

Targeted Improvement Plan (TIP) Template 2025-2026

Campus Name:

Burnet Elementary

SECTION 1: SCHOOL SYSTEM INFORMATION

School System Name

Ector County ISD

Name of the staff member employed by the school system completing this plan submission:

Cheryl Wilson

Email:

cheryl.wilson@ectorcountyisd.org

What role applies to the person completing this submission?

District Coordinator of School Improvement

SECTION 2: PLAN TYPE

Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses:

Targeted Improvement Plan (TIP)

SECTION 3: STAKEHOLDER ENGAGEMENT

Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.

Locally Conducted Needs Assessment

SECTION 4: STUDENT OUTCOME GOALS

Enter the campus-wide goal for the All Grades ELA/Reading meets grade level or above STAAR performance rate for the 2025-2026 school year.

34%

Enter the campus-wide goal for the All Grades Math meets grade level or above STAAR performance rate for the 2025-2026 school year.

36%

Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.

50%

SECTION 5: SCHOOL IMPROVEMENT STRATEGY

**Please select the strategy or strategies you will implement for this campus/these campuses:
Accelerating Campus Excellence (ACE) Model, Closure/reassign, Improve Graduation**

Rate, Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882).

Intensive Curriculum & Instruction Improvements

Which, if any, grants has your school system been awarded to support this strategy?

Our school system does not intend to apply for a grant to support this strategy

Which, if any, has your school system applied for (or intends to apply for) to support this strategy?

Our school system does not intend to apply for a grant to support this strategy

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Darryl Williams - Get Better Faster / Teach Like a Champion

How many district staff members will you be reporting capacity building information for?

4

What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Mrs. Shelli Emiliano serves as the Instructional Specialist for Math and Science and will support the TIP at 50 percent. Mrs. Barbara Hirst serves as the Instructional Specialist for Reading and Language Arts and will support the TIP at 50 percent. Mrs. Sheila Wilson serves as a Multi-Classroom Leader (Opportunity Culture) and will support the TIP at 50 percent.

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Magdalena Aguilar:

Dr. Magdalena Aguilar serves as the Executive Director of Leadership and brings 38 years of experience in education. She holds a Doctorate in Curriculum and Instruction from New Mexico State University, a Master's in Educational Leadership, and a Bachelor of Science in Education from the University of Texas at El Paso. Her extensive background includes serving as a School Improvement Officer for four years in a district of 45,000 students, leading a team that included three content area specialists, a Bilingual Director, and a Special Education Director. During her tenure, the district achieved A and B ratings, with campuses earning Exemplary distinctions. As a Bilingual Director for four years, Dr. Aguilar implemented a districtwide Early Exit Program in collaboration with a team of instructional specialists, resulting in an "Excellent" rating on the TAPR report.

Dr. Aguilar also served as a principal for more than 25 years, including 15 years at the elementary level, where her campuses reached both Exemplary and Blue Ribbon status. As a high school principal for seven years, she consistently led her campus to an "A" accountability rating each year while also overseeing the DAEP program for middle and high school students. Her career began as a bilingual teacher, serving over seven years at both the elementary and secondary levels. Throughout her career, Dr. Aguilar has demonstrated a steadfast commitment to instructional excellence, equity, and leadership development.

Darryl Williams -

Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development-focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Mrs. Shelli Emiliano – Instructional Specialist, Math & Science (50%)

Mrs. Emiliano holds a Bachelor of Science in Interdisciplinary Studies from the University of Texas Permian Basin. She brings over 12 years of classroom and leadership experience, including roles as a grade-level chair, instructional coach, and math interventionist. Fifty percent of her role is dedicated to instructional coaching, with 40% focused on direct student impact and 10% on planning. Mrs. Emiliano has a strong track record of using high-quality instructional materials (HQIM) and data-driven practices to accelerate student growth. Her previous work contributed to significant math gains on state assessments, and she continues to model evidence-based instructional strategies that align with Burnet's improvement goals in Domain 2 (Instruction) and Domain 3 (Learning Environment).

Mrs. Barbara Hirst – Instructional Specialist, Reading Language Arts (50%)

Mrs. Hirst holds a Bachelor of Arts in English from Angelo State University and a Master's in Curriculum and Instruction from the University of Texas Permian Basin. She has more than 15 years of experience in elementary education, including work as a reading interventionist and mentor teacher. In

her current role, she dedicates 50% of her time to instructional coaching focused on the Science of Reading and small-group intervention. Her leadership in intensive reading intervention and teacher development directly contributed to a 14-point increase in Burnet’s accountability rating last year, demonstrating measurable student growth through targeted literacy support and Tier 2 intervention planning.

Mrs. Sheila Wilson – Multi-Classroom Leader, Opportunity Culture (50%)

Mrs. Wilson earned her Bachelor of Science in Education from West Texas A&M University and brings 10 years of experience in upper-elementary instruction. She is a TIA-designated Exemplary Teacher, recognized for her consistent record of high student achievement and instructional excellence. As Burnet’s MCL, she supports fourth- and fifth-grade math and reading teachers through regular co-teaching, lesson modeling, and collaborative data meetings. Fifty percent of her role is focused on direct coaching and instructional leadership, while she also maintains her own 4th-grade math classroom, ensuring she remains closely connected to classroom practice. Her leadership within the Opportunity Culture framework has strengthened instructional consistency and contributed to sustained growth in upper-grade student achievement.

SECTION 6: CURRICULUM AND INSTRUCTION

Please select the adopted curriculum:

RLA: HMH Into Reading
Math: enVision Math

Is this the curriculum that will be implemented for the duration of the plan? If Yes, how many instructional minutes per week are required/recommended for implementation of this curriculum?

Yes

If No, what new curriculum will be adopted?

n/a

When will the district adopt the new curriculum?

n/a

How many instructional minutes per week are required/recommended for implementation of this curriculum?

HMH Into Reading - 450-600 minutes per week
SAVVAS Math - 300-375 minutes per week

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

Burnet Elementary’s master schedule is strategically designed to protect core content blocks and ensure fidelity to the district’s HQIM expectations. Each grade level meets TEA’s recommended instructional minutes for Reading/ELA, Math, Science, and Social Studies. The schedule reflects actual classroom implementation with the only exception being trend data observations where T-TESS Domain 3 Classroom expectations are not successful.

K-2 receives 550 minutes per week in RLA, 500 minutes for Math, 150 minutes for Science, and 150 minutes for Social Studies weekly.

In grades 3-5, students receive 600 minutes per week for RLA, 550 minutes per week for math, 225 minutes per week for science, and 150 minutes per week for social studies.

Each core content rotation includes an embedded intervention block for Tier 2 and Tier 3 supports, allowing targeted instruction to occur within the existing content block rather than pulling students from other subjects. This design ensures equitable access to intervention, maintains instructional coherence, and allows teachers to provide differentiated support without reducing time in the primary curriculum. Writing is fully integrated into both the reading and science blocks to build cross-curricular literacy and reinforce comprehension strategies.

How many instructional days are included in the 2025-2026 calendar?

175

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

n/a

Please describe the assessment plan for the impacted campus(es).

Campuses begin the year with NWEA MAP Growth assessments. Week of: 9/2/25

Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period.

Weeks of: 9/8/25, 10/6/25, 11/10/25, 12/15/25, 2/2/26, 3/2/2026, 4/13/26, 5/18/26

These assessments are designed to take no more than a single class period and assess recently covered material.

Campuses will participate in interim assessments in STAAR Tested Grade levels / content areas Week of: 1/21/26-2/6/26

Campuses will design and conduct regular Common Formative Assessments (CFAs) through PLCs. (Ongoing)

Campuses will participate in STAAR Assessments (Window). 4/7/26-5/1/26

Campuses will take the NWEA MAP Growth assessments at the end of the year. Week of 5/4/26

Will the campus(es) implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Core content PLCs are organized by grade and content area while data analysis PLCs are organized by grade level. Lesson internalization PLCs are organized by content area.

How frequently will PLCs occur?

Core Content PLCs occur weekly in grades K-5 during a protected 45-minute timeslot. Team has an additional 45-minute PLC the week after district Checkpoint assessments for data analysis, and weekly after school HQIM internalization meetings by content area.

Who will facilitate PLCs?

Content PLCs are facilitated by instructional specialists by content area (RLA - Mrs. Hirst; Math / Science - Mrs. Emiliano). Data analysis PLCs are facilitated by Principal Lee and MCL Mrs. Wilson.

Who is required to attend PLCs?

Teachers, instructional specialists, MCLs, and campus administrators are required to attend all PLCs.

Please describe the PLC protocol to be used.

Campuses use a district created 9-week PLC cycle and protocol - https://docs.google.com/document/d/1jsQ_5Fesx0K59arwaqoDDPBlc7-OrIrLvm5DNelExIw/edit?usp=sharing

This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models.

Campuses cycle collect study data, determine standards to be addressed, design formative assessments, and determine next steps for students based on the results.

SECTION 7: CAPACITY BUILDING

Please describe your planned training/PD sessions (and who delivers and attends) for:
-Principal manager –Principal –Other campus admin (assistant principals, instructional coaches) -Teachers

Name: Teach Like a Champion / Get Better Faster / Bamrick-Santoyo Training
 Description: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring.
 Delivered By: Darryl Williams
 Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom Leaders
 Timeframe: Monthly

Name: Data Tours
 Description: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for

the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions.

Delivered by: Executive Director of Accountability & School Improvement, Cheryl Wilson; Accountability Team

Audience: Principals, Principal Managers, Principals turn these around with campus leadership teams

Timeframe: Data Tours are completed after each of the following major data points: A-F Accountability Results- August; District Checkpoint Assessments (Closing the Loop - September & Domain III) - October, Interim Assessments - February.

Name: Academic Tours

Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework.

Delivered by: Executive Director of Academics, Dr. Kristen Vesely, Academic Content Coordinators

Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers

Timeframe: Quarterly

Name: Emergent Tree - Crockett, Ector, Buice, Burnet, Gonzales

Description: Campuses piloting Emergent Tree's Tier 1 behavior system participate in 3 full-day professional development sessions (September, October, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses. Campuses will receive this support for 3 years.

Delivered by: Emergent Tree Consultants

Audience: Principal Managers, Principals, Assistant Principals, Pilot teachers

Timeframe: Quarterly

Name: WICOR Instructional Framework Training

Description: This training introduced the AVID WICOR instructional framework to all teachers districtwide including 10 select strategies to ensure that all teachers have a calibrated baseline for instructional strategies throughout the district.

Delivered by: AVID Campus Coordinators, Academic Content Coordinators, Special Education Team members

Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers

Timeframe: October PD Day, Oct. 14th

Name: Effective Schools Framework Training

Description: The ESF training provided an understanding of the ESF framework and the 5 levers. Additionally, leaders began to evaluate their campus practices based on the levers and develop an understanding of the ESF diagnostic process.

Delivered by: ESC 18 School Improvement Team

Audience: Principal Managers, Principals

Timeframe: September 5th, 2025

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Differentiation of training for inexperienced and/or ineffective teachers and leaders will be guided by the Campus Tiering Document. Campuses are tiered based on their accountability ratings, school improvement status, and with consideration for principal experience at the campus. Campuses identified at higher tiers will receive additional visits and support from Executive Director Leaders (EDLs), with academic and data supports prioritized based on tier level. Improvement schools will receive minimum weekly coaching and on-site support from EDLs to ensure consistent progress. For teachers, support will be targeted according to their individual tier level, with Multi-Classroom Leaders (MCLs), instructional coaches, and campus administrators engaging in more frequent coaching and feedback cycles for these teachers.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

After each data tour, EDLs will request to see the "longsheet" artifacts from School Improvement campuses. These are data sheets on legal size paper that are part of the data tour process reflecting that the campus has internalized the information for their campus. Look fors include relevant campus data and campus action steps related to the data.

T-TESS Walkthrough forms as well as SchoolMintGrow Walkthrough forms will be used to monitor implementation of strategies from Darryl Williams Training. The look fors are feedback and action steps provided to teachers after each observation and/or coaching cycle.

The Emergent Tree Classroom Tool will be used to monitor fidelity of implementation. This data includes lookfors for recent action steps from the coaching team.

The school improvement team will use the new LIFT walkthrough tool to monitor fidelity of implementation of HQIM, pacing, and on-grade level tasks.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Teachers at Burnet Elementary receive a minimum of 3 walkthroughs per week including feedback and action steps. Additionally, teachers each receive individual coaching visits weekly with in person modeling, co-planning, and / or feedback with action steps.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Burnet’s professional learning plan emphasizes ongoing capacity building to ensure teachers and administrators effectively meet the needs of special populations, including Emergent Bilingual (EB), Special Education, 504, HB 1416 tutored students, and students identified as at-risk or experiencing homelessness. In addition, Burnet’s two student groups identified for Domain 3 accountability — Hispanic and White students — are closely monitored for progress and growth. These supports are embedded throughout the year and directly tied to instructional and intervention goals.

Teacher and Administrator Supports Include:

Inclusive Practices Coaching: Instructional specialists, SPED staff, and general education teachers collaborate to integrate accommodations, scaffolds, and supports within Tier 1 instruction.

Targeted Intervention for HB 1416 Tutored Students: Teachers receive guidance on scheduling, lesson design, and progress monitoring for students requiring accelerated instruction under House Bill 1416. Data for these students is tracked and reviewed regularly during PLCs and leadership meetings.

Support for At-Risk and Homeless Students: Campus leadership and the counselor collaborate with teachers to ensure students identified as at-risk or experiencing homelessness receive academic and social-emotional supports, including tutoring, mentoring, and wraparound services.

Data Review for Special Populations and Accountability Groups: PLC and DDI meetings include disaggregated data analysis for EB, SPED, 504, Hispanic, White, at-risk, and HB 1416 tutored students to track growth and inform reteach planning.

Targeted Professional Development: Staff receive ongoing PD focused on Sheltered Instruction strategies, differentiation, and progress monitoring for diverse learners.

IEP and LPAC Integration: Teachers review individual student goals and accommodations during PLCs to ensure alignment between lesson design and required supports.

Collaborative Inclusion Model: Special Education, Dyslexia, and Intervention teachers participate in grade-level PLCs to promote consistency between core instruction and intervention delivery.

These embedded systems ensure that professional growth is directly aligned with student-centered improvement, building staff capacity to provide high-quality, inclusive instruction that supports all learners and accelerates progress for those who need it most — particularly in Burnet’s identified accountability subgroups.

SECTION 8: MILESTONES

Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints and assessment cycles.

August 2025 marks the launch of the school year with a focus on data and instructional alignment. Teachers will participate in the Academic Tour, which includes the rollout of EduHub to enhance instructional collaboration. Campus principals will engage in an A–F Data Tour to review accountability data, while Darryl Williams will provide leadership training for principals and district leaders. Weekly visits between principals and Executive Directors of Leadership (EDLs) begin and continue throughout the year to support instructional leadership and monitor campus progress.

In September 2025, campuses will administer the Beginning-of-Year (BOY) MAP assessments to establish baseline data for student growth. Checkpoint 1A assessments will be conducted and reviewed using the “Closing the Loops” data protocol. Campus leaders and pilot teachers will attend the first day of Emergent Tree professional development, and follow-up virtual coaching sessions will reinforce action steps. Darryl Williams will continue leadership training sessions, and the district will host the September Superintendent Reviews. Additionally, the “Closing the Loops” Data Tour will introduce data literacy practices for reteaching, enrichment, and intervention planning, while campuses identified for the Effective Schools Framework (ESF) will participate in diagnostic reviews.

During October 2025, Campus Improvement Teams (CITs) will convene to develop their Targeted Improvement Plans (TIPs). The Domain III Data Tour will guide principals in tracking student group performance and setting campus goals. Campuses will administer Checkpoint 1B and engage in Growth Table reviews using the “Closing the Loops” protocol. Darryl Williams will provide ongoing leadership training, and Emergent Tree Day 2 will offer continued behavioral and systems support for leaders. October Superintendent Reviews and monthly TIP data reviews will ensure alignment of progress monitoring.

In November 2025, campuses will hold public CIT meetings to review and finalize TIPs, gathering feedback from parents and the community before submission. Emergent Tree specialists will conduct in-person coaching visits, while Checkpoint 2A assessments and Growth Table reviews continue the focus on data-informed instruction. Darryl Williams will facilitate another leadership training session, and campuses will be visited using the TEA LIFT Observation protocol. Monthly TIP Data Reviews will monitor implementation progress.

December 2025 will feature targeted Darryl Williams training based on observed district needs. Campuses will complete Checkpoint 2B and conduct “Closing the Loops” data reviews and Growth Table analysis to identify instructional priorities before winter break.

In January 2026, the Middle-of-Year (MOY) MAP Growth assessments for grades K–2 will be administered. Darryl Williams will lead additional topic-based training aligned with emerging needs, and the STAAR Interim Assessment window will open. TIP progress from December and January will be reviewed in a combined data analysis session. Campus Visits using TEA LIFT Protocol will continue.

February 2026 brings the close of the STAAR Interim window, with performance and growth reports replacing Checkpoint 3A for STAAR-tested subjects. An Interim Data Tour will guide data analysis, and TELPAS administration will begin. Darryl Williams will continue to lead leadership development sessions, and campuses will prepare TIPs for approval at the February or March Board Meeting. February Superintendent Reviews and TIP data reviews will continue progress monitoring. Campus Visits using TEA LIFT Protocol will continue.

During March 2026, campuses will administer Checkpoint 3B for K–2 students and complete performance and growth analyses. Darryl Williams will continue targeted professional learning, and approved TIPs will be submitted to the TEA for affirmation. March Superintendent Reviews and monthly data reviews will continue to track progress. Campus Visits using TEA LIFT Protocol will continue.

April 2026 is primarily focused on STAAR administration, and as such, no Darryl Williams training is scheduled during this high-stakes testing period. Campuses may choose to administer the optional Checkpoint 4A for non-tested subjects.

In May 2026, STAAR testing continues alongside End-of-Year MAP Growth assessments. Campuses will conduct Checkpoint 4B reviews and participate in monthly TIP Data Reviews. Darryl Williams will resume topic-based leadership training to address end-of-year instructional reflections and preparation for the next cycle.

June 2026 will focus on reviewing preliminary STAAR results and conducting Campus Improvement Planning Workshops, including comprehensive Campus Needs Assessments. Predictive Accountability activities will help campuses anticipate results and plan targeted supports for the upcoming year.

During July 2026, Campus Improvement Planning will continue alongside Predictive Accountability work. ECISD will host its annual Leadership Academy, and all TIP campuses will participate in the Emergent Tree training initiative, with Cohort 1 entering Year 2 and Cohort 2 beginning Year 1.

Finally, August 2026 will center on reviewing finalized Accountability Results through an Accountability A–F Data Tour. The ECISD School Improvement Orientation Workshop will prepare all leaders and TIP campuses for the 2026–2027 school year, setting the foundation for continued academic growth and system improvement.

SECTION 9: PERFORMANCE MANAGEMENT

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Tier 4 Campuses will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. Campuses in Tier 4 will also participate in a monthly meeting with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Milestone progress will be reviewed monthly by the DSCI and Principal Managers. Progress will be reviewed by the superintendent and cabinet members at least 3x per semester.

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data reviews 3x per semester.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

SECTION 10: RESOURCES

Please share the required costs to implement plan and source of funds.

Title I funds will be utilized to support key initiatives outlined in the Targeted Improvement Plan. Two part-time tutors will be funded at a total cost of \$30,000 to provide targeted instructional support for students. An additional \$2,000 will be allocated for parental involvement activities to strengthen family engagement in student learning. To extend learning opportunities, \$10,000 will support after-school tutoring programs. Another \$10,000 will be dedicated to contracted services to enhance instructional effectiveness. The remaining funds will be used for instructional supplies, including STAAR preparation resources as the assessment period approaches.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

n/a

SECTION 11: ADDITIONAL INFORMATION

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.

n/a