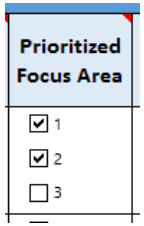
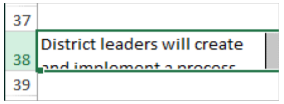
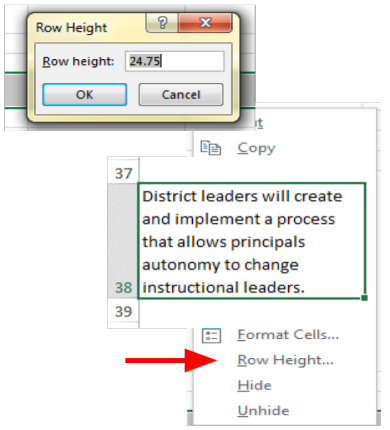
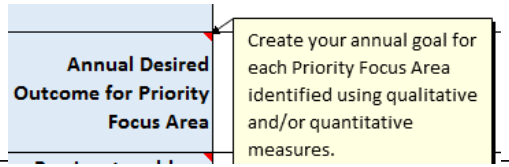
Campus Targeted Improvement Plan

Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at https://tea.texas.gov/si/accountabilityinterventions/

Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- Status of Metrics/Evidence Collections
- Necessary Adjustments/Next Steps
- Section V: Reflections and Planning for Next 90 Day Cycle

These sections will be filled out at the end of the 90 day cycle prior to the Division of School Improvement Progress Submission.

Feature/Tip	Explanation	Screenshot
Checkbox selection	Check boxes allow for selection of one or more response to a question. Place a check in the box next to all answers that apply.	
Expanding rows and/or columns	If you cannot see all of the information you've entered into a cell you may adjust the height of the cell by right-clicking and increasing the height of the row.	 
Viewing cell tips	Throughout the Improvement Plan there are cells containing notes or guidance around what should be entered into the cell. These cells are marked with a red triangle in the top-right corner. To view the information in the notes box, hover your mouse over the cell.	

Printing the Template	The page breaks in the Improvement Plan have been set for optimal printing on a legal size (8.5 x 14) sheet of paper with the page orientation set to Landscape (horizontal). However, users may find that after completing the plan the page breaks need to be adjusted. To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.	**Barriers to address** https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2

Campus Information

District Name	Georgetown ISD	**Campus Name**	Jack Frost ES	**Superintendent**	Dr. Fred Brent	**Principal**	Dr. Janet Mormon
District Number	246904103	**Campus Number**	000000103	**District Coordinator of School Improvement (DCSI)**	Gabi Niño	**ESC Support**	Kendra Monk

Assurances

DCSI	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.	**Gabi Niño, DCSI, 9/26/2019**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	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.	**Gabi Nino and Dr. Malinda Golden, 9/26/2019**
Principal	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.	**Dr. Janet Mormon, Principal, 9/26/2019**
Board Approval Date		

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Doman 1: Goal 72C - In order to achieve this goal, Frost will need to increase the percent of students at approaches by 11% from 60 to 71, increase students at meets by 5% from 30 to 35, and increase students at masters by 5% from 17 to 22, Domain 2: 72, The impact of the gains in Domain 1 on Relative Performance would result in a 10 point gain from 62 to 72. If the campus focuses on making a 10% gain in student growth, result in Domain 2 has potential to be a score of 80 B, Domain 3: if all student groups make 11% gains in students at meets grade level, the result would be a 77 in Domain 3
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be in all content areas and domains specifically in reading, math, and writing as well as all student groups.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

Self-Assessment Results

(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.	**4**
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.	**2**
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	**3**
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**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Rationale	Prior to this year, no expectations for teachers lesson plans, no feedback on lesson plans, and obervationss show that it's likely that many were not lesson planning. If DDI is going to be effective, we need to strengthen both lesson plans and our feedback to them.	PLCs were practiced but not to the level of effective data analysis to guide instruction and reteach. A process for ILT to analyze assessments for purposes of effective reteach.	We have vision, mission, goals, and values set by the district. Our campus needs to review these and make it ours. We use the CHAMPS model for environmental safety, but more training is needed.
Desired Annual Outcome	Teachers use weekly PLC meetings to collaboratively plan lessons. Design Team and ILT team members lead meetings and give feedback to help improve lesson plans.	PLCs are led by ILT and follow DDI protocol after all unit tests and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.	Leadership Team leads the charge in better understanding of the district vision, mission, goals, values, and the associated behaviors.
Barriers to Address During the Year	ILT's skill and confidence in giving feedback on lesson plans, ILT's ability to get into content specific discussions.	ILTs ability to roll out DDI to teachers to include effective PL and teacher buy in, time management for ILT to ensure leader prep is done with high quality.	All staff training is needed for our CHAMPS model for a safe environment.

District Commitment Theory of Action:	If the prinicipal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the ILT, and the district ensures that the campus has access to high-quality unit tests for all grade and content area, and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater clarity engage in instructional leadership practices. Principal Supervisor assures LLI kits and training have been provided to the campus.

ESF Diagnostic Results

(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**
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			

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 - Goal EOY MAP/Actual BOY MAP			Cycle 2 - NWEA MAP			Cycle 3 - NWEA MAP			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3	Reading	Other	31%	35%	Other	55		Other	60		STAAR	65	
3	Math	Other	55%	28%	Other	55		Other	60		STAAR	65	
4	Reading	Other	42%	40%	Other	55		Other	60		STAAR	65	
4	Math	Other	28%	25%	Other	55		Other	60		STAAR	65	
4	Writing	Other	18.00%		Other	55		Other	60		STAAR	65	
5	Reading	Other	29%	31%	Other	55		Other	60		STAAR	65	
5	Math	Other	22%	28%	Other	55		Other	60		STAAR	65	
5	Science	Other	39.00%		Other	55		Other	60		STAAR	65	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	Teachers use weekly PLC meetings to collaboratively plan lessons. Design Team and ILT team members lead meetings and give feedback to help improve lesson plans.	PLCs are led by ILT and follow DDI protocol after all unit tests and for common assessments (teacher created) in between unit tests Common assessments include retest on reteach items. Leveled Literacy Intervention (LLI) kits and	Leadership Team leads the charge in better understanding of the district vision, mission, goals, values, and the associated behaviors.
Desired 90-day Outcome	ILT establishes recurring weekly meetings to schedule training needs beginning with design and delivery of DDI training.	PLCs prioritize planning with formative and/or common assessments, feedback given on rigor, alignments on standards from PLC lead and guidance/support for designing engaging work. ILT establishes a routine/schedule for training needs	Training of effective rigor and high academic expectations.
Barriers to Address During this Cycle	Teacher comfort and knowledge on how to lesson plan with common and formative assessments,HPLS, design work, ELPs, and Tier 2 instructional planning,	ILT's comfort with DDI content and taking a more active role in leading PLCs. Purchase of LLI	Knowledge of high standards and rigor when so many are so low academically, cognitively, a
District Actions for this Cycle	Principal Supervisor supports the ILT team with unpacking the standards, formative assessment outcome and use, and PLC planning structure.	Principal supervisor supports/attends DDI/PLC training with ILT and coaches the ILT and principal with implementation plan, DDI roll out, and protection of ILT's time for instructional leadership. Purchase and training of LLI is arranged and	Principal supervisor supports campus with instructional conversations about effective rigor throughout everything we do.
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal and ILT on the implementation of DDI and the development of the principal and ILT, and the district ensures that the campus has access to high quality unit tests for all tested grades and content areas, and the district commits to providing the test results back to the campus within two days from the assessment then the campus will be able to establish stron data driven instructional practices, improve the quality and frequency of use of lesson plans, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities. Leveled Literacy Instruction kits are on campus with training and being used as a part of our Tier 2 and Tier 3 instruction.		

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 weekly ILT meetings	1,2,3	October 7th	calendar/template	Dr. Mormon	ILT calendar, meeting template	Ongoing		
Teacher training on PLC work/DDI protocol	1,2,3	October 30th	PL materials	ILT	teacher understanding and work products from teacher training	October 30th		
Teacher training on Formative assessments and provide resources	1,2	October16th	PL materials	ILT	Teacher understanding of how to use and create formative assessments	October 16th		
LLI materials and training for all staff, use of LLI for Tier 2 instruction will mean purchase of additional kits	1,2	October 30th	LLI kits for all grade levels and multiple kits for all grade levels	Principal/DCSI	Understanding of use of LLI for Tier 2 instruction	October 30th		
Every other PLC is focused on planning/design work with real-time guidance from PLC lead	1,2	October 16th	PLC lead understand	ILT	Principal obs of PLC Meetings	October 16th		
Teachers and PLC leads use data tracker for all common assessments and unit tests	1,2,3	Nov. 15th	data tracker	ILT	data trackers	ongoing		

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?	**Carryover Milestones**	**New Milestones**

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	Teachers use recurring PLC meetings to collaboratively plan parts of lessons and ILT leading meetings give feedback in meetings to help improve lesson plans	PLCs are led by ILT and follow DDI/PLC protocol after all unit tests and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items. Leveled Literacy Intervention is	Leadership Team leads the charge in better understanding of the district vision, mission, goals, values, and the associated behaviors.
Desired 90-day Outcome	Teachers plan for teaching of HPLS by unpacking the standards and plan	PLCs conduct data meetings for common weekly assessments as well as unit tests.LLI	Leadership Team continues to model through leadership behaviors the mission, visio
Barriers to Address During this Cycle	Maintain quality/frequency of feedback from PLC leads.	Quality of common assessments--will they produce analyzable data that leads to strong rete	Leadership Team meets and receives/review feedback from staff and students.
District Actions for this Cycle	Principal supervisor supports ILT in accessing unit tests and analyzes HP	Prinicipal supervisor ensures that unit tests are clear so that students show all their v	Principal supervisor meets with Leadership Team to provide understanding regarding
District Commitments Theory of Action	If the prinicipal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the ILT, and the district ensures that the campus has access to high-quality unit tests for all grade and content area, and the district commits to providing test results back to the campus within two days from the assessment then the campus will be able to establish strong DDI practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater clarity engage in instructional leadership practices. Principal Supervisor assures LLI kits and training have been provided to the campus.		

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
PLC meetings follow a cycle: Plan/design, common assessment planning, form assessment analysis and reteach, Plan, full data meeting on common assessments	1,2	Dec. 5th	PLC calendar and agenda	ILT	PLC calendar, PLC agenda, Principal obs of PLCs	Ongoing		
DDI instruction as a part of PLC Training	1,2	Dec. 10th	Videos of data meeting for each ILT member	ILT	Videos, sign in	Dec. 10		
Weekly one-on-one meetins with Principal and ILT begin	1,2	Jan. 8th	Meeting agendas, ILTs calendars, data trackers	Dr. Mormon	Calendar, agendas	Ongoing		
ILT meetings analyze 9 week test results (CBAs) and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1,2	Jan. 25th	data tracker, obs calendars	Dr. Mormon	Obs calendars	Jan. 25th		
Leveled Literacy Intervention training and additional kits are purchased for Tier 2 and Tier 3 reading intstructional support	1,2	Nov. 1st	LLI kits for multiple grade levels purchased and on campus	Dr. Mormon	Observation of use	Observation of use		

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?		
	Carryover Milestones	**New Milestones**
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?		

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Desired Annual Outcome	Teachers use weekly PLC meetings to collaboratively plan lessons. Design Team and ILT team members lead meetings and give feedback to help improve lesson plans.	PLCs are led by ILT and follow DDI protocol after all unit tests and for common assessments (teacher created) in between unit tests Common assessments include retest on reteach items.	Leadership Team leads the charge in better understanding of the district vision, mission, goals, values, and the associated behaviors.
Desired 90-day Outcome	Teachers make adjustements to lesson plans based on recurring analysis of exit tickets (observed by PLC lead in PLCs)	80% of students master HPLS after reteach LLI use during Tier 2 and Tier 3 instruction shows progress in reading progress monitoring using the LLI progress monitoring tool.	80% of staff show understanding of the mission, vision, goals, and values
Barriers to Address During this Cycle	Balancing planning adjustments w/space in the scope and sequence, teacher buy in	nothing new - quality/rigor of retest questions? LLI being used with fidelity.	taking time in staff meetings, observation of staff understanding
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on principal coaching ILT to conduct effective data meetings with a	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI, PL also ensures unit tests are graded and returned to campus within 2 days. LLI	Principal supervisor observes staff understanding and behavior of the vision, mission, goals, and values
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, the district ensures that the campus has accessto high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data driven instructional practices, improve the quality and frequency of use of lesson plans, formative assessments, and campus leaders will more frequently, effectively, and with great role clarity engage in instructional leadership practices. Leveled Literacy Intervention kits have been purchased and training has been provided to all staff to use with fidelity.		

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
All students track their data on mastery and update regularly to show progress	1,2	March 1st	Student data trackers to go into Leadership binders--hard copies	ILT--train and push out to teachers	copies of student trackers	March 1st		
ILT meetings analyze 9 week test results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	1,2	March 25th	Data tracker, observation calendars	Dr. Mormon	Observation calendar	March 25th		
PLCs follow cycle: Plan, common assessment planning, plan, formative assessment analysis and reteach, data meeting on common assessments	1,2	Ongoing routine established in cycle 2	PLC calendar and PLC agenda	ILT--train and push out to teachers	PLC calendar, PLC agenda, principal obs of PLCs	Ongoing		
Weekly one-on-one meetings with Principal and ILT continue	1,2,3	Ongoing routine established in cycle 2	Meeting agendas, ILTs calendars, data trackers	Dr. Mormon	calendar, agendas	Ongoing		
Leveled Literacy Intervention kits purchased and training has been provided to all staff for Tier 2 and Tier 3 reading intervention instruction	1,2	Nov. 1	kits purchased Training agendas	Dr. Mormon	Training agendas observation of use kits are on campus progress monitoring	Ongoing		

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?	**Carryover Milestones**	**New Milestones**

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	Teachers use weekly PLC meetings to collaboratively plan lessons. Design Team and ILT team members lead meetings and give feedback to help improve lesson plans.	PLCs are led by ILT and follow DDI protocol after all unit tests and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.	Leadership Team leads the charge in better understanding of the district vision, mission, goals, values, and the associated behaviors.
Did the campus achieve the desired outcome? Why or why not?			

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
Essential Action	ILT establishes recurring weekly meetings to schedule training needs beginning with design and delivery of DDI training.	PLCs prioritize planning with formative and/or common assessments, feedback given on rigor, alignments on standards from PLC lead and guidance/support for designing engaging work. ILT establishes a routine/schedule for training needs	Training of effective rigor and high academic expectations.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

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?	**Carryover Milestones**	**New Milestones**

TIP Components	Notes
Foundations	
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.
Cycles 1, 2, and 3 90-day Action Plan	
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
Cycle 4 90-day Action Plan	
Rationale	Explain the reasons this Essential Action was selected.
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus

Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized
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
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	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