Sam Houston High School
Targeted Improvement Plan
2019-2020

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 towards achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information

District Name	San Antonio Independent School District	Campus Name	Sam Houston High School	Superintendent	Mr. Pedro Martinez	Principal	Dr. Delinda Castro/Dr. Mateen Diop
District Number	015907	Campus Number	015907006	District Coordinator of School Improvement (DCSI)	Mr. Daniel Girard	ESC Support	Jamie Goodwin Shannon Allen

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.	**Daniel Girard 10/14/19**
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.	**n/a**
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. Delinda Castro, Dr. Mateen Diop 10/14/19**
Board Approval Date	2019-11-11	

Needs Assessment

	What accountability goals for each Domain has your campus set for the year?	71 for Domain 1, 79 for Domain 2, 75 for Domain 3 =Over all 78 C
Data Analysis Questions	What changes in student group and subject performance are included in these goals?	Increasing in the Approaches from 56% to 78% in all tested areas, increase Meets from 25% to 28% in all tested areas and increase Masters from 6% to 7% (Domain 1). Achieving 5 out of 16 student groups under Academic Achievement (Domain 3).
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Increasing our College, Career, and Military Readiness from 42% to 50%. Increase Graduation rate from 83.7% to 86% .

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

	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.	
Rationale	In order to increase student performance, students must perform at high levels daily. We measure this by reviewing and vetting daily formative assessments (exit tickets) where teachers not only check but respond to student learning. Teachers have not examined their lessons and evidence of student learning to the level of efficacy that is needed in order to improve student achievement.	Lessons are planned with the end in mind. Daily formative assessments are created and then lesson actives are backwards mapped. Once exit tickets are reviewed, immediate student feedback is given where teachers can address the gaps in student learning and teacher instruction.	
Desired Annual Outcome	The desired outcome is aligned lessons from lesson objective to lesson activities to measuring student learning through daily formative assessments. The cycle for improvement will be vetting lessons and formative assessments before they are given. This will entail feedback for improvement and extension. Annual goal: 78% Approaches, 28% Meets, 7% Masters.	The desired outcome is for all teachers to collect and track student data in order to monitor student progress. Students will track their own data from daily formative assessments, curriculum based assessments and district benchmarks. Data meetings during PLC will be weekly system where student gaps are identified and action plans to close these gaps will be executed. Annual Goal: 78% Approaches, 28% Meets, 7% Masters	
Barriers to Address During the Year	Weekly PLC structure for reviewing and vetting daily formative assessments (first year of implementation). Teacher re-assignment due to falling student enrollment. Low student attendance.	Teacher professional development on tracking student data and goal setting for students based on daily formative assessments. Teacher re-assignment due to failing student enrollment. Low student attendance.	
District Commitment Theory of Action:	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve.		

ESF Diagnostic Results
(To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)

Date of ESF Diagnostic	n/a	
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	% 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
9th	ELAR	District Interim	20%	30%	District Interim	40		Benchmark	50		STAAR	60%	
9th	ALG I	District Interim	25%	31%	District Interim	45		Benchmark	50		STAAR	60%	
9th	BIO	District Interim	22%	28%	District Interim	45		Benchmark	50		STAAR	60%	
10th	ELAR II	District Interim	20%	14%	District Interim	20		Benchmark	30		STAAR	40%	
11TH	US History	District Interim	20%	17%	District Interim	25		Benchmark	30		STAAR	40%	

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.	
Desired Annual Outcome	The desired outcome is aligned lessons from lesson objective to lesson activities to measuring student learning through daily formative assessments. The cycle for improvement will be vetting lessons and formative assessments before they are given. This will entail feedback for improvement and extension. Annual goal: 78% Approaches, 28% Meets, 7% Masters.	The desired outcome is for all teachers to collect and track student data in order to monitor student progress. Students will track their own data from daily formative assessments, curriculum based assessments and district benchmarks. Data meetings during PLC will be weekly system where student gaps are identified and action plans to close these gaps will be executed. Annual Goal: 78% Approaches, 28% Meets, 7% Masters	
Desired 90-day Outcome	Protocol for backwards mapping of lessons beginning with the end in mind. Ensuring the vetting of exit tickets and lesson plans occur during PLC. 1st year of implantation for all teachers.	All instruction driven by daily formative assessment and exit ticket results. Student goal setting every three weeks and evidence of goal achievement.	
Barriers to Address During this Cycle	Teacher re-assignment due to falling student enrollment. Exit ticket protocols being followed with fidelity.	Teacher re-assignment due to falling enrollment. Exit ticket protocols being followed with fidelity.	
District Actions for this Cycle	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, Professional Learning Networks and Weekly Curriculum Director site visits.	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, Professional Learning Networks and Weekly Curriculum Director site visits.	
District Commitments Theory of Action	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve.		

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 teachers create daily formative assessments and respond to student understanding and misunderstanding through aggressive monitoring of classroom instruction	#1 and #2	Sept-Nov	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	22-Nov-19		
Facilitate weekly PLC using data protocols tracking student data. Reviewing and vetting exit tickets(PLC).	#1 and #2	Sept-Nov	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	22-Nov-19		

Student Assessment Predictions based on curriculum based assessments, exit tickets and formative assessments (PLC)	#1 and #2	Sept-Nov	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	22-Nov-19	
Continue to drive all decisions through our campus Theory of Action	#1 and #2	Sept-Nov	None	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Theory of Action, Faculty Meeting Agendas, PLC agendas	22-Nov-19	
Coaching teachers through weekly walk-throughs and face to face feedback. Providing specific bite sized instructional feedback and monitoring the implementation of given feedback	#1 and #2	Sept-Nov	None	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Walk through feedback and response from teachers	22-Nov-19	

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.	
Desired Annual Outcome	The desired outcome is aligned lessons from lesson objective to lesson activities to measuring student learning through daily formative assessments. The cycle for improvement will be vetting lessons and formative assessments before they are given. This will entail feedback for improvement and extension. Annual goal: 78% Approaches, 28% Meets, 7% Masters.	The desired outcome is for all teachers to collect and track student data in order to monitor student progress. Students will track their own data from daily formative assessments, curriculum based assessments and district benchmarks. Data meetings during PLC will be weekly system where student gaps are identified and action plans to close these gaps will be executed. Annual Goal: 78% Approaches, 28% Meets, 7% Masters	
Desired 90-day Outcome	Protocol for backwards mapping of lessons beginning with the end in mind. Ensuring the vetting of exit tickets and lesson plans occur during PLC. 1st year of implantation for all teachers.	All instruction driven by daily formative assessment and exit ticket results. Student goal setting every three weeks and evidence of goal achievement.	
Barriers to Address During this Cycle	Exit ticket vetting and PLC protocols being executed with fidelity.	Exit ticket vetting and PLC protocols being executed with fidelity.	
District Actions for this Cycle	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, Professional Learning Networks and Weekly Curriculum Director site visits.	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, Professional Learning Networks and Weekly Curriculum Director site visits.	
District Commitments Theory of Action	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve.		

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 teachers create daily formative assessments and respond to student understanding and misunderstanding through aggressive monitoring of classroom instruction	#1 and #2	Dec-Feb	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	February 28, 2020		
Facilitate weekly PLC using data protocols tracking student data. Reviewing and vetting exit tickets(PLC).	#1 and #2	Dec-Feb	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	February 28, 2020		

Student Assessment Predictions based on curriculum based assessments, exit tickets and formative assessments (PLC)	#1 and #2	Dec-Feb	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	February 28, 2020	
Continue to drive all decisions through our campus Theory of Action	#1 and #2	Dec-Feb	None	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Theory of Action, Faculty Meeting Agendas, PLC agendas	February 28, 2020	
Coaching teachers through weekly walk-throughs and face to face feedback. Providing specific bite sized instructional feedback and monitoring the implementation of given feedback	#1 and #2	Dec-Feb	None	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Walk through feedback and response from teachers	February 28, 2020	

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.	
Desired Annual Outcome The desired outcome is aligned lessons from lesson objective to lesson activities to measuring student learning through daily formative assessments. The cycle for improvement will be vetting lessons and formative assessments before they are given. This will entail feedback for improvement and extension. Annual goal: 78% Approaches, 28% Meets, 7% Masters.	The desired outcome is for all teachers to collect and track student data in order to monitor student progress. Students will track their own data from daily formative assessments, curriculum based assessments and district benchmarks. Data meetings during PLC will be weekly system where student gaps are identified and action plans to close these gaps will be executed. Annual Goal: 78% Approaches, 28% Meets, 7% Masters	
Desired 90-day Outcome Protocol for backwards mapping of lessons beginning with the end in mind. Ensuring the vetting of exit tickets and lesson plans occur during PLC. 1st year of implantation for all teachers.	All instruction driven by daily formative assessment and exit ticket results. Student goal setting every three weeks and evidence of goal achievement.	
Barriers to Address During this Cycle Exit ticket vetting and PLC protocols being executed with fidelity.	Exit ticket vetting and PLC protocols being executed with fidelity.	
District Actions for this Cycle DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, Professional Learning Networks and Weekly Curriculum Director site visits.	DCSI coaching campus principals weekly over Exit Tickets, formative assessments and curriculum based assessments. Monthly principal meetings, Professional Learning Networks and Weekly Curriculum Director site visits.	
District Commitments Theory of Action The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve.		

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 teachers create daily formative assessments and respond to student understanding and misunderstanding through aggressive monitoring of classroom instruction	#1 and #2	Mar-May	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	May 29, 2020		
Facilitate weekly PLC using data protocols tracking student data. Reviewing and vetting exit tickets(PLC).	#1 and #2	Mar-May	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	May 29, 2020		

Student Assessment Predictions based on curriculum based assessments, exit tickets and formative assessments (PLC)	#1 and #2	Mar-May	Eduphoria, Lead4Ward, Instructional Specialist Support, Master Teacher Pullouts, Professional Learning through campus leadership and monthly district professional learning (EPIC SATURDAYS)	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Daily Formative Assessments, Exit Ticket Data, Curriculum Based Assessments, District Benchmark	May 29, 2020	
Continue to drive all decisions through our campus Theory of Action	#1 and #2	Mar-May	None	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Theory of Action, Faculty Meeting Agendas, PLC agendas	May 29, 2020	
Coaching teachers through weekly walk-throughs and face to face feedback. Providing specific bite sized instructional feedback and monitoring the implementation of given feedback	#1 and #2	Mar-May	None	Dr. Diop & Dr. Castro-, Administrative Team and Instructional Coaches	Walk through feedback and response from teachers	May 29, 2020	

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	0	0	0
Desired Annual Outcome	The desired outcome is aligned lessons from lesson objective to lesson activities to measuring student learning through daily formative assessments. The cycle for improvement will be vetting lessons and formative assessments before they are given. This will entail feedback for improvement and extension. Annual goal: 78% Approaches, 28% Meets, 7% Masters.	The desired outcome is for all teachers to collect and track student data in order to monitor student progress. Students will track their own data from daily formative assessments, curriculum based assessments and district benchmarks. Data meetings during PLC will be weekly system where student gaps are identified and action plans to close these gaps will be executed. Annual Goal: 78% Approaches, 28% Meets, 7% Masters	
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	Protocol for backwards mapping of lessons beginning with the end in mind. Ensuring the vetting of exit tickets and lesson plans occur during PLC. 1st year of implantation for all teachers.	All instruction driven by daily formative assessment and exit ticket results. Student goal setting every three weeks and evidence of goal achievement.	
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	The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures). District policies and practices support effective instruction in schools. The district has effective systems for identifying and supporting struggling learners. Achievement gaps will close, creating more opportunities for students in their future educational endeavors and campus culture and community connections will improve.		

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?		