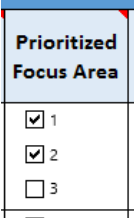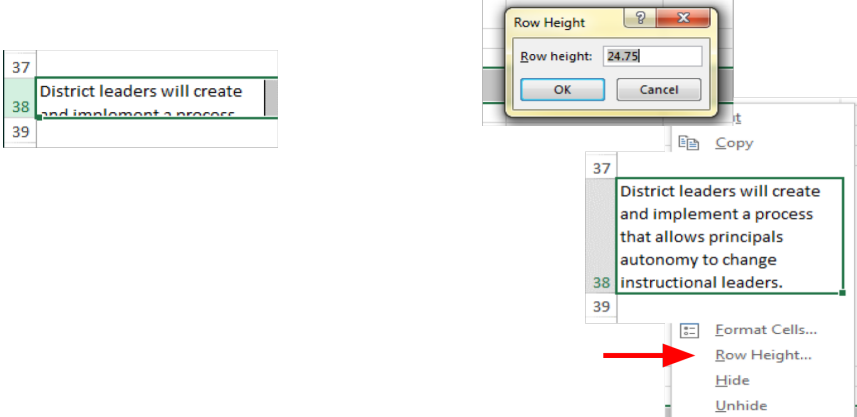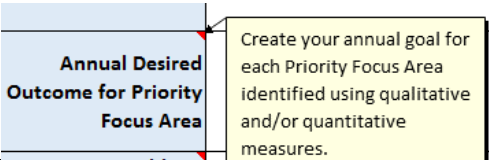## Campus Targeted Improvement Plan

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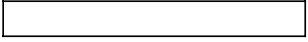
Please complete all sections of the Cycles 1, 2, and 3 tabs except:

- 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	James Tippit Middle School	Superintendent	Dr. Fred Brent	Principal	Alfonso R. Longoria
District Number	246904	Campus Number	000000041	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, 9/25/2019**
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. Bryan Hallmark, 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.	**Alfonso R. Longoira, 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?	Domain 1: 15% gain at approaches, 5% gain at meets and 5% gain at masters would result in a 72 overall Domain 1 score or C Domain 2: based on gains in Domain 1, result would be a 72 overall Domain 2 score or C. Domain 3: goal of 15% gain in student groups resulting in a 74 Domain 3 score or C.
	What changes in student group and subject performance are included in these goals?	Tippit MS did not meet any targets, across subject areas and domains. Student group performance was low across the board. If the campus focuses on a 15% gain at meets and above for all student groups, the result would be a Domain 3 score of 74.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a

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.	3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5
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.	1

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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Rationale	Lesson plans are not required to be submitted and there is no common format for lesson planning. Teachers are however, required to go through the design process. Teachers are required to design lessons that teach learning standards sequenced in the curriculum. Very little assessment observed connected to learning objective. Checks for understanding are not happening frequently.	Teachers meet 3 times a week to plan and design instruction. We have introdced the 4 guiding questions of PLC which addresses the need to progress monitor and assess learning. Departments will evaluate common progress monitoring tools and formative assessment stratagies to be used by department. Teachers will soon begin to have dedicated discussions on data and assessment of learning.	Teachers plan and design learning experiences for students. Some of these expereience are aligned to curriculum. Some of these experiences are assessed for learning to the expected learning standards.
Desired Annual Outcome	Teachers meet multiple times a week in PLC to plan lessons aligned to the curriculum. Teachers will consistnently used formative assessment tools and stratagies to monitor learning.	Teachers use data collected from formative assessment to inform instruction and lesson planning. Teachers will make adjustments to re teach or enrich based on data.	Teachers are very familiar with HPLS and use them to guide instruction always. All learning experiences are aimed to yield student of HPLS.
Barriers to Address During the Year	Lack of use of formative assessment in the past and lack of resources and knowledge in using formative assessment.	Lack of use of formative assessment in the past and lack of resources and knowledge in using formative assessment.	Newly developed district curriculum. Teachers still developing proficiency and accessing the curriculum.
District Commitment Theory of Action:	The district provides a data assessment platform to capture assessment data by item and student level. District policies and practices support effective instruction in schools and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). District policies and practices also support effective instruction in		

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**		

Grade level	Subject tested	Cycle 1 - Goal EOY MAP/Actual BOY MAP			Cycle 2 - MAP			Cycle 3 - MAP			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
6	Reading	Other	43%	30%	Other	50		Other	58		STAAR	60	
6	Math	Other	36%	29%	Other	43		Other	51		STAAR	53	
7	Reading	Other	17%	29%	Other	36		Other	44		STAAR	46	
7	Math	Other	34%	31%	Other	41		Other	49		STAAR	51	
7	Writing	Other	18%		Other	25		Other	33		STAAR	35	
8	Reading	Other	14%	33%	Other	40		Other	48		STAAR	50	
8	Math	Other	19%	40%	Other	47		Other	55		STAAR	57	
8	Science	District Interim	30%		Other	37		Other	45		STAAR	47	
8	Social Studies	District Interim	15%		Other	22		Other	30		STAAR	32	
EOC	ALG1	Other	31%		Other	38		Other	46		STAAR	48	

The "% of Students at Campus Determined Proficiency Level" spans Cycle 1, Cycle 2, Cycle 3. The "% of Students at Meets Grade Level on STAAR or Other Assessment" spans Summative.

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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers meet multiple times a week in PLC to plan lessons aligned to the curriculum. Teachers will consistnently used formative assessment tools and stratagies to monitor learning.	Teachers will identify ways to collect data from formative assessment to determine next steps in instruction.	Teachers are very familiar with HPLS and use them to guide instruction always. All learning experiences are aimed to yield student of HPLS.
Desired 90-day Outcome	Teachers desing learning experiences and plan lessons collaboratively in their PLC time. Teachers in each department have identified at least 3 formative assessment stratagies to use to monitor learning.	Teachers will identify ways to collect data from formative assessment to determine next steps in instruction.	8th Grade Math/ELA & 7th Grade Math/ELA are aligned with scope and sequence.
Barriers to Address During this Cycle	Teacher will need to be equipped and given professional learning opportunities to be able to do this.	Providing teacher with resources that allow them to monitor progress in real time.	Teachers need training on aligning design to the curriculum.
District Actions for this Cycle	District will provide tools to support formative assessment in the classro	District is supporting campus through data analysis and student data reportts allowing campus to conduct student level reviews.	Professional Learning in Designing Engaging Work and The Leading Learning process
District Commitments Theory of Action	The district provides a data assessment platform to capture assessment data by item and student level. District policies and practices support effective instruction in schools and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).　　　　District policies and practices also support effective instruction in schools. The outcome will be that teachers will have formative assessment to inform design for daily instruction that engages students and is aligned to TEKS.		
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
Master schedule is designed to support and implement time for teachers to meet in Professional Learning Communities (PLC) daily. With this time a PLC calendar will be created.	1,2,3	September	PLC Calendar, Agenda template, Time	Alfonso Longoria, Samantha Virnig, Marla Germain	Meeting agendas, observations	Ongoing		
Implement PLC framework	1,2,3	September	4 Guiding PLC Questions, time, leading learning document	Alfonso Longoria, Samantha Virnig, Marla Germain	Meeting agendas, observations, Framework folder	Ongoing		
Identify formative assessment stratagies and tools per department.	1,2	November	Professional learning, digitial tools	Alfonso Longoira, Jordan Folks	Departments create formative assessment list	Ongoing		
All teachers are trained in how to unpack learning standards. All core teachers will be trained in Designing Engaging Work.	1,3	November	Designing Engaging Work training,	Alfonso Longoria, District	Professional learning list	Ongoing		
All teacher are trained in using the district Leading Learning Document.	1,2,3	September	Leading Learning document, training opportunity	Alfonso Longoria, District	Professional learnin opportunity	October 1		
Staff will monitor student performance over time allowing for individualized adjustments to be for both intervention and acceleration over time. Interventionist will provide targeted intervention for	2	Beginning October, Ongoing	Aligned PLC Time, Intervention Resources, progress monitoring	Interventionist and classroom teacher	Formative assessment data monitoring over time	ongoing		
Implement campus wide Drop Everything And Read (DEAR) time twice a week during advisory. All students and staff will participate with a book of their choice. We will promote a culture of literacy by	2	October	Library books, time	Alfonso Longoria, All Campus	Map Data	Ongoing		

All ELA teachers will be trained in Sheltered Instruction to effectively support English Language Learners.	3	September	Time, training	Samantha Virnig, Sarah Coulson, District	LPAC data, TELPAS	Ongoing		
Deploy 2 deticated interventionist (Math & Reading) to begin pushing in to classrooms and also pulling students with intervention needs.	1,2	September	Personnel, Math & Reading Data	Alfonso Longoria, Marla Germain, Rachel Robetson, Amy Dedyan	Map Data, Formative assessments	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?		
	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 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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers meet multiple times a week in PLC to plan lessons aligned to the curriculum. Teachers will consistnently used formative assessment tools and stratagies to monitor learning.	Teachers will identify ways to collect data from formative assessment to determine next steps in instruction.	Teachers are very familiar with HPLS and use them to guide instruction always. All learning experiences are aimed to yield student of HPLS.
Desired 90-day Outcome	Teachers desing learning experiences and plan lessons collaboratively in their PLC time. Teachers in each department have implemented at least 3 formative assessment stratagies and are using them weekly.	Teachers will use data collected from formative assessment to determine next steps in instruction.	8th Grade Math/ELA & 7th Grade Math/ELA are aligned with scope and sequence.
Barriers to Address During this Cycle	Teacher will need to be equipped and given professional learning opportunities to be able to do this.	Providing teacher with resources that allow them to monitor progress in real time.	Teachers utilizing CBA's
District Actions for this Cycle	District will provide tools to support formative assessment in the classroom	District is supporting campus through data analysis and student data reportts allowing campus to conduct student level reviews.	District continues to offer professional learning opporunties for teachers. Teachers a
District Commitments Theory of Action	The district provides a data assessment platform to capture assessment data by item and student level. District policies and practices support effective instruction in schools and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). District policies and practices also support effective instruction in schools. The outcome will be that teachers will have formative assessment to inform design for daily instruction that engages students and is aligned to TEKS.		
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 structures for coaching utilizing C4D2 coaching protocol.	1	January	Time	Alfonso Longoria, Jordan Folks, Marla Germain, Samantha Virnig	Coaching opportunities	Ongoing		
Teacher use common formative assessment to inform instruction.	2	December	Time, assessment tools	Alfonso Longoria, Jordan Folks, Marla Germain, Samantha Virnig	PLC Agenda, observation	Ongoing		
Teachers unpack standards when designing lesson, ensuring that all learning experience are aligned to state standards.	1,3	December	Time, professional learning, framework	Alfonso Longoria, Jordan Folks, Marla Germain, Samantha Virnig	PLC Agenda, observation	Ongoing		
Admin support in PLC's	1,2	December	Time	Alfonso Longoria, Marla Germain, Samantha Virnig	PLC Agenda, observation	Ongoing		
Gather student feedback on campus literacy plan through focus groups.	2	November	Time, Questions	Rachel Robertson	Feedback from questions	November		
Teachers utilizing sheltered instruction stratagies in classrooms	1,2	December	Time, Observation	Samantha Virnig, Sarah Coulson	Observations	Ongoing		
Interventionists develop push in scheduele based on student map data teacher feedback.	2,1,3	December	Time, Data	Alfonso Longoria, Marla Germain, Rachel Robertson, Amy Dedyan	Formative assessments, Map data	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?	

	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.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	Teachers meet multiple times a week in PLC to plan lessons aligned to the curriculum. Teachers will consistnently used formative assessment tools and stratagies to monitor learning.	Teachers will identify ways to collect data from formative assessment to determine next steps in instruction.	Teachers are very familiar with HPLS and use them to guide instruction always. All learning experiences are aimed to yield student of HPLS.
Desired 90-day Outcome	Teachers desing learning experiences and plan lessons collabratively in their PLC time. Teachers in each department have implemented at least 3 formative assessment stratagies and are using them weekly.	Teachers will use data collected from formative assessment to determine intervention groups and standards that need to be addressed.	8th Grade Math/ELA & 7th Grade Math/ELA are aligned with scope and sequence.
Barriers to Address During this Cycle	Teacher will need to be equipped and given professional learning opportunities to be able to do this.	Providing teacher with resources that allow them to monitor progress in real time.	Teachers staying on timeline.
District Actions for this Cycle	District will provide tools to support formative assessment in the classroom	District is supporting campus through data analysis and student data reportts allowing campus to conduct student level reviews.	District continues to offer professional learning opporunties for teachers. Teachers a
District Commitments Theory of Action	The district provides a data assessment platform to capture assessment data by item and student level. District policies and practices support effective instruction in schools and the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical). District policies and practices also support effective instruction in schools. The outcome will be that teachers will have formative assessment to inform design for daily instruction that engages students and is aligned to TEKS.		

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 structures for coaching utulizing C4D2	1	May	Time	Alfonso Longoria, Jordan Folks, Marla Germain, Samantha Virnig	Coaching opportunities	Ongoing		
Teacher use common formative assessment to inform instruction. Implement small group intervention within the classroom	2	May	Time, assessment tools	Alfonso Longoria, Jordan Folks, Marla Germain, Samantha Virnig	PLC Agenda, observation	Ongoing		
Teachers unpack standards when designing lessons.	1,3	May	Time, professional learning, framework	Alfonso Longoria, Jordan Folks, Marla Germain, Samantha Virnig	PLC Agenda, observation	Ongoing		
Admin support in PLC's - Provide coaching on instruction and data digs	1,2	May	Time	Alfonso Longoria, Marla Germain, Samantha Virnig	Calendar	Ongoing		
Staff will monitor student performance over time allowing for individualized adjustments to be for both intervention and acceleration over time. Interventionist will provide targeted intervention for	2	Ongoing	Aligned PLC Time, Intervention Resources, progress monitoring	Interventionist and classroom teacher	Formative assessment data monitoring over time	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?		
	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?		

END OF YEAR REFLECTION		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action			
Desired Annual Outcome	Teachers meet multiple times a week in PLC to plan lessons aligned to the curriculum. Teachers will consistnently used formative assessment tools and stratagies to monitor learning.	#ERROR!	Teachers are very familiar with HPLS and use them to guide instruction always. All learning experiences are aimed to yield student of HPLS.
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	Teachers desing learning experiences and plan lessons collabratively in their PLC time. Teachers in each department have identified at least 2 formative assessment strategies to use to monitor learning	Teachers will identify ways to collect data from formative assessment to determine next steps in instruction.	8th Grade Math/ELA & 7th Grade Math/ELA are aligned with scope and sequence.
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?	

	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?		

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