

LEA Name:	Coolidge ISD
Campus Name:	N/A

Needs Assessment Summary and Improvement Plan

Definition/Purpose: 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:
 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

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

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 district.	is occurring because of Root Cause #1	Root Cause 1:	There has been no district initiative to focus on Curriculum and Instruction and the alignment of everything involved in that area.
	PS 2:	The academic achievement of Special Education students is not at the level desired.	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:	

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.

If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.

***** 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 ISD</i>			
Campus Name: <i>N/A</i>			
Needs Assessment Summary and Improvement Plan			
Root Cause 1:	There has been no district initiative to focus on Curriculum and Instruction and the alignment of everything involved in that area.		
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 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 the 70% rate on all STAAR / EOC tests with 30% of the students meeting the Final Phase 3 Recommended standard by the end of the 2014-15 school year.		
Strategy:	The district will design curriculum & instructional policies, processes, & procedures in order to correlate curriculum & instruction that will improve student achievement.		
How will addressing this Root Cause impact the index/indicator/CSF?	Student growth and achievement will align with the 2014-15 annual instructional 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 standard (set at 65% mastery) on the CBAs administered with 15% meeting Final Phase - in Level 3.	Q3 Goal: 60% of students will meet standard (set at 65% mastery) on the CBAs administered with 15% meeting Final Phase - in Level 3.	Q4 Goal: The district will reach the set achievement levels stated in the 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 determined needs. Teachers will share received information at follow-up 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 for each core curriculum area will be held with individual teachers to ensure targeted interventions are in place and appropriate for identified students.</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 the quarter. The principals will monitor each session.</p> <p>1) 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. The principals will monitor this process throughout the quarter to ensure that interventions are targeted and rigor is apparent at the level.</p> <p>2) 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 an on-going process during this quarter by teachers with administrators monitoring the sessions.</p> <p>3) Follow-up professional development in Capturing Kids Hearts on January 6th to ensure building of relationships is occurring within each classroom.</p> <p>4)</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.) The principals will work closely with the teachers and monitor each session.</p> <p>1) 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 collected following CBAs will be utilized by the teacher and campus principals to Following each common/benchmark/formative assessments RTI 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 an on-going process during this quarter by teachers with administrators monitoring the sessions.</p> <p>2) 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 principals will work in collaboration with the staff to plan and implement Accelerated Instruction for targeted students.</p> <p>3)</p> <p>4)</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>1) Data disaggregation for each core curriculum area will be held after each common assessment with individual teachers to ensure targeted interventions are in place and appropriate for identified students. Data collected following CBAs will be utilized by the teacher and campus principals to guide instruction. Teachers will attend professional development to plan and prepare for the 2015-16 school year. Principals and teachers will address the needs of the campus and promote targeted professional development to address areas of need.</p> <p>2) Leadership teams will plan RTI Tiers I, II, and III and preliminary instructional interventions. The principals and staff will review all data in order to make decisions concerning interventions and Tier lists to begin the new school year.</p> <p>3)</p> <p>4)</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?
<p>1) Walkthrough documentation</p> <p>2) Common/Six Weeks Assessments</p> <p>3) Professional development implementation as determined by walkthrough documentation.</p> <p>4) Classroom grades.</p>	<p>1) Walkthrough documentation</p> <p>2) Common/Six Weeks Assessments</p> <p>3) Classroom grades.</p> <p>4) Data Wall for visual representation of all assessments.</p>	<p>1) Walkthrough documentation</p> <p>2) Common/Six Weeks Assessments</p> <p>3) Classroom grades.</p> <p>4) Data Wall for visual representation of all assessments.</p>	<p>1) Lesson plans in coordination with the achievement of the students during the summer sessions.</p> <p>2) STAAR EOC data.</p> <p>3) Campus Improvement Plans</p> <p>4) Parent/Teacher/Student Surveys</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.

LEA Name:	Coolidge ISD
Campus Name:	N/A

Needs Assessment Summary and Improvement Plan

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?	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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LEA Name: <i>Coolidge ISD</i>		Campus Name: <i>N/A</i>	
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	Annual Goal:	60% of Special Education students will meet mastery on the 2014-15 STAAR/EOC assessment.
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 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	Strategy:	Increase the learning time with the special education students through creative intervention sessions. Professional Development will be provided for all special education instructors and support staff to ensure rigor and relevance is at the level needed for STAAR
		How will addressing this Root Cause impact the index/indicator/CSF?	Special Education Students will meet mastery on the STAAR/EOC assessments in 2014-15.
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:
	Increase staffing to ensure additional time for each special education student by hiring an additional interventionist to serve both campuses.	45% of students will meet standards (set at 65% mastery) on the CBAs administered.	The district special education population assessed by the STAAR / EOC will reach the achievement levels as described in the annual 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 meet the needs of extended learning time for specific special education students. The district and campus administration will expedite this intervention.	1) Data review by teachers using data sheets/profiles to adjust instruction to meet the needs of the targeted students. Principals and teachers will review data in order to determine if adjustments are needed in the instruction within the classroom (inclusion).	1) Data review by teachers using data sheets/profiles and STAAR/EOC results to adjust instruction (accelerated sessions - year round school) to meet the needs of the targeted students. Principals and teachers will review data in order to determine if adjustments are needed in the instruction within the Administrators will review data to ensure correct scheduling for the 2015-16 school year. The principals will use all data sources to ensure proper scheduling of each student.
	2) Provide professional development on differentiation of instruction for select staff members. The principals will make targeted decisions concerning professional development based on documentation from grades, CBAs and walkthroughs.	2) Walkthroughs to ensure differentiation of instruction is at the appropriate level. The principals will conduct walkthroughs and share findings with staff in order to review the level of instruction.	2) Professional development for special education teachers and regular education teachers as determined by need. The special education director and principal will work in collaboration to assess professional development needs and plan for sessions to address the needs.
	3) Employ system of safeguards and procedures to monitor students' progress at classroom level to determine if additional services are needed. The principals will make a schedule for students who are targeted to receive extended learning time. The special education department, principals and staff will monitor progress of all special education students.	3) Provide an adjusted schedule for students to follow who are receiving extended learning time. The principals will produce the extended learning time schedule for targeted students.	3) Professional development for special education teachers and regular education teachers as determined by need. The special education director and principal will work in collaboration to assess professional development needs and plan for sessions to address the needs.
	4) Provide individual data sheets/profiles on each student receiving extended learning time. 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 principals will monitor the sessions.	4) STAAR/EOC
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 from Profile sheets	1) Data Sheets/profiles
2)	2) Walkthrough documentation will show that implementation of accurate differentiation of instruction is in place.	2) Walkthrough documentation	2) Teacher planning minutes and administrators concerning PD received.
3)	3) Student data sheets/profiles, grades, interventions utilized	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/EOC

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End of Quarter Reporting

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<p>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	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:	<input type="text"/>	
			Strategy:	<input type="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		How will addressing this Root Cause impact the index/indicator/CSF?	<input type="text"/>	

LEA Name: <i>Coolidge ISD</i>			
Campus Name: <i>N/A</i>			
Needs Assessment Summary and Improvement Plan			
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;">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;">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>	<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 <p><If there are other factors or additional explanation needed, please explain here></p>

LEA Name:	Coolidge ISD
Campus Name:	N/A
Needs Assessment Summary and Improvement Plan	

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: <input type="text"/> <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: <input type="text"/> <enter text> How will addressing this Root Cause impact the index/indicator/CSF? <input type="text"/> <enter text>

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal:	<input type="text"/>	Q2 Goal:	<input type="text"/>	Q3 Goal:	<input type="text"/>	Q4 Goal:	<input type="text"/>
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)	
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

LEA Name: <i>Coolidge ISD</i>							
Campus Name: <i>N/A</i>							
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	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 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>		
	<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		1)		1)		1)	
		2)		2)		2)	

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Campus Name:	N/A

Needs Assessment Summary and Improvement Plan

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: Redesign School Calendar
Annual Goal:	u <enter text>
Strategy:	u <enter text>
How will addressing this Root Cause	u <enter text>

LEA Name: <i>Coolidge ISD</i>					
Campus Name: <i>N/A</i>					
Needs Assessment Summary and Improvement Plan					
LEA Fundamental Principles (11 of 17) Major Systems	<input type="checkbox"/> CSF 4-Increased Learning Time/LEA 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)		
(u)	(u)	(u)	(u)		
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					

LEA Name:	Coolidge ISD
Campus Name:	N/A

Needs Assessment Summary and Improvement Plan

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 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: <input type="text"/>		
			Strategy: <input type="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		How will addressing this Root Cause impact the index/indicator/CSF? <input type="text"/>		

Interventions by Quarter

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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 was collected to monitor interventions?	
1)		1)		1)		1)	
2)		2)		2)		2)	
3)		3)		3)		3)	

LEA Name:	Coolidge ISD
Campus Name:	N/A

Needs Assessment Summary and Improvement Plan

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:	<input type="text" value="<enter text>"/>
Strategy:	<input type="text" value="<enter text>"/>
How will addressing this Root Cause impact the index/indicator/CSF?	<input type="text" value="<enter text>"/>

Interventions by Quarter

Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<input type="text" value="u"/>	<input type="text" value="u"/>	<input type="text" value="u"/>	<input type="text" value="u"/>
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Interventions:	Interventions:	Interventions:	Interventions:
	1)	1)	1)

LEA Name: <i>Coolidge ISD</i>							
Campus Name: <i>N/A</i>							
Needs Assessment Summary and Improvement Plan							
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:	(u)	<enter text>	
				Strategy:	(u)	<enter text>	

LEA Name: <i>Coolidge ISD</i>							
Campus Name: <i>N/A</i>							
Needs Assessment Summary and Improvement Plan							
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			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 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?	

LEA Name:	Coolidge ISD
Campus Name:	N/A

Needs Assessment Summary and Improvement Plan

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 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: <input type="text"/> <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: <input type="text"/> <enter text>	
			How will addressing this Root Cause impact the index/indicator/CSF? <input type="text"/> <enter text>	

Interventions by Quarter							
Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
Q1 Goal: <input type="text"/>		Q2 Goal: <input type="text"/>		Q3 Goal: <input type="text"/>		Q4 Goal: <input type="text"/>	
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)	

LEA Name: <i>Coolidge ISD</i>	
Campus Name: <i>N/A</i>	
Needs Assessment Summary and Improvement Plan	
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
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>	