

Targeted Improvement Plan (TIP) Template 2025-2026

Campus Name:

Crockett Middle School

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.

ESF Diagnostic and Local Classroom Review

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.

40%

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

33%

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
ESC 18

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?

Angelle Mundia is TIA teacher and the RLA Multi-Classroom Leader (50%)
Sandra Kerr – TIA teacher and Multi Classroom Leader (50%)

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).

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.

Anthony Garcia

Anthony Garcia brings more than 15 years of experience in public education to his current role as Executive Director of Leadership at ECISD. He has held roles as a teacher, assistant principal, and principal at middle and high schools prior to taking his current role. As EDL over secondary campuses, Garcia is responsible for developing and supporting leadership across ECISD's campuses — guiding administrators, fostering school culture, and driving strategic initiatives aimed at student and educator success. His long-standing commitment to the Odessa area and his comprehensive experience at multiple school levels equip him to serve as a trusted leader in the district. Mr. Garcia holds a Bachelor's degree from Texas Tech University, and a Master's degree in Educational Leadership from Stephen F. Austin State University.

Angelle Mundia is TIA teacher and the RLA Multi-Classroom Leader (MCL II) on our campus for the past 2 years, she dedicates her time to supporting teachers 3 of 8 class periods to directly aid in the implementation of the school improvement strategy. Her role focuses on building teacher capacity through instructional coaching, leading Professional Learning Communities, and developing curriculum aligned with our campus goals.

She holds a Bachelor's degree and is currently pursuing a Master's in School Leadership, with a focus on instructional improvement and data-driven decision-making. Her work as an MCL has centered on improving instructional practices, strengthening Tier 1 instruction, and supporting staff in implementing targeted interventions that align with our improvement plan.

Ms. Mundia has experienced being an integral part of a campus turnaround, while at Ireland Elementary under my leadership as principal.

In this capacity, she collaborates closely with teachers to analyze data, model effective instructional strategies, and monitor student progress to ensure growth across all content areas. Her background and ongoing graduate studies equip her to bridge classroom instruction with school-wide improvement initiatives, making her role integral to the successful implementation of our school improvement strategy.

Sandra Kerr is beginning her 19th year at Crockett Middle School. Throughout her tenure, she has taught 7th-grade math for ten years, 8th-grade math for ten years, and Algebra I for three years. This year, she is excited to expand her instructional experience by teaching Algebra II.

Ms. Kerr has been an integral part of Crockett's ongoing journey of growth and improvement, having witnessed and contributed to the school's successful turnaround process under previous

administrations—a challenging yet deeply rewarding experience that resulted in measurable academic progress and strengthened instructional practices.

She currently serves as a TIA-designated teacher and a Multi-Classroom Leader, where she provides coaching and instructional support to three teachers while continuing to teach five classes of her own. Ms. Kerr holds both a Bachelor’s and a Master’s degree in Mathematics from the University of Texas Permian Basin and is certified in Mathematics for grades 4–12. Her leadership, expertise, and commitment to continuous improvement exemplify the high standards and collaborative culture of excellence at Crockett Middle School.

We are also partnering with Region 18 Education Service Center to provide targeted instructional support in Mathematics, Science, and Individuals and Societies. This collaboration is designed to strengthen curriculum alignment, enhance instructional practices, and build teacher capacity in data-driven planning and lesson delivery. Through Region 18’s ongoing coaching, modeling, and professional learning sessions, teachers will receive direct support in implementing effective strategies that align with both IB MYP frameworks and campus improvement goals.

SECTION 6: CURRICULUM AND INSTRUCTION

Please select the adopted curriculum:

RLA: SAAVAS My Perspectives
 Math: HMH Go 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?

SAVVAS MyPerspectives (RLA) - 200-250 minutes per week
 HMH GoMath! - minutes for delivery not specified by the vendor (but recommended more than 25 minutes daily).

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?

Each grade level—6th, 7th, and 8th—receives a minimum of 450 instructional minutes per day, totaling approximately 2,250 instructional minutes per week. Core academic content areas, including Language and Literature (English Language Arts), Mathematics, Individuals and Societies (Social Studies), and Sciences, each receive an average of 225 minutes per week of direct curriculum delivery time. Other courses, Physical Education, and IB Design/Arts classes follow comparable structures aligned with state guidelines for middle school scheduling, ensuring a well-balanced academic experience for all students. There is an additional block of intervention time of 30 minutes daily for academic interventions.

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.)?

To promote greater vertical and horizontal alignment, this year's PLCs were designed so that all teachers within the same content area meet at the same time, regardless of grade level. This intentional structure strengthens collaboration, fosters cross-grade continuity in instructional practices, and allows for data-driven decision-making that supports student progress across the campus. Teachers have this PLC time daily, and these PLCs are vertically aligned so that teachers in the same grade/ content areas PLC vertically daily.

How frequently will PLCs occur?

PLCs in all contents, but especially in the "traditional core" content areas—Language and Literature, Mathematics, Individuals and Societies, and Science—meet daily for a minimum of 45 minutes. This consistent and protected time allows teams to engage in meaningful discussions around curriculum alignment, instructional strategies, student data analysis, reteaching plans, and assessment design.

Who will facilitate PLCs?

PLCs are facilitated by campus instructional leaders, including the Head of School, Assistant Principals, MCLs, and Department Heads. This shared leadership model ensures that instructional conversations are guided by both administrative and content expertise, aligning with the IB Middle Years Programmed philosophy of collaborative inquiry and reflective practice. For RLA - Assistant Principal Ms. Holguin and Multi-classroom leader Ms. Mundia facilitate this PLC daily. For Math, Principal Ortiz and MCL Sandra Kerr facilitate the PLC daily.

Who is required to attend PLCs?

All teachers and special education support staff assigned to those content areas are required to attend their respective PLCs. Their participation is critical to ensure that instructional accommodations, modifications, and interventions are aligned and consistently implemented across classrooms. Elective and non-core content areas also participate in daily PLCs to ensure alignment with IB unit planning, Approaches to Learning (ATL) skill development, and the IB Learner Profile attributes.

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 at 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?

Each teacher receives five formal walkthroughs prior to their official T-TESS observation but continues even after the formal observation. Walkthroughs are conducted every two weeks, or more frequently as needed, based on teacher performance data and previously assigned action steps. This systematic approach ensures that instructional leaders can closely monitor progress, provide timely support, and celebrate growth.

Following each walkthrough, teachers receive targeted feedback and specific action steps in Eduphoria Strive, promoting transparency, reflection, and continuous improvement. Instructional leaders—including assistant principals, Multi-Classroom Leaders (MCLs), and department heads—collaborate to calibrate feedback, ensuring alignment with campus and

district expectations, as well as with IB MYP and Lead4ward instructional frameworks.

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

Special education and emergent bilingual staff are embedded in content area PLCs to ensure that special populations are addressed in campus planning. Additionally, the ESL staff regularly leads campus professional development. The campus will ensure a minimum of one Special Education and one ESL training for all staff at least once in the fall and once in the spring.

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.

To effectively implement a targeted improvement plan and sustain continuous academic growth, Crockett Middle School has strategically allocated Title I funds to strengthen instructional capacity, provide targeted professional development, and expand intervention opportunities for students.

A total of \$98,000 in Title I funds has been designated to support Opportunity Culture positions, including an MCL I (Mathematics), MCL II (Language and Literature), and two Reach Associate positions. These roles are critical to building teacher capacity and ensuring high-quality instruction across core content areas. The MCLs provide ongoing coaching, co-teaching, and professional learning focused on lesson planning, data analysis, and reteaching strategies aligned with the IB MYP framework. The Reach Associates provide additional classroom support to extend the reach of master teachers, facilitate small-group interventions, and assist with differentiated instruction to address student learning gaps.

Additionally, \$60,000 has been allocated to a partnership with Region 18 Education Service Center to provide embedded instructional support and professional development in Mathematics, Science, and Individuals and Societies. Region 18 specialists will work directly with Crockett's teachers and instructional leaders to enhance curriculum alignment, strengthen the use of formative assessment data, and implement evidence-based teaching practices that support STAAR performance growth and IB MYP interdisciplinary planning.

Crockett has also partnered with Lead4ward, investing \$16,000 to provide strategic coaching and training for teachers and administrators. This partnership focuses on improving the use of data analysis tools, instructional planning protocols, and reteaching strategies that directly impact student achievement and teacher effectiveness. Lead4ward's support aligns closely with the campus's Closing the Loop framework data model and enhances teacher understanding of readiness standards and student performance trends.

Furthermore, \$20,000 has been set aside to fund after-school tutoring and intervention programs for students across all grade levels. These sessions provide targeted academic support in Reading, Math, Science, and Social Studies, allowing teachers to close learning

gaps, reinforce key skills, and provide enrichment opportunities aligned with both TEKS and IB MYP objectives.

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