

<i>Responses to these questions have been from the Contact-Intervention Information Tab</i>	<i>Education Service Center (ESC) Number:</i>	<i>District Number:</i>	<i>District Name:</i>	<i>Campus Number:</i>	<i>Campus Name:</i>
	Region 20	130801	MeadowLand Charter Schools	00000001	Oaks Academy

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: Review 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>
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Problem Statements (PS): <i>Problem statements are carried over from Section VI of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	PS 1:	As of August 7th, 2017 47 of 73 students are below grade level; 8 of 73 students are approaching grade level; 6 of 73 students are meeting grade level; and 12 of 73 students are mastering grade level in reading.	is occurring because of Root Cause #1	Root Cause 1:	Lack of a rigorous reading process across all content and grade levels for all students.
	PS 2:	As of August 7, 2017 53 of 75 students are below grade level, 13 of 75 students are approaching grade level, 7 of 75 students are meeting grade level and 2 of 75 students are mastering grade level in Math.	is occurring because of Root Cause #2	Root Cause 2:	Lack of rigorous Math instruction across all grade levels for all students.
	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:	<Enter text>
	PS 6:		is occurring because of Root Cause #6	Root Cause 6:	<Enter text>
	PS 7:		is occurring because of Root Cause #7	Root Cause 7:	<Enter text>
	PS 8:		is occurring because of Root Cause #8	Root Cause 8:	<Enter text>
	PS 9:		is occurring because of Root Cause #9	Root Cause 9:	<Enter text>
	PS 10:		is occurring because of Root Cause #10	Root Cause 10:	<Enter text>

Identified and Prioritized Root Causes:

It is important to prioritize your root causes so that your improvement plan is targeted and focused. Although a TEC §11 campus/district improvement plan is critical to overall success, the TEC §39 targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system.

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.

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Problem Statement 1:	As of August 7th, 2017 47 of 73 students are below grade level; 8 of 73 students are approaching grade level; 6 of 73 students are meeting grade level; and 12 of 73 students are mastering grade level in reading.	Annual Goal:	By the end of June 7, 2018, 70% of all students will attain a minimum of one year's growth in reading.
Root Cause 1:	Lack of a rigorous reading process across all content and grade levels for all students.	Strategy:	Implement a rigorous comprehensive reading instructional program across all contents and grade levels for all students.
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	How will addressing this root cause impact the index/indicator/CSF?	Research shows that when schools implement a comprehensive rigorous reading instructional program paired with a structured monitoring system, struggling students are identified through use of data and provided targeted interventions during regular and increased learning opportunities. These opportunities will also improve leadership effectiveness and teacher quality. Developing the capacity of teachers with a toolbox of high-yield instructional strategies through a common instructional framework will impact achievement gaps by enabling teachers to individualize and differentiate instruction using research-based instructional strategies. School leaders will have a structure in place that provides feedback to teachers to address learning gaps, engage the students in a positive academic environment that culminates in increased student achievement and student post secondary readiness.

Interventions by Quarter

Q1 (Aug, Sept, Oct) <i>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</i>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	100% of teachers will implement comprehensive reading instruction effectively.	Q2 Goal:	100% of teachers will implement comprehensive reading instruction effectively.	Q3 Goal:	100% of teachers will implement comprehensive reading instruction effectively.	Q4 Goal:	100% of teachers will implement comprehensive reading instruction effectively.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	100% of 1-7 grade teachers will receive professional development to accurately identify each student's reading level (Using Fountas & Pinnell benchmark system) and provide targeted instruction based on individual student needs.	1)	100% of 1-7 grade teachers will receive professional development to accurately identify each student's reading level (Using Fountas & Pinnell benchmark system) and provide targeted instruction based on individual student needs.	1)	100% of 1-7 grade teachers will receive professional development to accurately identify each student's reading level (Using Fountas & Pinnell benchmark system) and provide targeted instruction based on individual student needs.	1)	100% of 1-7 grade teachers will receive professional development to accurately identify each student's reading level (Using Fountas & Pinnell benchmark system) and provide targeted instruction based on individual student needs.
2)	100% of students in grades 3 through 12 will be assessed for their baseline reading level (using Accuassess). Teachers will receive on going professional development of each of the components of comprehensive reading instruction. The first focus is on vocabulary.	2)	100% of students in grades 3 through 12 will be assessed for their baseline reading level (using Accuassess). Teachers will receive on going professional development of each of the components of comprehensive reading instruction. The second focus is on questioning.	2)	100% of students in grades 3 through 12 will be assessed for their baseline reading level (using Accuassess). Teachers will receive on going professional development of each of the components of comprehensive reading instruction. The third focus is on comprehension.	2)	100% of students in grades 3 through 12 will be assessed for their baseline reading level (using Accuassess). Teachers will receive on going professional development of each of the components of comprehensive reading instruction. The last focus is on fluency.
3)	Observations will be conducted by internal and external stakeholders to witness implementation of effective vocabulary instruction by all teachers at least two times.	3)	Observations will be conducted by internal and external stakeholders to witness implementation of effective questioning instruction by all teachers at least two times.	3)	Observations will be conducted by internal and external stakeholders to witness implementation of effective comprehension instruction by all teachers at least two times.	3)	Observations will be conducted by internal and external stakeholders to witness implementation of effective fluency instruction by all teachers at least two times.
4)	A formative assessment will be conducted at least one time for determining progress toward the annual goal.	4)	A formative assessment will be conducted at least one time for determining progress toward the annual goal.	4)	A formative assessment will be conducted at least one time for determining progress toward the annual goal.	4)	A formative assessment will be conducted at least one time for determining progress toward the annual goal.
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data was collected to monitor interventions in Q4?	
1)	Agenda, exit tickets, Fountas & Pinnell kit distribution, and timeline for implementation; lesson plans submitted and reviewed weekly by director or instructional coach.	1)	Agenda, exit tickets, Fountas & Pinnell kit distribution, and timeline for implementation; lesson plans submitted and reviewed weekly by director or instructional coach.	1)	Agenda, exit tickets, Fountas & Pinnell kit distribution, and timeline for implementation; lesson plans submitted and reviewed weekly by director or instructional coach.	1)	Agenda, exit tickets, Fountas & Pinnell kit distribution, and timeline for implementation; lesson plans submitted and reviewed weekly by director or instructional coach.

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<p>2) Baseline reading levels will be distributed to every teacher for every child. Feedback discussion notes will be collected and summarized. Notes will be published and provided to all teachers within five school days.</p> <p>3) Walkthrough data collection tool entered into Eduphoria; Summary reports indicate: all teachers observed two times for effective use of vocabulary component.</p> <p>4) Fountas & Pinnell, Pre & Post Unit Tests, Benchmarks, Accusses, and STAAR will indicate growth.</p>	<p>2) Baseline reading levels will be distributed to every teacher for every child. Feedback discussion notes will be collected and summarized. Notes will be published and provided to all teachers within five school days.</p> <p>3) Walkthrough data collection tool entered into Eduphoria; Summary reports indicate: all teachers observed two times for effective use of questioning component.</p> <p>4) Fountas & Pinnell, Pre & Post Unit Tests, Benchmarks, Accusses, and STAAR will indicate growth.</p>	<p>2) Baseline reading levels will be distributed to every teacher for every child. Feedback discussion notes will be collected and summarized. Notes will be published and provided to all teachers within five school days.</p> <p>3) Walkthrough data collection tool entered into Eduphoria; Summary reports indicate: all teachers observed two times for effective use of comprehension component.</p> <p>4) Fountas & Pinnell, Pre & Post Unit Tests, Benchmarks, Accusses, and STAAR will indicate growth.</p>	<p>2) Baseline reading levels will be distributed to every teacher for every child. Feedback discussion notes will be collected and summarized. Notes will be published and provided to all teachers within five school days.</p> <p>3) Walkthrough data collection tool entered into Eduphoria; Summary reports indicate: all teachers observed two times for effective use of fluency component.</p> <p>4) Fountas & Pinnell, Pre & Post Unit Tests, Benchmarks, Accusses, and STAAR will indicate growth.</p>
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End of Quarter Reporting

Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	Select
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

Provide the data that supports your 4th quarter status of this annual goal.	<input type="text" value="<Enter text>"/>	<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet your annual goal, to what do you attribute your lack of success?</p>	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Data Quality <input type="checkbox"/> Annual Goals <input checked="" type="checkbox"/> Appropriate Strategy <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Identification of Root Cause <input type="checkbox"/> Training <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Other <input checked="" type="checkbox"/> Ongoing Monitoring and Interventions	Please provide additional information for the selection of Other or for any selected elements.
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2017-2018 school year.	<input type="text" value="<Enter text>"/>			
Problem Statement 2:	As of August 7, 2017 53 of 75 students are below grade level, 13 of 75 students are approaching grade level, 7 of 75 students are meeting grade level and 2 of 75 students are mastering grade level in Math.		Annual Goal:	By the end of June 7, 2018, 70% of all students will attain a minimum of one year's growth in math.
Root Cause 2:	Lack of rigorous Math instruction across all grade levels for all students.		Strategy:	Implement rigorous math instruction across grade levels for all students.

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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 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
	How will addressing this root cause impact the index/indicator/CSF?

Interventions by Quarter

Q1 (Aug, Sept, Oct) <small>Districts and 1st Year IR campuses are required to provide, at a minimum, the interventions accomplished for quarter 1 (Q1).</small>		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar)		Q4 (April, May, June)	
Q1 Goal:	100% of teachers will implement rigorous math instruction through targets differentiated small groups.	Q2 Goal:	100% of teachers will implement rigorous math instruction through targets differentiated small groups.	Q3 Goal:	100% of teachers will implement rigorous math instruction through targets differentiated small groups.	Q4 Goal:	100% of teachers will implement rigorous math instruction through targets differentiated small groups.
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
1)	100% of teachers will receive professional development in the use of differentiated instruction per their content area.	1)	100% of teachers will receive professional development in the use of differentiated instruction per their content area.	1)	100% of teachers will receive professional development in the use of differentiated instruction per their content area.	1)	100% of teachers will receive professional development in the use of differentiated instruction per their content area.
2)	100% of students in grades 3-12 will be assessed for their baseline Math level. Teachers will receive ongoing professional development in differentiated instruction to utilize in their targeted small group math instruction.	2)	100% of students in grades 3-12 will be assessed for their baseline Math level. Teachers will receive ongoing professional development in differentiated instruction to utilize in their targeted small group math instruction.	2)	100% of students in grades 3-12 will be assessed for their baseline Math level. Teachers will receive ongoing professional development in differentiated instruction to utilize in their targeted small group math instruction.	2)	100% of students in grades 3-12 will be assessed for their baseline Math level. Teachers will receive ongoing professional development in differentiated instruction to utilize in their targeted small group math instruction.
3)	Observations will be conducted both by internal and external stakeholders to witness implementation of guided math instruction in small groups at least two times per quarter.	3)	Observations will be conducted both by internal and external stakeholders to witness implementation of guided math instruction in small groups at least three times per quarter.	3)	Observations will be conducted both by internal and external stakeholders to witness implementation of guided math instruction in small groups at least four times per quarter.	3)	Observations will be conducted both by internal and external stakeholders to witness implementation of guided math instruction in small groups at least five times per quarter.
4)	A formative assessment will be conducted at least one time to determine progress toward the annual goal.	4)	A formative assessment will be conducted at least one time to determine progress toward the annual goal.	4)	A formative assessment will be conducted at least one time to determine progress toward the annual goal.	4)	A formative assessment will be conducted at least one time to determine progress toward the annual goal.
What data will be collected to monitor interventions in Q1?		What data will be collected to monitor interventions in Q2?		What data will be collected to monitor interventions in Q3?		What data will be collected to monitor interventions in Q4?	
1)	Agenda, Exit Tickets, Timeline for implementing lesson plans, submitted and reviewed weekly by director or instructional coach.	1)	Agenda, Exit Tickets, Timeline for implementing lesson plans, submitted and reviewed weekly by director or instructional coach.	1)	Agenda, Exit Tickets, Timeline for implementing lesson plans, submitted and reviewed weekly by director or instructional coach.	1)	Agenda, Exit Tickets, Timeline for implementing lesson plans, submitted and reviewed weekly by director or instructional coach.
2)	Baseline Math levels will be distributed to every teacher for every child. Feedback and discussion notes will be collected and summarized. Notes will be published and provided to all teachers within 5 school days.	2)	Baseline Math levels will be distributed to every teacher for every child. Feedback and discussion notes will be collected and summarized. Notes will be published and provided to all teachers within 5 school days.	2)	Baseline Math levels will be distributed to every teacher for every child. Feedback and discussion notes will be collected and summarized. Notes will be published and provided to all teachers within 5 school days.	2)	Baseline Math levels will be distributed to every teacher for every child. Feedback and discussion notes will be collected and summarized. Notes will be published and provided to all teachers within 5 school days.
3)	Walkthrough data collected thru and entered into Eduphoria. Summary reports indicate X of 5 teachers observed two times for effective Math instruction.	3)	Walkthrough data collected thru and entered into Eduphoria. Summary reports indicate X of 5 teachers observed three times for effective Math instruction.	3)	Walkthrough data collected thru and entered into Eduphoria. Summary reports indicate X of 5 teachers observed four times for effective Math instruction.	3)	Walkthrough data collected thru and entered into Eduphoria. Summary reports indicate X of 5 teachers observed five times for effective Math instruction.
4)	Accusess, Pre/Post Unit Assessment, Benchmarks, STAAR results in grades 3-12 indicate students showed growth.	4)	Accusess, Pre/Post Unit Assessment, Benchmarks, STAAR results in grades 3-12 indicate students showed growth.	4)	Accusess, Pre/Post Unit Assessment, Benchmarks, STAAR results in grades 3-12 indicate students showed growth.	4)	Accusess, Pre/Post Unit Assessment, Benchmarks, STAAR results in grades 3-12 indicate students showed growth.

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End of Quarter Reporting							
Q1 Report <small>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</small>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.		Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Did you meet your annual goal?	Select
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?		NA	

End of Year Reporting							
Provide the data that supports your 4th quarter status of this annual goal.	<i><Enter text></i>	If you did meet your annual goal, to what do you attribute your success? If you did not meet your annual goal, 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 Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	NA	
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.		<i><Enter text></i>					

Problem Statement 3:		Annual Goal:	
Root Cause 3:		Strategy:	
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	How will addressing this root cause impact the index/indicator/CSF?	
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2)		2)		2)	
3)		3)		3)	
4)		4)		4)	

End of Quarter Reporting

Q1 Report <i>Districts and 1st Year IR campuses are not required to complete the quarter 1 (Q1) report.</i>		Q2 Report		Q3 Report		Q4 Report	
Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select	Did you meet this quarter's goal?	Select
Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>	Provide the data or evidence that supports meeting or making progress toward this quarterly goal.	<Enter text>
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	Did you meet your annual goal?	Select
What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	What, if any, adjustments must be made in order to meet the annual goal?	<Enter any additional information here>	<Enter any additional information here>	<Enter any additional information here>

End of Year Reporting

Provide the data that supports your 4th quarter status of this annual goal.	<Enter text>	If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet your annual goal, 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 Root Cause <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> Ongoing Monitoring and Interventions	<input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Annual Goals <input type="checkbox"/> CSF/ESEA Turnaround <input type="checkbox"/> Training <input type="checkbox"/> Other	Please provide additional information for the selection of Other or for any selected elements.	<Enter text>
Provide information as to how the identified elements and their impact on your success, or lack of success, will inform/influence your planning for the 2016-2017 school year.	<Enter text>					

FIR Sustainability Questions

If your campus is identified as formerly Improvement Required (FIR), please answer the following questions regarding the sustainability of strategies that led to your success.

What strategies, processes, and/or systems has the campus identified as making the greatest impact in moving the campus to a Met Standard rating?	<Enter text>
What plans are in place to sustain these strategies, processes, and/or systems?	<Enter text>