

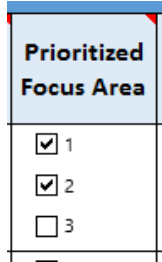
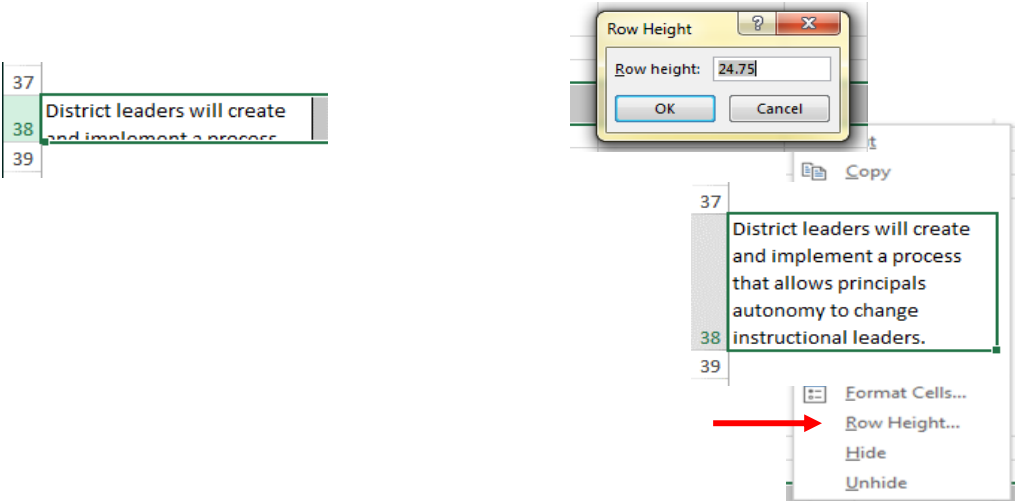
Campus Targeted Improvement Plan

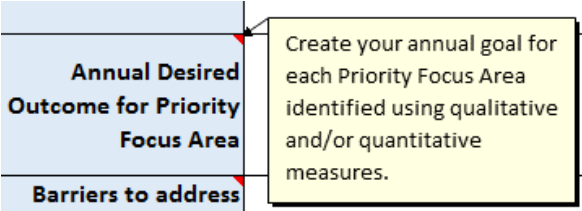
Intervention and Submission documents for the 2019-2020 monitoring year may be found on the Division of School Improvement web page at <https://tea.texas.gov/si/accountabilityinterventions/>

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.	

<p>Viewing cell tips</p>	<p>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.</p> <p>To view the information in the notes box, hover your mouse over the cell.</p>	
<p>Printing the Template</p>	<p>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.</p> <p>To insert, move, or delete page breaks in an Excel worksheet, visit the Microsoft Office help page.</p>	<p>https://support.office.com/en-us/article/insert-move-or-delete-page-breaks-in-a-worksheet-ad3dc726-beec-4a4c-861f-ed640612bdc2</p>

Campus Information							
District Name	Ector County ISD	Campus Name	Odessa High School	Superintendent	Dr. Scott Muri	Principal	Mauricio Marquez
District Number	068901	Campus Number	000000002	District Coordinator of School Improvement (DCSI)	Dalia Benavides	ESC Support	District Support Annette Macias

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. Dalia Benavides
Principal Supervisor <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. Dalia Benavides
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. Mauricio Marquez
Board Approval Date	

Needs Assessment	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Domain 1 Goal 74, Domain 2 Goal 72, Domain 3 Goal 73
	What changes in student group and subject performance are included in these goals? White, EL's and Non-Continuously enrolled student groups will be tracked to improve overall Domain scores.
	If applicable, what goals has your campus set for CCMR and Graduation Rate? CCMR 57% Overall and meet all Domain 3 indicators, 6 year Graduation rate increase to 88%

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.	2

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.	3
5.1 Objective-driven daily lesson plans with formative assessments.	2
5.3 Data-driven instruction.	2

Prioritized Focus Area #1		Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Rationale	Structures are in place to implement a few focused priorities, clear timelines, milestones, metrics, and task owners that address the root cause of low performance. With the added structures, campus instructional leaders will have clear, written, and transparent roles and responsibilities. Tasks will be scheduled on weekly calendars and performance expectations will be clear, written, measurable and match the job responsibilities. Walkthrough data trends will be identified to track progress towards intended outcomes.	Structures are currently in place to implement PLC/Data Meetings where campus instructional leaders review disaggregated data to track and monitor the progress of all students as well as provide evidence-based feedback to teachers. Content teachers have protected time built into the master schedule to meet regularly for in depth conversations about local assessment student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Content teachers use a corrective instruction action planning process both individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students have not learned concepts and create plans to reteach.	
Desired Annual Outcome	Instructional leaders will focus on two specific areas - 1)Ensure that the principals' calendar reflects schedule time to observe lead teams in observation/feedback, PLC observation and data meetings to include modeling the use of these tools and techniques. 2)Ensure that team leaders for tested content subjects and grade levels use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.	Teachers will engage in the data driven instruction (DDI) process during PLC/data meetings to plan and practice the reteach. Dates for reteach activities will be placed on the calendar with list of specific students to address, date and method of assessment with a follow up date for reassessment data review. All tested content area classrooms will include at least one visible student progress tracking artifact which is regularly updated.	
Barriers to Address During the Year	Time management, systems to protect and prioritize instructional leadership time	Scope and sequence adjusted accordingly, but not to the extent that students will not receive instruction on all of the assessed curriculum prior to the STAAR test.	

District Commitment Theory of Action:

IF...the DCSI provides training and coaching of the DDI process for the campus principal AND...the

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		

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	Instructional leaders will focus on two specific areas - 1)Ensure that the principals' calendar reflects schedule time to observe lead teams in observation/feedback, PLC observation and data meetings to include modeling the use of these tools and techniques. 2)Ensure that team leaders for tested content subjects and grade levels use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.	Teachers will engage in the data driven instruction (DDI) process during PLC/data meetings to plan and practice the reteach. Dates for reteach activities will be placed on the calendar with list of specific students to address, date and method of assessment with a follow up date for reassessment data review. All tested content area classrooms will include at least one visible student progress tracking artifact which is regularly updated.	
Desired 90-day Outcome	Instructional leaders will schedule weekly meetings. Data driven instruction (DDI) will be the focus for PLC/Data meetings and training.	Schedule and plan the development of know show charts as well as exit tickets monthly. PLC lead will provide feedback on rigor and alignment to the standards.	
Barriers to Address During this Cycle	Instructional leaders taking a more active role in leading and modeling the DDI process during PLCs/Data meetings.	Instructional specialist and PLC lead's content and concept knowledge for know shows.Teacher perceived loss of autonomy.	
District Actions for this Cycle	Principal supervisor and the campus instructional leaders attend Relay training that includes DDI.	Principal supervisor and the campus instructional leaders attend Relay training that includes DDI.	
District Commitments Theory of Action	IF...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within her PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

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
Calendar all weekly instructional leadership team meetings.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	On-going	Calendar/Google	Principal/Associate Principal	Weekly Instructional Leadership Meetings (ILT) and Admin Meetings agendas/minutes	18-Oct-19		
DCSI and campus leadership Relay training	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	On-going	Relay Training Funds	Principal/Associate Principal	Professional Development provided to staff at start of year- continued implementation	18-Oct-19		
Campus leadership train and model the DDI process through PLC/Data meetings for teachers and teacher leaders.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	First Six Weeks of School	Data Reports	Principal/Associate Principal/IS	Data from PLC	18-Oct-19		
Train teachers on how to create and analyze exit tickets through the PLC process.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	First Six Weeks of School	Lead4ward	Principal/Associate Principal/IS	Walkthroughs and observation of use of Exit Tickets	18-Oct-19		

Determine which campus, classroom and student data tracking tools will be utilized to monitor both student achievement and student growth.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	On-going	Tracking Sheets	Principal/Associate Principal	Tracking Sheets for each re-tester and new testers	18-Oct-19		
Train PLC leads and teachers on how to populate and analyze the data using the data tracking tools.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	First Six Weeks of School	Lead4ward	Principal/Associate Principal/IS	Data Tracking Tool	18-Oct-19		
Calendar short cycle assessment data analysis meetings and prioritize feedback to teachers with lower student mastery.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	On-going	Calendar/Google	Principal/Associate Principal	Assessment Calendar	18-Oct-19		
A plan for reteach, reassess, DDI will be developed and dates for each process will be scheduled.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	On-going	Calendar/Google	Principal/Associate Principal/IS	Observation of process in PLC	18-Oct-19		
Teachers and PLC leads will use data trackers for all short cycle assessments and mock STAAR tests.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	On-going	Data Reports	Principal/Associate Principal/IS	Data Tracking Tool	18-Oct-19		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

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	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	Instructional leaders will focus on two specific areas - 1)Ensure that the principals' calendar reflects schedule time to observe lead teams in observation/feedback, PLC observation and data meetings to include modeling the use of these tools and techniques. 2)Ensure that team leaders for tested content subjects and grade levels use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.	Teachers will engage in the data driven instruction (DDI) process during PLC/data meetings to plan and practice the reteach. Dates for reteach activities will be placed on the calendar with list of specific students to address, date and method of assessment with a follow up date for reassessment data review. All tested content area classrooms will include at least one visible student progress tracking artifact which is regularly updated.	
Desired 90-day Outcome	Instructional leaders will schedule weekly meetings. Data driven instruction (DDI) will be the focus for PLC/Data meetings and training.	Schedule and plan the development of know show charts as well as exit tickets monthly. PLC lead will provide feedback on rigor and alignment to the standards.	
Barriers to Address During this Cycle	Instructional leaders taking a more active role in leading and modeling the DDI process during PLCs/Data meetings.	Instructional specialist and PLC lead's content and concept knowledge for know shows. Teacher perceived loss of autonomy.	
District Actions for this Cycle	Principal supervisor and the campus instructional leaders attend Relay training that includes DDI.	Principal supervisor and the campus instructional leaders attend Relay training that includes DDI.	
District Commitments Theory of Action	IF...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within her PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

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
Teachers will track their class and individual student data for each short cycle assessment. Data meetings with a focus on analyzing the student achievement and student progress tracker data will be scheduled after each short cycle assessment.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	ongoing	none	Content Area Teachers	PLC minutes and Data meeting minutes	ongoing		
Instructional coaches support will be prioritized using common assessment data and teacher coaching support to include gradual release model will be implemented until student achievement and student growth scores on short cycle	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	March 2020, April 2020	none	Instructional Specialists	Teacher walkthrough data	ongoing		
	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>							

	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	On-going						
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							

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 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities.	5.3 Data-driven instruction.	
Desired Annual Outcome	Instructional leaders will focus on two specific areas - 1)Ensure that the principals' calendar reflects schedule time to observe lead teams in observation/feedback, PLC observation and data meetings to include modeling the use of these tools and techniques. 2)Ensure that team leaders for tested content subjects and grade levels use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings.	Teachers will engage in the data driven instruction (DDI) process during PLC/data meetings to plan and practice the reteach. Dates for reteach activities will be placed on the calendar with list of specific students to address, date and method of assessment with a follow up date for reassessment data review. All tested content area classrooms will include at least one visible student progress tracking artifact which is regularly updated.	
Desired 90-day Outcome	Instructional leaders will schedule weekly meetings. Data driven instruction (DDI) will be the focus for PLC/Data meetings and training.	Schedule and plan the development of know show charts as well as exit tickets monthly. PLC lead will provide feedback on rigor and alignment to the standards.	
Barriers to Address During this Cycle	Instructional leaders taking a more active role in leading and modeling the DDI process during PLCs/Data meetings.	Instructional specialist and PLC lead's content and concept knowledge for know shows. Teacher perceived loss of autonomy.	
District Actions for this Cycle	Principal supervisor and the campus instructional leaders attend Relay training that includes DDI.	Principal supervisor and the campus instructional leaders attend Relay training that includes DDI.	
District Commitments Theory of Action	IF...the DCSI provides training and coaching of the DDI process for the campus principal AND... the principal embraces and implements the full DDI cycle within her PLCs AND... ensures every lesson is built on the foundation of an aligned and objective-driven lesson plan THEN...the campus will establish healthy DDI practices which will, in turn, drastically improve student outcomes for our learners.		

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
Teachers will track their class and individual student data for each short cycle assessment. Data meetings with a focus on analyzing the student achievement and student progress tracker data will be scheduled after each short cycle assessment.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	After each short cycle assessment	none	Content Area Teachers	PLC minutes and Data meeting minutes	ongoing		
Instructional coaches support will be prioritized using common assessment data and teacher coaching support to include gradual release model will be implemented until student achievement and student growth scores on short cycle assessments meet the cycle goals.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	March 2020, April 2020	none	Instructional Specialists	Teacher walkthrough data	ongoing		
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>							

	<input type="checkbox"/>							
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	<input type="checkbox"/>							

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	Instructional leaders will focus on two specific areas - 1)Ensure that the principals' calendar reflects schedule time to observe lead teams in observation/feedback, PLC observation and data meetings to include	Teachers will engage in the data driven instruction (DDI) process during PLC/data meetings to plan and practice the reteach. Dates for reteach activities will be placed on the calendar with list of specific students to address, date and method of assessment	
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	Instructional leaders will schedule weekly meetings. Data driven instruction (DDI) will be the focus for PLC/Data meetings and training.	Schedule and plan the development of know show charts as well as exit tickets monthly. PLC lead will provide feedback on rigor and alignment to the standards.	
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
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							

	1 2 3							
	1 2 3							
	1 2 3							
	1 2 3							
	1 2 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 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	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.
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 towards achieving this action.
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 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.