Beaumont Independent School District

Blanchette Elementary School

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 19, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

BISD_TAP_Stakeholder_Feedback_Summary_Final.docx

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

—

Which, if any, program is your school system interested in to support this strategy?

—

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

MGT

How many district staff members will be responsible for capacity building with this campus?

1

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Implementation will be supported through existing district resources, available program or grant funds, and contracted support aligned to the district's school-improvement priorities. Specific expenditures will be determined through the district's established budgeting and resource-allocation processes based on identified campus needs.

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?

If grant or supplemental funding is unavailable, the district will prioritize the highest-need improvement activities within available district resources and adjust the scope, sequencing, or source of support as necessary while maintaining the core instructional improvement strategy.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district and campus will regularly review student, instructional, staffing, and implementation needs and allocate personnel, coaching, instructional supports, and other available resources based on identified need. Resources will be adjusted as needs change to ensure campuses requiring greater support receive proportionate access to district and campus capacity.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

500

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

260

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

260

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/ EOY	Track student progress and growth across the school year and use results to identify needs and inform targeted instructional supports.
Other	Demonstrations of Learning	District	Daily	Identify mastery and misconceptions; determine same-day second teach or acceleration.
Other	District/local assessments	District	Quarterly	Review achievement, subgroup outcomes and instructional response.
Other	PK–2 literacy/ numeracy progress monitoring	District	Semester	Monitor foundational readiness and adjust early support.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

NWEA MAP results will be reviewed at the beginning, middle, and end of the year to monitor student growth and progress. District and campus teams will use the results to identify student needs, monitor progress over time, and provide targeted instructional supports.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Use DOL and progress-monitoring evidence to provide purposeful differentiation, same-day second teach and acceleration. Disaggregate outcomes for economically disadvantaged students, emergent bilingual students, students receiving special education services and students experiencing mobility or attendance barriers. Coordinate academic, language, disability-related, attendance and family supports through existing campus teams and monitor the response to support.

Will the campus implement a PLC structure?

Yes

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

Use weekly PLCs to internalize upcoming district-provided lessons, anticipate misconceptions, plan engagement and differentiation, calibrate student work and DOL evidence, and determine re-teach or extension before delivery. Weekly Demo Day rehearsal provides practice and feedback on modeling, pacing, transitions and engagement. Document preparation, rehearsal and instructional follow-up through existing agendas and artifacts.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Campus / Grade Level Lead

Who is required to attend PLCs?

All Teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Professional Learning Communities (PLCs) meet weekly and are led by department or campus leaders to review student data, plan instruction, and ensure consistent implementation of the AIM curriculum and instructional model. The principal provides oversight to ensure PLCs are conducted with fidelity, teachers are aligned on standards, pacing, instructional strategies, and student needs, and teams identify appropriate reteach, intervention, and extension actions based on evidence of learning.

Upload PLC agenda (optional):

—

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Teacher	AIM Instructional Model and Lesson Execution: Training on consistent implementation of the Accelerated Instructional Model (AIM), including standards-aligned lesson delivery, checks for understanding, and use of Demonstrations of Learning (DOLs) at the end of core-content lessons to assess student mastery and inform next instructional steps.	District and campus instructional leaders	Core-content teachers
Principal	AIM Instructional Leadership and Spot Observations: Training on the AIM instructional model and use of the district spot-observation process to identify evidence of instructional fidelity, provide actionable feedback, and monitor consistent implementation across classrooms.	District instructional leadership	Principals, assistant principals, and other campus instructional leaders

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

Teachers and leaders who are new to their roles or demonstrate a need for additional support will receive differentiated, job-embedded coaching at both the campus and district levels. Support may include more frequent classroom observations, one-on-one coaching and feedback, modeling of AIM-aligned instructional practices, support with lesson preparation and DOL implementation, and targeted follow-up through PLCs. Campus and district leaders will use observation and student-learning evidence to identify specific areas of need and adjust the intensity of support accordingly.

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?

District Spot Observation Form / classroom spot observations

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

Monthly

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

Teachers and administrators will receive targeted professional learning and job-embedded support focused on meeting the needs of students in special populations, with particular emphasis on special education. Support will include understanding and implementing IEP requirements, providing required accommodations and supports, aligning instruction to individual student needs, and monitoring whether students are making progress. Campus and district staff will provide follow-up coaching and technical assistance as needed to strengthen implementation.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Document aligned RLA/Mathematics curriculum, learning objectives, DOL routines and protected instructional schedules.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / RLA and Mathematics Teams

Evidence of Completion – What artifact, data, or observable action will verify completion?

Curriculum/lesson artifacts; approved schedules; DOL samples

Support Needed – What training, coaching, resources, or tools are required?

District curriculum guidance and schedule review

Milestone 2

Description – What specific action or deliverable will be completed?

Establish weekly PLC preparation and Demo Day rehearsal; retain agendas, rehearsal feedback and calibrated student-work samples.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / Leadership Team / Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC/Demo Day agendas; lesson artifacts; feedback records

Support Needed – What training, coaching, resources, or tools are required?

Leadership calibration and rehearsal support

Milestone 3

Description – What specific action or deliverable will be completed?

Complete an initial scored spot-observation/coaching review and assign differentiated follow-up for identified practice gaps.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / APs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Observation/coaching tracker; follow-up assignments

Support Needed – What training, coaching, resources, or tools are required?

District-approved rubric and coaching support

Milestone 4

Description – What specific action or deliverable will be completed?

Review applicable PK–2 progress and DOL response; document second-teach/acceleration adjustments and resulting student evidence.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / PK–2 Team / Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Progress-monitoring records; DOL samples; instructional response records

Support Needed – What training, coaching, resources, or tools are required?

Approved assessments and instructional support

Milestone 5

Description – What specific action or deliverable will be completed?

Audit attendance outreach, intervention follow-through and behavior/student-support evidence, including OSS trends; close assigned gaps.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / Attendance Team / Counselor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Attendance/outreach logs; intervention records; OSS trends; follow-up tracker

Support Needed – What training, coaching, resources, or tools are required?

Attendance workflow and student-support coordination

Milestone 6

Description – What specific action or deliverable will be completed?

Review family communication and recurring stakeholder themes; document attendance/ support outreach and mentoring or volunteer connections.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / Staff / Campus Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Family communication records; partnership/outreach evidence; assigned follow-up

Support Needed – What training, coaching, resources, or tools are required?

District communication and community-partnership coordination

Milestone 7

Description – What specific action or deliverable will be completed?

Compile year-end academic and subgroup evidence and record instructional adjustments for off-trajectory grades or groups.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / APs / District Support

Evidence of Completion – What artifact, data, or observable action will verify completion?

Scored observations; fidelity summary; differentiated support assignments

Support Needed – What training, coaching, resources, or tools are required?

Rubric calibration and district support

Milestone 8

Description – What specific action or deliverable will be completed?

Complete the annual summative/milestone evidence review and next-cycle action assignments; evaluate on-track progress against the district target of 90%+ each review cycle.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / District Support / Campus Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Plan4Learning review; evidence index; milestone status; next-cycle actions

Support Needed – What training, coaching, resources, or tools are required?

District review of compliance, resources and improvement priorities

Milestone 9

Description – What specific action or deliverable will be completed?

Use year-one findings to refine curriculum implementation, differentiation and schedules; document which barriers were addressed.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / RLA and Mathematics Teams

Evidence of Completion – What artifact, data, or observable action will verify completion?

Revised lesson/schedule artifacts; prior-year findings; barrier/action record

Support Needed – What training, coaching, resources, or tools are required?

District curriculum and implementation support

Milestone 10

Description – What specific action or deliverable will be completed?

Calibrate PLC/Demo Day practice across teams using year-one student evidence and verify follow-through on revised rehearsal priorities.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / Leadership Team / Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Calibration artifacts; revised PLC agendas; rehearsal/follow-up records

Support Needed – What training, coaching, resources, or tools are required?

District calibration and leadership coaching

Milestone 11

Description – What specific action or deliverable will be completed?

Reassign differentiated coaching and support using sustained practice gaps, staffing continuity and first-year subgroup evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / APs / District Support

Evidence of Completion – What artifact, data, or observable action will verify completion?

Differentiated coaching assignments; staffing/support review; evidence of follow-up

Support Needed – What training, coaching, resources, or tools are required?

District Schools/HR and coaching coordination

Milestone 12

Description – What specific action or deliverable will be completed?

Evaluate whether revised second-teach/acceleration responses improve applicable foundational and grade-level progress; refine ineffective responses.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / Teachers / PK–2 Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Comparison of progress-monitoring cycles; revised response records; student work

Support Needed – What training, coaching, resources, or tools are required?

Approved assessment and instructional support

Milestone 13

Description – What specific action or deliverable will be completed?

Evaluate sustained attendance, OSS and student-support trends; revise outreach and escalation where barriers persist.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / Attendance Team / Counselor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Two-year attendance/OSS trend review; intervention follow-through; revised actions

Support Needed – What training, coaching, resources, or tools are required?

Attendance and student-support coordination

Milestone 14

Description – What specific action or deliverable will be completed?

Evaluate family communication and partnership follow-through against recurring feedback; document adjustments to engagement and support pathways.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / Staff / Campus Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Family outreach/feedback review; partnership follow-up; improvement actions

Support Needed – What training, coaching, resources, or tools are required?

District communication and community-partnership support

Milestone 15

Description – What specific action or deliverable will be completed?

Complete a two-year academic/subgroup review and document which instructional responses should be sustained, intensified or revised.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal / Campus Team / District Support

Evidence of Completion – What artifact, data, or observable action will verify completion?

Two-year campus scorecard; student-group evidence; assigned instructional decisions

Support Needed – What training, coaching, resources, or tools are required?

District data analysis and performance review

Milestone 16

Description – What specific action or deliverable will be completed?

Validate sustained RLA/Mathematics fidelity and leadership monitoring; assign continuing support for remaining implementation gaps.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal / APs / District Support

Evidence of Completion – What artifact, data, or observable action will verify completion?

Fidelity trends; calibrated observations; continuing support assignments

Support Needed – What training, coaching, resources, or tools are required?

Rubric calibration and district support

Milestone 17

Description – What specific action or deliverable will be completed?

Complete the two-year summative review, evidence index and continuation decisions, retaining campus-specific compliance and next-cycle responsibilities.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal / District Support / Campus Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Plan4Learning summative review; complete milestone evidence; continuation actions

Support Needed – What training, coaching, resources, or tools are required?

District review of campus requirements and sustainable resources

Performance Management

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

District and campus leaders will monitor implementation through regular review of Spot Observation data, Demonstrations of Learning (DOL) results, and related instructional progress indicators. Campus leaders will use these data within PLCs and instructional leadership routines to identify implementation trends, determine where additional support is needed, and adjust coaching or instructional supports. District leaders will use the same evidence to monitor implementation across campuses and identify system-level areas requiring follow-up.

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

The Office of School Effectiveness, principals, and campus instructional leaders will review progress toward milestones. The Office of School Effectiveness will monitor campus-level implementation and milestone progress, while principals and campus leaders will review instructional progress through PLCs, Spot Observation results, DOL evidence, and related campus implementation data.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

weekly

How will milestone progress data be collected?

Milestone progress data will be collected through district dashboards and established monitoring tools, including Spot Observation data and DOL progress-monitoring results. Campus and district leaders will use these data, along with milestone evidence identified in the plan, to document implementation progress and identify areas requiring additional support.

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

Progress will be shared through regular district leadership meetings, campus leadership and PLC structures, and appropriate stakeholder-engagement opportunities. District leadership will review implementation trends and next steps internally and cascade relevant information and expectations to principals and campus leaders. Progress and key updates will also be communicated to families and community stakeholders through community meetings and other district outreach channels.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	32
Masters Grade Level	15

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	55
Meets Grade Level	27
Masters Grade Level	12

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	58
Meets Grade Level	30
Masters Grade Level	14

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

75

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

75

Not applicable: ELP Component goal (SY 26-27)

No

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	37
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 27-28)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	32
Masters Grade Level	17

Not applicable: Math STAAR goals (SY 27-28)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	35
Masters Grade Level	19

Not applicable: overall STAAR goals (SY 27-28)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

75

Not applicable: Academic Achievement goal (SY 27-28)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

75

Not applicable: ELP Component goal (SY 27-28)

No

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

75

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

75

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

75

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

75

Additional Info

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

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Upload additional documents (optional):

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