

LEA Name:	Coolidge Independent School District
Campus Name:	Coolidge Elementary School

Needs Assessment Summary and Improvement Plan

Definition/Purpose:	<p>After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:</p> <p>Step 1: Clarify and prioritize problem statements Step 2: Establish the purpose of assessing root causes and establish the team Step 3: Gather data Step 4: Data analysis Step 5: Root cause analysis</p> <p>The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.</p>				
	Problem Statements (PS):				
<i>Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	Systems that are designed to effectively guide classroom instruction have not been implemented within the campus and or district.	is occurring because of Root Cause #1	Root Cause 1:	The district staff has not included a curriculum and instruction specialist to lead the building of systems that will guide instruction and assessments at the appropriate level of rigor.
	PS 2:	The academic achievement of Special Education students is not at the level desired as demonstrated by the 2014 STAAR results.	is occurring because of Root Cause #2	Root Cause 2:	The lack of high expectations for all Special Education students in coordination with the absence of appropriate grade-level instruction resulted in a lower level of student performance than acceptable for their learning.
	PS 3:		is occurring because of Root Cause #3	Root Cause 3:	
	PS 4:		is occurring because of Root Cause #4	Root Cause 4:	
	PS 5:		is occurring because of Root Cause #5	Root Cause 5:	
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	
<p>Identified and Prioritized Root Causes: It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBM indicator and ensure those are your prioritized Root Causes.</p> <p style="text-align: center;"><i>If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.</i></p>					

***** Important Notice! Improvement Required (IR) districts/campuses must complete the following Attestation Statement to fulfill TEC §39.106 requirements.*****

Attestation Statement:

By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

LEA Name: <i>Coolidge Independent School District</i>			
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Needs Assessment Summary and Improvement Plan			
Root Cause 1:	The district staff has not included a curriculum and instruction specialist to lead the building of systems that will guide instruction and assessments at the appropriate level of rigor.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	The campus will reach 70% rate on all STAAR tests with 30% of students meeting the Phase III Final recommended standard by the end of the 2014-2015 school year.		
Strategy:	The campus will design processes and procedures that are aligned throughout the district in order to correlate curriculum and instruction that will improve student achievement.		
How will addressing this Root Cause impact the index/indicator/CSF?	Student achievement will improve to the level outlined in the annual goal.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: 100% of teachers will be monitored at least 4 times per week to ensure quality and level of instruction with feedback given.	Q2 Goal: 50% of students will meet standards (set at 65% mastery) on the CBAs administered with 15% meeting Level III.	Q3 Goal: 60% of students will meet standards (set at 65% mastery) on the CBAs administered with 15% meeting Level III.	Q4 Goal: The campus will reach the level as described in annual goal.
Interventions:	Interventions:	Interventions:	Interventions:
<p>We are a year round school with Accelerated Instruction October 6-9, 2014 from 8:00a.m. to 1:00 p.m.</p> <p>Teachers will attend trainings at ESC 12 as walkthrough data determines need. Teachers will share information they receive at follow-up staff meetings with a focus on appropriate questioning.</p> <p>Walkthrough data will ensure that all student expectations are posted and utilized as an instructional tool.</p> <p>Data disaggregation sessions for each core curriculum teacher will be held during PLC meetings to plan for targeted interventions and rigorous daily classroom instruction.</p>	<p>Teachers will vet and validate all instructional resources and materials being used to ensure they are at the level of rigor required for STAAR. (Reading, Writing, Math and Science.) This process will continue throughout this quarter. The principal will monitor each session.</p> <p>Data disaggregation sessions for each core curriculum teacher will be held during PLC meetings to plan for targeted interventions and rigorous daily classroom instruction. Writing portfolios will be reviewed during the data disaggregation planning sessions. Data that has been documented following CBAs will be utilized by the teachers and campus principal to plan for interventions as well as RTI sessions will be held that are designed for intervention with students who are not at the level needed for success. There will be sessions for reading, math, writing and science. This will be on-going process during this quarter by teachers with administrators monitoring the sessions.</p> <p>Follow-up professional development in Capturing Kids Hearts will be held that reinforces relationship building within the classroom.</p>	<p>Teachers will continue to vet all materials and assessment questions to ensure that they are at the level needed to meet the rigor of STAAR. (Reading, Writing, Math and Science.) This process will continue throughout this quarter. The principal will monitor each session.</p> <p>Data disaggregation sessions for each core curriculum teacher will be held during PLC meetings to plan for targeted interventions and rigorous daily classroom instruction. Writing portfolios will be reviewed during the data disaggregation planning sessions. Data that has been documented following CBAs will be utilized by the teachers and campus principal to plan for interventions as well as RTI sessions will be implemented for students who are not at the mastery level. There will be sessions for reading, math, writing and science. This will be on-going process during this quarter by teachers with administrators monitoring the sessions.</p> <p>Coolidge ISD is a year-round school with Accelerated Instruction scheduled for March 9-12, 2015 from 8:00 am to 1:00 pm daily. The principal will work in collaboration with the staff to plan and implement Accelerated Instruction for targeted students.</p>	<p>Interventions will be provided for those students who do not meet mastery during the months of June/July. Coolidge ISD is a year-round school. The principal and teachers will review all data during PLC sessions to plan and design targeted interventions.</p> <p>Data disaggregation planning sessions for each core curriculum teacher will be held following the summer session to plan for the 2015-16 school year. The principal and teachers will review all data to plan and design targeted interventions to be implemented at the beginning of the new school year with an RTI sessions will be held that are designed for intervention with students who are not at the mastery level. There will be sessions for reading, math, writing and science. This will be on-going process during this quarter by teachers with administrators monitoring the sessions.</p> <p>Leadership teams will plan RTI tiers I, II, and III and interventions based on the preliminary STAAR results. Teachers and staff will review all data in order to make decisions concerning interventions and Tiers to begin the new school year.</p>
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
<ol style="list-style-type: none"> 1) Walkthrough documentation 2) Common Six Weeks Assessments 3) Professional development implementation as recorded through walkthrough information. 4) Classroom grades 	<ol style="list-style-type: none"> 1) Walkthrough documentation 2) Common Six Weeks Assessments 3) Classroom grades 4) Data Wall for visual representation of all assessments 	<ol style="list-style-type: none"> 1) Walkthrough documentation 2) Common Six Weeks Assessments 3) Classroom grades 4) Data Wall for visual representation of all assessments. 	<ol style="list-style-type: none"> 1) Lesson plans for summer intervention. 2) STAAR results 3) Campus Improvement Plan 4) Parent/Teacher/Student Surveys

If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.

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End of Quarter Reporting

Q1 Report <small>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</small>		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	Common Assessments, Six Weeks Tests, STAAR, Attendance and discipline	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	None at this time	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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Needs Assessment Summary and Improvement Plan			
Root Cause 2:	The lack of high expectations for all Special Education students in coordination with the absence of appropriate grade-level instruction resulted in a lower level of student performance than acceptable for their learning.		
Index Number:	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
Annual Goal:	60% of Special Education students will meet mastery on the 2014-2015 STAAR assessments.		
Strategy:	Increase the learning time with the special education students through creative intervention sessions.		
How will addressing this Root Cause impact the index/indicator/CSF?	Special Education students will reach the mastery level of STAAR on the 2015-16 school year.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:
<p style="color: red; font-size: small;">If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</p>	1) Employ an additional staff member to provide extended learning time for special education students. The campus and district administrators will expedite this intervention.	1) Data review by teachers using data sheets/profiles to adjust instruction to meet the needs of the targeted students. Teachers and administration will review data in order to determine if adjustments are needed in the instruction within the classroom.	1) Data review by teachers using data sheets/profiles and STAAR results to adjust instruction to meet the needs of the targeted students. (Acceleration sessions- year round school). Teachers and administration will review data in order to determine if adjustments are needed in the instruction within Administration will review data to ensure correct scheduling for the 2015-2016 school year.
	2) Provide professional development on differentiation of instruction for selected staff members. Principals will make targeted decisions concerning PD based on documentation from grades, CBAs and walkthroughs .	2) Walkthroughs to ensure differentiation of instruction is at the appropriate level. Principal will complete walkthroughs and share findings with staff in order to review level of instruction.	2) Professional development for special education teachers and regular education teachers as determined by need. Special Education director and principal will work in collaboration to assess professional development needs and plan for sessions to address the needs.
	3) Employ systems of safeguards and procedures to monitor students' progress at the classroom level to determine if additional services are needed. A schedule will be produced for students targeted to receive extended learning time. Special Education Department, principal and staff will monitor progress of special education students.	3) Provide an adjusted schedule for students to follow who are receiving extended learning times. Principal will produce the extended learning time schedule.	4) Professional development delivered by dyslexia specialist/diagnosticians to plan for 2015-2016 school year. Teachers and dyslexia specialist/diagnosticians will be responsible for these activities.
	4) Provide individual data sheets/profiles on each student receiving special education services in coordination with the regular classroom. Teachers will produce profiles in collaboration with the students in order for them to more closely monitor their own progress.	4) Special education teachers will meet for bridging purposes with the regular education teachers during PLC sessions. Special education teachers and regular education teachers will participate. The principal will monitor the sessions.	
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?
1)	1) Classroom schedules and times for new staff member to follow.	1) Data and Profile sheets	1) Data and Profile sheets
2)	2) Walkthrough documentation will show that implementation of accurate differentiation of instruction is in place.	2) Walkthrough documentation	2) Teacher planning minutes with administrators concerning PD received.
3)	3) Student schedules	3) Student schedules	3) Implementation notes as designed from PD delivered by specialists.
4)	4) Student data sheets/profiles	4) PLC meeting minutes to review for intervention purposes	4) STAAR

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End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.							
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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Root Cause 3:					
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	<enter text>	
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ?	<enter text>	
			How will addressing this Root Cause impact the index/indicator/CSF? ?	<enter text>	

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Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
?	?	?	?
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:
<p style="color: red; font-size: small;">If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</p>	1)	1)	1)
	2)	2)	2)
	3)	3)	3)
	4)	4)	4)
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)
End of Quarter Reporting			
Q1 Report	Q2 Report	Q3 Report	Q4 Report
<p style="color: red; font-size: small;">If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</p>			
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting			
Did you meet your annual goal?	Select	<p>If YES, to what do you attribute your success?</p> <p>If NO, to what do you attribute your lack of success?</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals </div> <div> <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training </div> </div> <p><If there are other factors or additional explanation needed, please explain here></p>

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Root Cause 4:			
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ? <enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ? <enter text> How will addressing this Root Cause impact the index/indicator/CSF? ? <enter text>

Interventions by Quarter			
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Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
? Q1 Goal:	? Q2 Goal:	? Q3 Goal:	? Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	1) 2) 3) 4)	1) 2) 3) 4)	1) 2) 3) 4)
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
1) 2) 3) 4)	1) 2) 3) 4)	1) 2) 3) 4)	1) 2) 3) 4)

End of Quarter Reporting			
Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>	Q2 Report	Q3 Report	Q4 Report

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Needs Assessment Summary and Improvement Plan			
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting			
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training
<If there are other factors or additional explanation needed, please explain here>			
Root Cause 5:			
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ? <enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ? <enter text>
			How will addressing this Root Cause impact the index/indicator/CSF? ? <enter text>
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
? Q1 Goal:	? Q2 Goal:	? Q3 Goal:	? Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:
	1)	1)	1)
<i>If this is your first submission (October 31st) of the 2014-2015 targeted</i>	2)	2)	2)

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improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		3)		3)		3)
		4)		4)		4)

What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	
4)		4)		4)		4)	

End of Quarter Reporting

Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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Root Cause 6:	
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar
Annual Goal:	? <enter text>
Strategy:	? <enter text>
How will addressing this Root Cause	? <enter text>

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LSCA Funded Principles (11.07) Major Systems	<input type="checkbox"/> CSF 4-Increased Learning Time/LSCA TP: Reassigned Student Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers				
Interventions by Quarter					
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)		
?	?	?	?		
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:		
Interventions:	Interventions:	Interventions:	Interventions:		
<i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</i>	1)	1)	1)		
	2)	2)	2)		
	3)	3)	3)		
	4)	4)	4)		
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?		
1)	1)	1)	1)		
2)	2)	2)	2)		
3)	3)	3)	3)		
4)	4)	4)	4)		
End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report	Q4 Report	
<i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>					
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting					

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Did you meet your annual goal?	Select	If YES , to what do you attribute your success? If NO , to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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Root Cause 7:				
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ?	<enter text>
			How will addressing this Root Cause impact the index/indicator/CSF? ?	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: ?		Q2 Goal: ?		Q3 Goal: ?		Q4 Goal: ?	
Interventions:		Interventions:		Interventions:		Interventions:	
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.	1)	1)	1)	1)	1)	1)	1)
	2)	2)	2)	2)	2)	2)	2)
	3)	3)	3)	3)	3)	3)	3)
	4)	4)	4)	4)	4)	4)	4)
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor interventions?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	

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4)		4)		4)		4)	
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End of Quarter Reporting

Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

End of Year Reporting

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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Root Cause 8:	
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
Annual Goal:	<enter text>
Strategy:	<enter text>
How will addressing this Root Cause impact the index/indicator/CSF?	<enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
?	?	?	?
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:
	1)	1)	1)

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If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		2)		2)		2)		
		3)		3)		3)		
		4)		4)		4)		
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data was collected to monitor interventions?		
1)		1)		1)		1)		
2)		2)		2)		2)		
3)		3)		3)		3)		
4)		4)		4)		4)		
End of Quarter Reporting								
Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		Q2 Report		Q3 Report		Q4 Report		
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		
End of Year Reporting								
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals			<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training		<If there are other factors or additional explanation needed, please explain here>
Root Cause 9:								
Index Number:		<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal:	<input type="text" value="<enter text>"/>			
Index Number:				Strategy:	<input type="text" value="<enter text>"/>			

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<p>Critical Success Factors (CSFs)</p> <p>ESEA Turnaround Principles (TPs)</p> <p>Major Systems</p>	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
How will addressing this Root Cause impact the index/indicator/CSF? <enter text>			
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
Q1 Goal: ?	Q2 Goal: ?	Q3 Goal: ?	Q4 Goal: ?
Interventions:	Interventions:	Interventions:	Interventions:
<p>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</p>	1)	1)	1)
	2)	2)	2)
	3)	3)	3)
	4)	4)	4)
What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data will be collected to monitor interventions?	What data was collected to monitor interventions?
1)	1)	1)	1)
2)	2)	2)	2)
3)	3)	3)	3)
4)	4)	4)	4)
End of Quarter Reporting			
Q1 Report	Q2 Report	Q3 Report	Q4 Report
<p><i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i></p>			
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select
Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.
What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?

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Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process	<input type="checkbox"/> Quarterly Planning Process	<If there are other factors or additional explanation needed, please explain here>
			<input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	

Root Cause 10:				
Index Number:	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness		Annual Goal: ?	<enter text>
	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		Strategy: ?	<enter text>
Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems			How will addressing this Root Cause impact the index/indicator/CSF? ?	<enter text>

Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: ?		Q2 Goal: ?		Q3 Goal: ?		Q4 Goal: ?	
Interventions:		Interventions:		Interventions:		Interventions:	
If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?		What data will be collected to monitor interventions?	
1)		1)		1)		1)	
2)		2)		2)		2)	

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3)	3)		
4)	4)		
End of Quarter Reporting			
Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>	Q2 Report	Q3 Report	Q4 Report
Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select	Are you on track to meet the annual goal? Select
Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.	Describe the data or evidence used to determine if the goal will or won't be met.
What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?	What, if any, adjustments must be made in order to meet the annual goal?
End of Year Reporting			
Did you meet your annual goal? Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training
			<If there are other factors or additional explanation needed, please explain here>