	Required Information				
LEA Name:	West Orange-	Campus Name:	West Orange	ESC:	5
CDN:	181906	Campus Number:	181906102	Primary PSP:	Gay Jenkins
Date of Public Hearing:		Date of Approval by Board:	41547	Date Reconstitution Plan Completed and Approved by the Board:	
District Leadership Team:	Orla Gay Jenkins Brant Grahm Wayne Guidry			District Coordinator of School Improvement:	Dr. Brant Graham

	Improvement Plan Tips				
Feature	Explanation	Screenshot			
Dropdown menu selection	Certain questions in this document will require you to choose a response from a dropdown menu of choices. To select one of the options, simply click on the cell with the dropdown menu. Then choose the appropriate option from the list of possible responses.	A B C 1 2 2 3 4 Atlanta 5 Boston Chicago 6 Houston 1 Los Angeles 8 Mlami 9 New York Philadelphia 10			
Choosing multiple dropdown options	When selecting options from a dropdown menu, it is possible that more than one option may apply. If this is the case, simply click on any and all options that you would like to record. All options that were chosen will display in the cell, separated by commas.	One One, Two, Four			
Deleting an option once it is chosen from a dropdown	There are three ways to delete an option once it is chosen: 1) delete all contents of the cell by pushing the "Delete" button on your keyboard. This will erase all options that were chosen. 2. Click on the blank option from the dropdown menu. This will erase all options that were chosen. 3) Click on the option from the dropdown menu that you would like to erase. This action will erase only the option that is re-selected.	delere			
Viewing comments	Throughout this document there are various cells containing comment boxes with further information and guidance. These cells marked with a small red icon in the corner of the cell. In order to view the comments in these cells, hover your mouse over the cell and the text box will appear.	dsgsdg USER: test comment			
Smart Form	As you fill out this document, the information that you provide will be used to customize the document. As such, the document will only display the questions that apply to you (as a campus or district).	N/A			

LEA Name:	West Orange-Cove CISD
Campus Name:	West Orange Stark Elementary School

Data Analysis Summary

Is this a district submission or	
campus submission?	Campus
Is your district staged in PBM?	Yes
Definition/Purpose:	Data analysis and review of student level data conducted by the intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1071] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
Summary of findings	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the basis for the needs assessment process.
	busis for the needs assessment process.
Section 1: Student Achievement	
Index met?	Yes, at Phase-In Level II
What are the trends in the index 1 data	Writing is a new weakness with the new STAAR assessment. Under TAKS this
over time?	was a campus strength.
What impact do the trends have on Index	Both writing and sciency although only tested each in one grade level have a
1?	significant impact on the campus data.
What other insights do the data reveal that impact student success?	Science and writing are two areas of focus for the current school year.
Section 2: Student Progress	
Index met?	Yes
What are the trends in the index 2 data over time?	Slight progress was made during the 2013 school year.
What impact do the trends have on Index 2?	Small increases in index I have led to marginal progress in Index 2.
What other insights do the data reveal that impact student success?	Science and writing are two areas of focus for the current school year.
Section 3: Closing Performance Gaps	
Index met?	No
What are the trends in the index 3 data over time?	African American performance at the elementary continues to be low across every grade level and content area.
What impact do the trends have on Index 3?	Until Tier I instruction is improved Index I and III will continue to underperform.
What other insights do the data reveal that impact student success?	Science and writing are two areas of focus for the current school year.
	1

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Data Analysis Summary

Section 4: Postsecondary Readiness	
Index met?	NA
What are the trends in the index 4 data	NA NA
over time?	NA
	IVA
What impact do the trends have on Index	NA
4?	NA
What other insights do the data reveal	NA
that impact student success?	NA
Section 5: System Safeguards	
Were system safeguards missed for	
Performance?	Yes
Were system safeguards missed for	
Participation?	No
Were system safeguards missed for	
Graduation?	NA
What are the trends in the System	
Safeguard data over time?	Trends are consistently low in common sub groups and content areas.
What other insights do the data reveal	
that impact student success?	Increased rigor is a key priority for this upcoming year.
Section 6: PBM	
In what are grown areas is the district	
In what program areas is the district staged?	
n the campas is contributing to the	
district's PBM staging please explain.	
Enter your answer in the cell to the right.	

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	Data Analysis Summary

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Definition/Purpose:		After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.
		It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success,
-		to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what st impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.
	the current ELAR grade 4	,
	score of 44% in reading	
	and writing to meet the state standard of at least	
Need 1:		
	to close the gap between	
	the current 3rd and 4	
	grade math score of 45% and 40% respectively to	
	meet the state standard of	
Need 2:		
	the current 5th grade score of 42% in science to	
	meet the state standard of	
Need 3:	50%.	
Need 4:		
Need 5:		

Important Notice! Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!

	leed:	the current ELAR grade 4 score of 44% in reading
	ndex:	3
		Improve Academic Performance, Quality Data
- 18	illical Success	to Drive Instruction, Leadership Effectiveness,
	Annual Goal:	Increase ELAR scores to an average of 65%

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low will addressing his need impact the index/CSF or major system identified? CILT meetings will increase the awareness of teachers of student performance throughout the year. Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions			Needs Assessment Summary and Improvement Plan
such as note taking, inferening, Kilgo questioning stems, FCRR, think-pair-share and open ended responses. Story maps, web charts and diagrams, use of foldables, student journals and writer's worstip. Use of administratalwe walkthroughs, formal and informal assessments, AR tests, istation, progress monitoring, fluency low will addressing his need impact the dee/CSF or major system identified? Cell applies only to district submissions Cell applies only to district submissions		Use of effective reading	
inferening, Kilgo questioning stems, FCRR, think, pair-share and open ended responses. Story maps, web charts and diagrams, use of foldables, student journals and writer's worship. Use of administratable walkthroughs, formal and informal assessments, AR tests, Istation, progress monitoring, fluency low will addressing bins need impact the andex/CSF or major tystem identified? Cell applies only to district submissions			
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informal assessments, AR tests, Istation, progress monitoring, fluency IOW will addressing his need impact the ndex/CSF or major ystem identified? CELT meetings will increase the awareness of teachers of student performance throughout the year.Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions			
trategy: In monitoring, fluency CILT meetings will increase the awareness of teachers of student performance throughout the year. Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions			
trategy: monitoring, fluency low will addressing his need impact the index/CSF or major system identified? Cell applies only to district submissions Cell applies onserved in the index of the index o		informal assessments, AR	
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the awareness of teachers of student performance throughout the year. Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions	Strategy:	monitoring, fluency	
ndex/CSF or major ystem identified? of student performance throughout the year. Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions	How will addressing	CILT meetings will increase	
ndex/CSF or major system identified? of student performance throughout the year. Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions	this need impact the	the awareness of teachers	
throughout the year.Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions	index/CSF or major	of student performance	
year.Teachers will be able to assess the effectiveness of their teaching strategies Cell applies only to district submissions		throughout the	
Cell applies only to district submissions	,	year.Teachers will be able	
Cell applies only to district submissions		to assess the effectiveness	
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, 8	Interventions by Quarter							
r++#%	Q1 (July,	, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)
<u>. </u>	To date, what actions have been taken to	Students have been screened through I-Station and are being assigned interventions. Curriculum has been updated to address the gaps in the						
	address Need 1?	data.	Q2 Goal:	Internation .	Q3 Goal:	lukaman kian an	Q4 Goal:	toto montion o
			1)	Interventions:	1)	Interventions:	1)	Interventions:
			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	
			,		,		,	
			What data wil	l be collected to monitor interventions?	What data wi	Il be collected to monitor interventions?	What d	lata will be collected to monitor interventions?
			1)		1)		1)	
			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	
	_			End o	of Quarte	r Reporting		
	Q1 I	Report		Q2 Report		Q3 Report		Q4 Report
			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?	
			Describe the data or evidence used to determine if the goal will or won't be met.		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?	

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	to close the gap between
	the current 3rd and 4
	grade math score of 45%
Need:	and 40% respectively to
Index:	3
	Improve Academic
	Performance, Quality Data
	to Drive Instruction,
Critical Success	Teacher Quality,
Factor:	Leadership Effectiveness
	Increase the math score to
Annual Goal:	an average of 60%
	Use of mentoring minds,
	small group, early finisher
	activities, student journals,
	foldables, creative
	Mathematics by Kim
	Sutton, Think Through
	Math, Use of data from
	Eduphoria, Lead4Ward
	materials, Kilgo
	questioning stems,
	tutorials, Needs
	assessment tesitng, Use of
	walkthroughs by campus
	adminsitrators and central
Strategy:	office
How will addressing	techniques will increase
this need impact the	recumules will illerease
	•
index and CSF	the student focus and
	the student focus and motivation of the students.
index and CSF identified?	the student focus and motivation of the students. Focusing on data will
	the student focus and motivation of the students.

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Interventions by Quarter

Q1 (July, Aug, Sept)			Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)
	Data has been analyzed,						
To date, what actions	campus plan created and						
	implemented. A new math						
address Need 2?	coach has been hired.	Q2 Goal:		Q3 Goal:		Q4 Goal:	
			Interventions:		Interventions:		Interventions:

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_			
	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?
	1)	1)	1)
	2)	2)	2)
	3)	3)	3)
	4)	4)	4)

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	End of Quarter Reporting					
Q1 Report	Q2 Report		Q3 Report		Q4 Report	
	Are you on	Are you on		Are you on		
	track to meet	track to meet		track to meet		
	the annual	the annual		the annual		
	goal?	goal?		goal?		
		Describe the				
	Describe the	data or				
	data or	evidence		Describe the		
	evidence used	used to		data or		
	to determine	determine if		evidence used		
	if the goal will	the goal will		to determine if		
	or won't be	or won't be		the goal will or		
	met.	met.		won't be met.		
		What, if any,				
	What, if any,	adjustments		What, if any,		
	adjustments	must be		adjustments		
	must be	made in		must be made		
	made in order	order to		in order to		
	to meet the	meet the		meet the		
	annual goal?	annual goal?		annual goal?		

	TO GIOSE THE BUP DETINEET
	the current 5th grade score
	of 42% in science to meet
Need:	the state standard of 50%.
Index:	3
	Improve Academic
	Performance, Quality Data
	to Drive Instruction,
Critical Success	Leadership Effectiveness,
Factor:	Teacher Quality
	To increase the science
	score to the meet or
Annual Goal:	exceed the state average.

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Strategy:	Utilize the revised science curriculum. Use of science labs, AIMS activities, Science Expo and Night, Robotics. Use the Edupohoria program to review data such as grades, attendance, periodic assessments to monitor and adjust the teaching strategies used. Provide additional professional development for teachers, PLC time, peer to peer professional development, PD360, Modeled lessons, utilization of CILT.
How will addressing this need impact the index and CSF identified?	teacher, administrator to teacher and teacher to student will increase the focus on the student and strategies necessary to improve instruction and

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	Interventions by Quarter						
Q1 (July,	Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)
To date, what actions	Region V has already made one of five visits to the elementary science classes to observe and offer guidance. We are collaborating with the Service Center this year for						
address Need 3?	guidance in elementary	Q2 Goal:		Q3 Goal:		Q4 Goal:	
		Q_ 000	Interventions:	Q0 00u	Interventions:	Q. 00u	Interventions:
		1)		1)		1)	
		2)		2)		2)	
		3)		3)		3)	
		4)		4)		4)	
			l be collected to monitor interventions?		Il be collected to monitor interventions?		lata will be collected to monitor interventions?
		1)		1)		1)	
		2) 3)		2)		2)	
		4)		4)		4)	
		-,	End o	•	r Reporting	,	
Q1 Report			Q2 Report		Q3 Report		Q4 Report
		Are you on		Are you on			
		track to meet		track to meet		Are you on track	
		the annual		the annual goal?		to meet the	
		goal? Describe the		Describe the		annual goal? Describe the	
		data or		data or		data or evidence	
		evidence used		evidence used		used to	
		to determine if		to determine if		determine if the	
		the goal will or won't be met.		the goal will or won't be met.		goal will or won't be met.	
		What, if any,		What, if any,		won t be met.	
		adjustments		adjustments		What, if any,	
		must be made		must be made		adjustments	
		in order to		in order to		must be made in	
		meet the annual goal?		meet the annual goal?		order to meet the annual goal?	

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Need:	0
Index:	
Critical Success	
Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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Interventions by Quarter

	Q1 (July,	, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)
	To date, what actions							
	have been taken to							
#	address Need 4?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
#				Interventions:		Interventions:		Interventions:
-			1)		1)		1)	
			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	
			What data will	be collected to monitor interventions?	What data wi	I be collected to monitor interventions?	What o	data will be collected to monitor interventions?
			1)		1)		1)	
			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	

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End of Quarter Reporting				
Q1 Report	Q2 Report	Q3 Report	Q4 Report	
	Are you on	Are you on		
	track to meet	track to meet	Are you on track	
	the annual	the annual	to meet the	
	goal?	goal?	annual goal?	
	Describe the	Describe the	Describe the	
	data or	data or	data or evidence	
	evidence used	evidence used	used to	
	to determine if	to determine if	determine if the	
	the goal will or	the goal will or	goal will or	
	won't be met.	won't be met.	won't be met.	
	What, if any,	What, if any,		
	adjustments	adjustments	What, if any,	
	must be made	must be made	adjustments	
	in order to	in order to	must be made in	
	meet the	meet the	order to meet	
	annual goal?	annual goal?	the annual goal?	

Need:	
Index:	
Critical Success	
Factor:	
Annual Goal:	
Strategy:	
How will addressing this need impact the index and CSF identified?	

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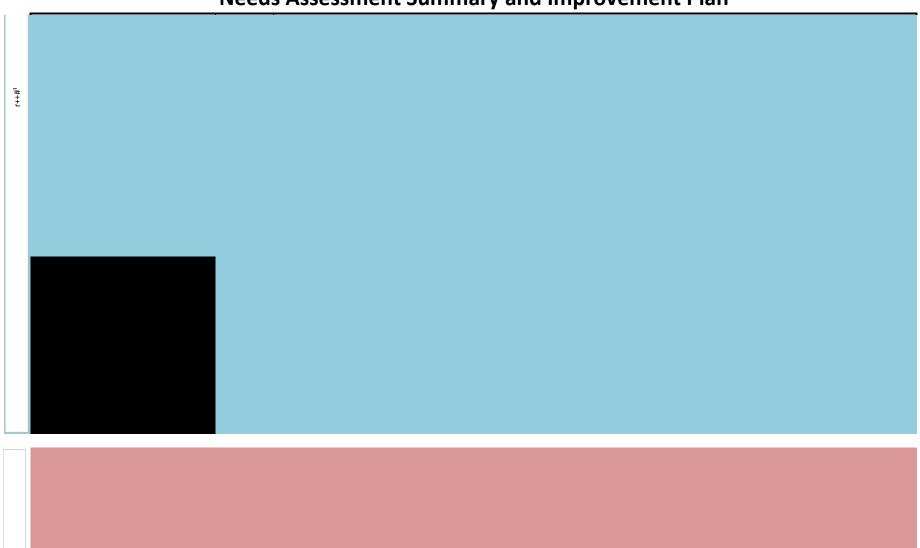
4 4								
		Interventions by Quarter						
	Q1 (July, Aug, Sept)			Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)
0	To date, what actions have been taken to address Need 5?		Q2 Goal:		Q3 Goal:		Q4 Goal:	
r++#©				Interventions:		Interventions:		Interventions:
t			1)		1)		1)	
			2)		2)		2)	
			3)		3)		3)	
			4)		4)		4)	
			.,	ll be collected to monitor interventions?	,	Il he collected to monitor interventions?		ata will be collected to monitor interventions?
			1)		1)		1)	ata will be collected to monitor interventions.
			2)		2)		2)	
			3)				•	
			3) 4)		3)		3) 4)	
			4)		.,		4)	
				End o	of Quarte	r Reporting		
	Q1 Report Q2 Report		Q3 Report			Q4 Report		
] [
			Are you on		Are you on			
			track to meet		track to meet		Are you on track	
			track to meet the annual		track to meet the annual		to meet the	
			track to meet the annual goal?		track to meet the annual goal?		to meet the annual goal?	
			track to meet the annual goal? Describe the		track to meet the annual goal? Describe the		to meet the annual goal? Describe the	
			track to meet the annual goal? Describe the data or		track to meet the annual goal? Describe the data or		to meet the annual goal? Describe the data or evidence	
			track to meet the annual goal? Describe the data or evidence used		track to meet the annual goal? Describe the data or evidence used		to meet the annual goal? Describe the data or evidence used to	
			track to meet the annual goal? Describe the data or evidence used to determine if		track to meet the annual goal? Describe the data or evidence used to determine if		to meet the annual goal? Describe the data or evidence used to determine if the	
			track to meet the annual goal? Describe the data or evidence used to determine if the goal will or		track to meet the annual goal? Describe the data or evidence used to determine if the goal will or		to meet the annual goal? Describe the data or evidence used to determine if the goal will or	
			track to meet the annual goal? Describe the data or evidence used to determine if		track to meet the annual goal? Describe the data or evidence used to determine if		to meet the annual goal? Describe the data or evidence used to determine if the	
			track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments		track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments		to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any,	
			track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made		track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made		to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments	
			track to meet the annual goal? 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		track to meet the annual goal? 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		to meet the annual goal? 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	
			track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made		track to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made		to meet the annual goal? Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments	

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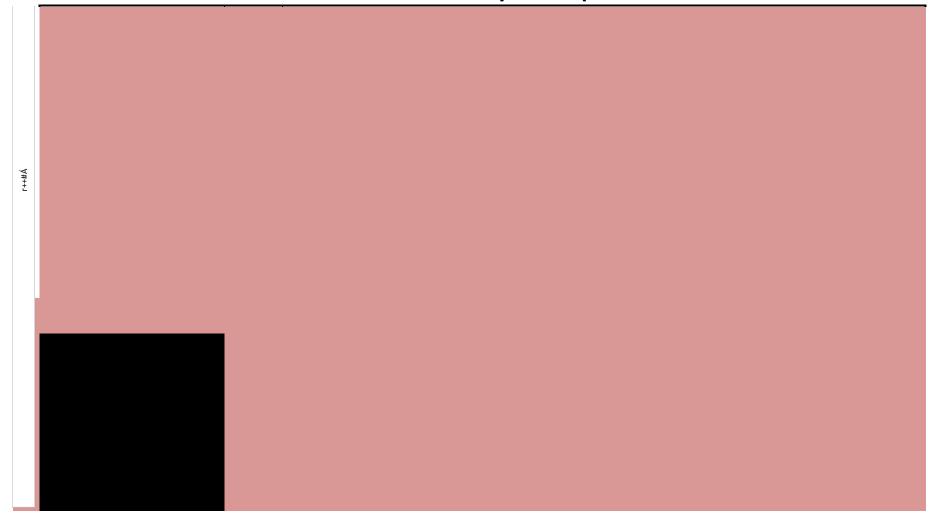


	West Orange-Cove
LEA Name:	CISD
	West Orange Stark
Campus Name:	Elementary School



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	West Orange-Cove
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	West Orange Stark
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LEA Name:	st Orange-Cove CISD
Campus Name:	ge Stark Elementary School

Corrective Action Plan

Instructions

The LEA must include new (LEA has not yet received Agency notification), current (within one year of Agency notification), and/or continuing noncompliance (noncompliance has exceeded one year) in this CAP. The LEA must conduct monitoring to determine the progress of implementation of the CAP, provide updates to the TEA regarding CAP implementation, and submit documents verifying implementation of corrective actions upon request.

The LEA is required to correct any noncompliance items as soon as possible, but in no case may the correction take longer than one calendar year from the date of identification of noncompliance. Failure to correct noncompliance within required timelines will result in elevated interventions or sanctions as referenced in 19 Texas Administrative Code (TAC) §89.1076, Interventions and Sanctions, and §97.1071, Special Program Performance; Intervention Stages. Continuing noncompliance for special education will impact a district's special education determination status as issued by the Texas Education Agency (TEA) under 34 Code of Federal Regulations (CFR) §300.608(a).

Sources of Noncompliance

- 1. Sustained complaint allegations
- 2. Adverse Due Process Hearing decisions
- 3. Current Focused Data Analysis, Program Effectiveness Review, LEA Public Meeting, and/or Compliance Review
- 4. Noncompliance identified as a result of On-Site visit

- 5. Continuing noncompliance issue
- 6. Noncompliance identified as result of review of documentation by TEA
- 7. Noncompliance identified as a result of Nonpublic Review
- 8. State Performance Plan (SPP) reporting of data (identify SPP indicator)

Source of Noncompliance (# of source listed above)	Status of Noncompliance	Original Date of Agency Notification (Noncompliance must be corrected within one year)	Areas of Noncompliance Enter the topic and specific legal reference from the CFR, TEC, or TAC.	Corrective Actions (CAs)	Personnel Responsible	Timeline for Implementation
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LEA Name:	West Orange-Cove CISD		
Compus Namos	Wort Orango Stark Flomontony School		

Accountability Monitoring State Targeted Reconstitution Plan (Supplement to the Improvement Plan)

(supplement to the improvement Fran) TEA Reviewer Only:						
Initial Determinations: Staffing Decisions: Final Reconstitution Plan:						
Initial Determinations:				Final Reconstitution Plan:		
Staffing Decisions:	:	Date Final Version Approved (For Use by TEA REVIEWER only):		TEA Reviewer:		
Targeted Reconstitution 19 TAC §97.1051(7), §97.1064, and TEC §39.107	Reconstitution Determinations	Actions Planned or Taken	Resources and Persons Responsible	Timelines	Comments	
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