Questions</b>	What accountability goals for each Domain has your campus set for the year?	5.3 Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. 5.1 All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.
	What changes in student group and subject performance are included in these goals?	Our student group goals are below level in Reading, writing, and social studies. We want to reach a goal of increasing our overall student passing rate by 15% in each area. With 90% of student meeting their growth measure.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

<b>Self-Assessment Results</b> (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		2	
5.1 Objective-driven daily lesson plans with formative assessments.		3	
5.3 Data-driven instruction.		2	
Prioritized Focus Area #1		Prioritized Focus Area #2	
<b>Essential Action</b>	5.1 Objective-driven daily lesson plans with formative assessments.	<b>Essential Action</b>	5.3 Data-driven instruction.
<b>Rationale</b>	Increase student performance on grade level standards by implementing the instructional flowchart.	<b>Rationale</b>	To increase student achievement in all content areas
<b>Desired Annual Outcome</b>	To have the objective align to the formative assessment at 100% in all content areas.	<b>Desired Annual Outcome</b>	To increase student achievement by 10% in MAP and STAAR data in all grade levels.
<b>Barriers to Address During the Year</b>	Limited resources, teacher attendance, lack of teacher pedagogy	<b>Barriers to Address During the Year</b>	Limited resources, teacher attendance, lack of teacher pedagogy
<b>District Commitment Theory of Action:</b>		If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students.	

<b>ESF Diagnostic Results</b> (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
<b>Essential Action</b>			
<b>Desired Annual Outcome</b>			
<b>Barriers to Address During the Year</b>			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Reading	Benchmark	40		Benchmark	45		State Interim	55		STAAR	56	
3rd	Math	Benchmark	50	23	Benchmark	45		State Interim	50		STAAR	60	
4th	Reading	Benchmark	40	33	Benchmark	45		State Interim	50		STAAR	52	
4th	Math	Benchmark	50	23	Benchmark	40		State Interim	50		STAAR	52	
4th	Writing	Benchmark	25	13	Benchmark	30		State Interim	35		STAAR	43	
5th	Reading	Benchmark	40	13	Benchmark	25		State Interim	30		STAAR	35	
5th	Math	Benchmark	40	45	Benchmark	50		State Interim	55		STAAR	57	
5th	Science	Benchmark	40	41	Benchmark	50		State Interim	55		STAAR	57	
6th	Reading	Benchmark	30	35	Benchmark	35		State Interim	40		STAAR	43	
6th	Math	Benchmark	35	35	Benchmark	40		State Interim	45		STAAR	55	
7th	Reading	Benchmark	30	11	Benchmark	20		State Interim	25		STAAR	35	
7th	Writing	Benchmark	30	12	Benchmark	20		State Interim	25		STAAR	30	
7th	Math	District Interim	40	41	District Interim	45		State Interim	47		STAAR	51	
8th	Reading	Benchmark	30	7	District Interim	25		State Interim	30		STAAR	35	
8th	Math	Benchmark	30	16	District Interim	30		State Interim	35		STAAR	38	
8th	Science	Benchmark	40	46	Benchmark	50		State Interim	55		STAAR	57	
8th	Social Studies	District Interim	40	39	District Interim	45		State Interim	50		STAAR	50	
8th	Algebra I	Benchmark	60	95	District Interim	85		State Interim	85		STAAR	90	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	All teachers create and submit daily lessons and exit tickets that include clear objectives, the amount of time spent on each step of the lesson, multiple differentiation paths to meet specific needs of each student	Campus Instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence of feedback to teachers	
<b>Desired Annual Outcome</b>	To Increase student achievement by 10% on STAAR Assessments	To increase student achievement by 10% in MAP and STAAR data in all grade levels.	
<b>Desired 90-day Outcome</b>	To create a system of checks by Instructional leadership team to ensure alignment	To develop Professional Learning communities that ensue alignment of lesson, daily assessment and Content Based Assessment	
<b>Barriers to Address During this Cycle</b>	Consistent check of alignment and system to evaluate outcomes	Teacher capacity of lesson planning and deconstruction of TEKS and daily assessments	
<b>District Actions for this Cycle</b>	DCSI will coach and provide feedback to administrative team on implementation.	DCSI will coach and provide feedback to administrative team on implementation.	
<b>District Commitments Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students.		

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Establish Instructional Leadership team to analyze teacher and student data	5.3	August 19/19	Weekly Agenda template	Principal Rivers	Increase in CFA and CBA scores.	on going		
Instructional Leadership team will develop an assessment calendar with four and nine week align benchmarks to be analyze after administration	5.1	August 19/19	DDI Rubric, Meeting Agenda, Action plan	Principal Rivers	Monitor progress of Daily Assessments and make adjustments	on going		
Complete training of Instructional flowchart based on Backwards design During Ten Day Teacher Summer Institute Teachers will create a pacing instructional Calendar assessments and exit tickets during this session	5.1	July 31st 2019	Instructional Flowchart Poster, Lead4wrd resources	Instructional Leadership Team	Students will demonstrate an increase in MAP, CFA, and CBA scores	On going Review Every Friday during Professional Learning		
Leadership Team will analyze exit ticket, teacher exemplars and posting of standards daily and will make adjustments as needed	5.1,5.3	30-Sep-19	Google Document, calendar of instructional leadership team Daily assessment data tracker	Instructional Leadership Team	Feedback from leadership team will increase student outcomes on various assessments	daily on going		
All teachers are trained in aggressive monitoring, independent work and make instructional adjustments based on student needs	5.3	2-Oct-19	PD Notes, Slides and videos PD Agenda	Principal Rivers	Percentage of students mastering daily TEK increases	weekly during PLC's		
Weekly PLC's will be facilitated by Instructional Leadership team design to Dress Rehearse lessons and align instructional assignments to standards	5.3	30-Sep-19	PLC Agendas, Lesson Plans, Exit tickets, Instructional Resources	Instructional Leadership Team ACT Teachers	Alignment of lesson to assessment will increase student performance on various assessments including CBA	weekly during PLC's		

Common assessments standards retaught and data posted for analysis of results	5.3	16-Oct-19	PLC Agenda, Instructional Resources Lead4ward documents various alignment rubrics, google classroom	Teachers, Instructional Leadership Team	Students improve performance on exit ticket data and formative assessments	First re-taught data October 18,		
Create Professional Learning opportunities every Friday during early release based on student data and Charter components, Blended Learning and Steam	5.3, 5.1	August 19/19	Agenda Items, PD Slides, notes, videos, and presenters	Master Teachers, Instructional Leadership Team	Weekly Agenda, Instructional Leadership classroom visits to observe implementation	On going Review Every Friday during Professional Learning		
Design Blended Learning model to differentiate learning for all students, including Project Based Learning opportunities	5.1	17-Oct-19	PD Notes, Slides and videos PD Agenda	Instructional Leadership Team	Weekly Agenda, Instructional Leadership classroom visits to observe implementation	Classroom observations, instructional coaching sessions		
Teacher Observations will be held weekly by Instructional Leadership team to provide feedback with the highest leverage shared for maximum student achievement	5.1	August 19/19	Getting Better Faster Scope and Sequence, Hattie's Visible learning, Teacher Like a Champion 2.0	Instructional Leadership Team	Review student data create action plan and monitor performance through formative assessments.	Classroom observations, with teacher utilizing high leverage actions		
<b>Reflection and Planning for Next 90-Day Cycle</b>								
Did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?			<b>Carryover Milestones</b>			<b>New Milestones</b>		



Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	All teachers create and submit daily lessons and exit tickets that include clear objectives, the amount of time spent on each step of the lesson, multiple differentiation paths to meet specific needs of each student	Campus Instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence of feedback to teachers	
<b>Desired Annual Outcome</b>	To have the objective align to the formative assessment at 100% in all content areas.	To increase student achievement by 10% in MAP and STAAR data in all grade levels.	
<b>Desired 90-day Outcome</b>	To create daily assessment teacher exemplar to ensure alignment.	To ensure students have independent practice of align assignment to be aggressively monitored by the teacher	
<b>Barriers to Address During this Cycle</b>	Teacher buy in to deconstructing of TEK and alignment	Teacher planning and time stamping lesson to ensure enough allotment of independent practice	
<b>District Actions for this Cycle</b>	DCSI will coach and provide feedback to administrative team on implementation.	DCSI will coach and provide feedback to administrative team on implementation.	
<b>District Commitments Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Students utilize their own data tracking tool to monitor their daily assessments and unit assessments	5.1	December	Data tracking documents, data from daily exit tickets and tests	Instructional Leadership team, teachers	Increase in CFA and CBA score	Increase in CFA and CBA scores.		
Leadership Team will analyze exit ticket, teacher exemplars and posting of standards daily and will make adjustments as needed	5.1,5.3	on going	Google Document, calendar of instructional leadership team Daily assessment data tracker	Instructional Leadership Team	Increase in performance by students on Exit tickets	daily on going		
Create student action plans based on CBA data and Daily assessments Action plans will include TEKS not mastered during CBA assessment	5.3	January 6/20	student data, action plan template, resources	teachers, instructional leadership team	Students demonstrate marked improvement in TEK performance	Align exit tickets or quiz will demonstrate improve scores on TEKS		
Weekly PLC's will be facilitated by Instructional Leadership team design to Dress Rehearse lessons and align instructional assignments to standards	5.3	on going	PLC Agendas, Lesson Plans, Exit tickets, Instructional Resources	Instructional Leadership Team, ACT Teachers	Alignment of lesson to assess	weekly during PLC's		
Common assessments standards retaught and data posted for analysis of results	5.1	on going	PLC, Agenda, Item analysis sheet, Instructional Resources Lead4ward documents various alignment rubrics	Teachers, Instructional Leadership Team	Data Tracking sheet	First re-taught data October 18,		
Create Professional Learning opportunities every Friday during early release based on student data and Charter components, Blended Learning and Steam	5.3, 5.1	August 19/19	Agenda Items, PD Slides, notes, videos, and presenters	Master Teachers, Instructional Leadership Team	Weekly Agenda, Instructional Leadership classroom visits to observe implementation	On going Review Every Friday during Professional Learning		

Common assessments standards retaught and data posted for analysis of results	5.1	on going	PLC, Agenda, Item analysis sheet, Instructional Resources Lead4ward documents various alignment rubrics	Teachers, Instructional Leadership Team	Students improve performance on CFA, CBA and other formative assessments	First re-taught data October 18,		
Create Professional Learning opportunities every Friday during early release based on student data and Charter components, Blended Learning and Steam	5.3, 5.1	August 19/19	Agenda Items, PD Slides, notes, videos, and presenters	Master Teachers, Instructional Leadership Team	Weekly Agenda, Instructional Leadership classroom visits to observe implementation	On going Review Every Friday during Professional Learning		
Design Blended Learning model to differentiate learning for all students, including Project Based Learning opportunities	5.1	17-Oct-19	PD Notes, Slides and videos PD Agenda	Instructional Leadership Team	Classroom observations and daily assessment tracker	Classroom observations, instructional coaching sessions		
Teacher Observations will be held weekly by Instructional Leadership team to provide feedback with the highest leverage shared for maximum student achievement		August 19/19	Getting Better Faster Scope and Sequence, Hattie's Visible learning, Teach Like a Champion 2.0	Instructional Leadership Team	Results of Daily Assessments and other Formative Assessments	Classroom observations, with teacher utilizing high leverage actions		

**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>		<b>New Milestones</b>

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	All teachers create and submit daily lessons and exit tickets that include clear objectives, the amount of time spent on each step of the lesson, multiple differentiation paths to meet specific needs of each student	Campus Instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence of feedback to teachers	
<b>Desired Annual Outcome</b>	To have the objective align to the formative assessment at 100% in all content areas.	To increase student achievement by 10% in MAP and STAAR data in all grade levels.	
<b>Desired 90-day Outcome</b>	Students demonstrate improve performance on spiral assessments and new content	ensure students have independent practice of align assignment to be aggressively monitored	
<b>Barriers to Address During this Cycle</b>	Timeline and commitment of Instructional Leadership team to monitor instruction daily	Teacher allotment of Independent practice and daily assessment to adjust instruction based on student data is limited	
<b>District Actions for this Cycle</b>	DCSI will coach and provide feedback to administrative team on implementation.	DCSI will coach and provide feedback to administrative team on implementation.	
<b>District Commitments Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Leadership Team will analyze exit ticket, teacher exemplars and posting of standards daily and will make adjustments as needed	5.1,5.3	March	Data Tracker, Calendar,	Instructional Leadership	Data Trackers	End of Cycle 3		
Mastery Institute efficiently recaptures readiness standards not mastered by students	5.3	March Every Friday various STAAR Grade Levels	STAAR Aligned Resources, Planning Time,	Instructional Leadership Team, Master Teachers	Data Tracker, Exit Tickets	End of Cycle 3		
One to One teacher data meetings with Principal Instructional Leadership Team	5.1	March	Agenda, Data Tracker, Student daily assessments	Principal, Vice Principal	Data Tracker, Exit Tickets	End of Cycle 3		
Friday PLC to follow 4 week data cycle to review low TEKS to develop re-teach lessons and assessment checks	5.3	March	Data Tracker, Assessment Documents	Principal, Vice Principal	Agenda, Lesson Plans, daily Exit Ticket Exemplars	End of Cycle 3		
Teachers will be able to identify gap in learning and make the necessary adjustments in instruction	5.1	March	Assessment, Align Resources	Instructional Leadership Team, Master Teachers	Improvement on daily assessments and TEK targeted Quiz	End of Cycle 3		
Campus will utilize release STAAR exam to create a mini assessment to create Intervention groups for intervention	5.3	March, April	STAAR Release Exams, Data Tracking system	Instructional Leadership Team, Master Teachers	Results from Mini STAAR Release Test	End of Cycle 3		


**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>

**END OF YEAR REFLECTION**

	<b>Prioritized Focus Area #1</b>	<b>Prioritized Focus Area #2</b>	<b>Prioritized Focus Area #3</b>
<b>Essential Action</b>	0		0
<b>Desired Annual Outcome</b>	To have the objective align to the formative assessment at 100% in all content areas.	To increase student achievement by 10% in MAP and STAAR data in all grade levels.	
<b>Did the campus achieve the desired outcome? Why or why not?</b>			

**Cycle 4 90-Day Action Plan (June-August)**

The purpose of this 90-Day action plan is to prepare for the upcoming school year.  
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	To create a system of checks by Instructional leadership team to ensure alignment	To develop Professional Learning communities that ensue alignment of lesson, daily assessment and Content Based Assessment	
<b>Rationale</b>			
<b>How will you communicate these priorities to your stakeholders? How will you invest them?</b>			
<b>Desired 90-Day Outcome</b>			
<b>Who will help the campus build capacity in this area?</b>			
<b>Barriers to Address</b>			
<b>District Actions for this Cycle</b>			
<b>District Commitments Theory of Action</b>	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and the district has effective systems for identifying and supporting struggling learners; then achievement gaps will close, creating more opportunities for students.		

**Action plan-Milestones**

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps


**Reflection and Planning for Next 90-Day Cycle**

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<b>Carryover Milestones</b>	<b>New Milestones</b>