

Follett Independent School District

Follett School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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 TIP 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 Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [§39A.057](#), 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:

October 20, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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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?

LIFT, Texas Strategic Leadership

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

LIFT PLC Support

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

Region 16, Empower Schools

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.

We anticipate receiving \$100,000 from the LIFT Grant to implement the plan, including expenses for materials and staffing needed to support the strategy. We will utilize these funds as follows:

\$80,000 towards our instructional coach's salary, \$10,000 towards stipends for math teacher(s) implementing the approved curriculum resources and \$10,000 towards the purchase of curriculum resources.

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?

In the event of unavailability of LIFT funds we would analyze our current budget for areas of reallocation of funds that would apply an equitable budget restriction to existing programs to meet the monetary demands of this plan.

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

The campus has made targeted instructional staffing assignments in areas that allocate demonstrated expertise and talent to the highest areas of need.

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?

300

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

Amplify Texas Elementary Literacy Program in English and Spanish

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

Other

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?

300

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?

300

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)

Other

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?

290

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?

290

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?

161

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

Warning: If your campus has less than 165 instructional days and no plan to adjust to a calendar with at least 165 instructional days in the 2027-2028 school year, then the TAP is likely to be denied.

The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days for the 2027-2028 school year.

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)
Curriculum Based Assessment		Campus	Monthly	The planned curriculum based assessments enables the teachers and administrators to track student outcomes and to make actionable and timely instructional decisions.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		Campus	Semester	This mid year benchmark will assist teachers with the Identification of student academic needs through mid-year performance metrics to strategically adjust semester lesson plans and reallocate resources for targeted intervention groups.
Other	NWEA MAP	Campus	BOY/MOY/EOY	By leveraging MAP assessment data, instructors can identify key standards students are ready to master. These insights directly inform tailored, responsive learning strategies and ensure each student receives an updated, personalized intervention plan aligned with their needs.

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

Our campus utilizes a dual-tier framework to systematically monitor student growth, leveraging DMAC alongside our local data tracking system. DMAC serves as our primary platform for comprehensive instructional reporting and standards-level analysis, allowing educators to evaluate TEKS mastery and pinpoint curriculum gaps. Simultaneously, our local tracking system maintains real-time records of classroom progress, intervention milestones, and individual growth trajectories. By synthesizing high-level DMAC data with ongoing local tracking data during the bi-weekly PLC meetings, instructional teams continuously refine targeted interventions, align classroom instruction, and ensure every student achieves their growth goals.

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

Our campus supports students below grade level and special populations through a Multi-Tiered System of Supports (MTSS) guided by MAP data, DMAC reporting, and our local tracking system. Diagnostic data systematically identifies standards-level gaps, enabling educators to deliver targeted Tier 2 and Tier 3 small-group interventions tailored to individual readiness. For special populations, including Special Education, dyslexia, Emergent Bilinguals, and At-Risk students, specialized staff and classroom teachers collaborate to integrate required IEP, 504, and linguistic accommodations directly into scaffolded core instruction. Through regular PLC data cycles, teachers continuously monitor growth in our local tracking system, and make adjustments to the personalized intervention plans to ensure all students accelerate learning and close achievement gaps.

Will the campus implement a PLC structure?

Yes

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

The campus will provide at least one 45-minute common planning/PLC period with the vertical grade bands each week for all teachers, including special education and dyslexia teachers.

How frequently will PLCs occur?

PLCs will occur on a weekly basis.

Who will facilitate PLCs?

The campus principal and/or a member of the district administration will facilitate PLCs on a weekly basis.

Who is required to attend PLCs?

The attendees of all PLCS will include the Core Content, Dyslexia, and Special Education teachers.

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

The PLC protocol will include time for lesson internalization, lesson rehearsal, module/unit internalization, and student work analysis from previous lessons. When appropriate, the PLC will also include data analysis and plans for intervention.

The PLC protocol will also use the following 4 questions, adopted from the work of DuFour, etal.

(DuFour, DuFour, Eaker, & Many, 2010):

What is it we want our students to learn?

How will we know if each student has learned it?

How will we respond when some students do not learn it?

How can we extend and enrich the learning for students who have demonstrated proficiency?

Upload PLC agenda (optional):

[TIP PLC Agenda 26-27.docx](#)

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
Principal Manager	The principal manager will engage in the following trainings to support the work around LIFT and to build the leadership of the principal: LIFT: Orientation & Core Overview, LIFT Observation and Feedback Training, collaborative calibration walks, and LIFT/TSL support in performance management.	Region 16 LIFT Coaches	Follett ISD Superintendent, Principal, Instructional Staff, Principal
Principal	The principal will participate in the following trainings to strengthen her skills as an instructional leader: LIFT Orientation and Overview LIFT Observation and Feedback Training, Calibration Walks, Performance Management and RBIS	Region 16 LIFT Coaches and TSL	Follett ISD Principal, Instructional Staff, Superintendent
Teacher	LIFT Internalization protocols, LIFT Implementation support for Bluebonnet, DMAC training, RBIS Training. Action Steps from Coaching Cycles, School Wide Culture and Routines Training	Region 16 LIFT Coaches and TSL	Follett ISD Instructional Staff, Principal, Superintendent

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

The plan to differentiate and/or increase support and training for teachers that do not have a demonstrated track record of success includes Increasing 1 on 1 coaching sessions and provision of resources and mentorship.

Capacity building will also take place through a train-the-trainers model, where select members of the campus administrative and instructional staff receive training and bring back this knowledge to present in PLCs to build improved capacity among instructional staff.

Veteran teachers are paired with beginning teachers to support, plan, and build confidence in their capacity. The principal will be coaching the highest need teachers based on a tiered system. The frequency of coaching conversations will increase to match the need of the teachers. (Example - A lower performing teacher will participate in weekly coaching sessions with the campus principal, whereas the higher performing teacher may only receive a coaching session 1-2 times a month.)

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?

LIFT Classroom Observation Tools will be used along with an action step tracker to monitor progress. The look-fors will be evidence of research based instructional strategies, high levels of student engagement, checks for understanding, and instructional coaching that produces actionable next steps. We will also the Get Better Faster Waterfall tool to support building capacity. In the spring, we will implement the IIA to monitor progress across the district.

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

Weekly

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

To build campus capacity, teachers and administrators will receive targeted training on data-driven instruction, specialized teaching strategies, and support for special populations, including Special Education, dyslexia, Emergent Bilinguals, and At-Risk students. Staff will learn to use DMAC and MAP assessment data to customize lessons and track student progress toward personal learning goals. Leaders will conduct regular classroom walkthroughs and feedback sessions to ensure accommodations are used correctly, while teachers collaborate in PLCs to refine interventions and accelerate student growth.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

ESF Alignment: Lever 1: Planning and Performance Management through Strong Leadership (Essential Action 1.2: Campus Improvement Plan & Essential Action 1.4: Performance Management of Campus Improvement Plans/Goals).

Develop a robust data tracking system to increase the Closing the Gaps component score from 39 to a 50, earning points across federal Mathematics Academic Achievement, CCMR, and English Language Proficiency (TELPAS) group targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Campus Principal, Classroom Teachers

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

Updated data tracker and monitoring of DMAC reports specifically for Closing the Gaps. (Increasing Meets % in Reading and Math to 50%)

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

Region 16 ESC School Improvement specialist, LIFT Grant Coaches
CCMR Update Training through Region 16

Milestone 2

Description – What specific action or deliverable will be completed?

ESF Alignment: Lever 5: Instructional Leadership and Capacity Building (Essential Action 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports).

Establish weekly Professional Learning Community (PLC) data routines using DMAC and curriculum-embedded assessments to analyze student misconceptions and execute immediate reteach lessons.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Teachers

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

Completed DMAC assessment reflection forms, PLC meeting agendas/minutes, and weekly exit ticket reteach plans.

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

DMAC software platform training, and Region 16 ESC PLC facilitation workshops with the LIFT Coaches. We will be using data tracking tools to monitor and adjust instruction to support successful student outcomes.

Milestone 3

Description – What specific action or deliverable will be completed?

ESF Alignment: Lever 4: Academic Experience (Essential Action 4.3: CCMP Course Offerings and Graduation Programs of Study).

Expand structured IBCs courses, dual credit, and R-PEP offerings to increase CCMR from 64% to 100%.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, CTE Teachers

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

Completion of IBC exams, dual-credit enrollment rosters, and updated student CCMR tracking logs.

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

Region 16 CCMR Playbook Contract (upcoming Accountability changes to CCMR), higher education partnerships with Frank Phillips College and Amarillo College (Gateway to Health Careers), and R-PEP Support from Region 16.

Milestone 4

Description – What specific action or deliverable will be completed?

ESF Alignment: Lever 4: Academic Experience (Essential Action 4.2: Management of Curriculum Implementation) & Lever 5: Instructional Leadership and Capacity Building (Essential Action 5.2: Instructional Planning for Effective Classroom Instruction).

Ensure 100% Tier 1 classroom adoption and scope-and-sequence fidelity of the newly adopted Bluebonnet Math curriculum across Pre-K through 5th grade. This directly resolves curriculum instability and establishes vertical alignment across grade levels.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Teachers

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

Instructional walkthroughs captured on the Obs/Feedback Tracker (IIA), and Bluebonnet Math unit assessment score reports in DMAC.

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

Content-specific instructional coaching from the Region 16 LIFT Grant team.

Milestone 5

Description – What specific action or deliverable will be completed?

ESF Alignment: Lever 3: Integrated Student Support Systems (Essential Action 3.1: Multi-tiered System of Supports) & Lever 5: Instructional Leadership and Capacity Building (Essential Action 5.2: Instructional Planning for Effective Classroom Instruction — Key Practice 5.2.3: Instructional Delivery Training for Special Populations).

Increase the district's TELPAS Progress Rate from 27% to 40% (recovering federal Closing the Gaps English Language Proficiency component points) by equipping teachers with job-embedded professional development on integrating the English Language Proficiency Standards (ELPS) across all core Tier 1 subjects and explicitly coaching students in domain-specific TELPAS test-taking strategies (specifically targeting online listening, speaking recordings, structured reading, and academic writing practice).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

LPAC Coordinator, Campus Principal, LPAC Committee, Core Subject Teachers.

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

Region 16 TELPAS PD attendance certificates, LPAC student progress review logs, and DMAC TELPAS simulation assessment score reports, and the local data tracker.

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

Region 16 ESC Title III / Bilingual Education professional development

Milestone 6

Description – What specific action or deliverable will be completed?

Execute Fall Semester LIFT Data Walks and Calibration Cycles across all core classrooms. Campus and district leaders will conduct joint walkthroughs using LIFT/TEA observation rubrics to calibrate scoring, monitor the fidelity of initial Bluebonnet implementation, and deliver bite-sized action steps.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal Manager, Principal, Teachers, LIFT Coaches

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

Agendas from and completed LIFT Data Walk tools and Performance Management Notes. Observations from subsequent data walks to capture implementation of action steps.

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

LIFT Calibration and Coaching Sessions with Principal Manager and Principal

Milestone 7

Description – What specific action or deliverable will be completed?

Execute Spring Semester LIFT Data Walks, Calibration Cycles, and Mid-Year Reset. Leadership will conduct follow-up observation rounds to evaluate teacher growth on prior action steps, refine tiered coaching assignments, and monitor advanced HQIM instructional delivery.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal Manager, Principal, Teachers, LIFT Coaches

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

Agendas from and completed LIFT Data Walk tools and Performance Management Notes. Agendas from coaching sessions with instructional staff. Observations from subsequent data walks to capture implementation of action steps.

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

LIFT Coaching Sessions with Principal Manager and Principal.

Milestone 8

Description – What specific action or deliverable will be completed?

ESF Alignment: Lever 2: Talent Retention and Strategic Staffing (Essential Action 2.3: Growth and Retention Strategies) & Lever 5: Instructional Leadership and Capacity Building (Essential Action 5.1: Instructional Leadership).

Provide continuous mentorship, T-TESS observation cycles, and Region 16 professional development to build teaching capacity, reduce turnover, and leverage the Teacher Incentive Allotment (TIA).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Campus Principal, Assigned Mentor Teachers.

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

Region 16 PD completion certificates, T-TESS observation logs, coaching action-step trackers, and TIA submission data.

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

Region 16 ESC First Year Teachers Academy, Teacher Incentive Allotment (TIA) technical guidance.

Milestone 9

Description – What specific action or deliverable will be completed?

Transition Performance Management (PM) Ownership to District Leadership. The Principal Manager and district leaders will take full facilitation ownership of the central Performance Management routines (evaluating 2027 STAAR/EOY data, setting 2027–2028 goals, and establishing the fall PM cadence) as external LIFT support transitions to a gradual release model.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal Manager

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

The district administrator will lead staff through performance management, starting by evaluating 2027 STAAR/EOY data, setting 2027–2028 goals, and establishing the fall PM cadence.

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

The district leader will need support in analyzing the STAAR Data of 2027 in order to identify areas of need and to also determine what accomplishments need celebrating.

Performance Management

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

The plan to monitor performance of milestones, that are aligned with the improvement strategy and progress toward student outcome goals, will occur on a bi-weekly basis during the leadership team meetings which may include the SI support specialist, LIFT District and Campus Coaches, along with district and campus leadership.

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

The stakeholders that will continuously monitor the progress towards the milestones include the Principal Manager, Principal, Deputy Superintendent, contracted through Region 16.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be systematically collected across several operational areas using a combination of local tracking tools, assessment management software (DMAC), observation/feedback tracker (IIA), and administrative documentation artifacts and documents will be compiled by the Leadership Team and reviewed for fidelity during the bi-weekly meetings.

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

Milestone progress data will be shared with district leadership and stakeholders during the CIT public meeting, presentation to the FISD Board of Trustees in the fall and spring semester and with the District Site Based Decision Making Committee at the beginning, middle and end of year meetings.

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	81
Meets Grade Level	62
Masters Grade Level	26

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	80
Meets Grade Level	50
Masters Grade Level	20

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	80
Meets Grade Level	50
Masters Grade Level	23

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?

22

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?

3

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

No

Did your school have a graduation class for the 2025-2026 school year?

Yes

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

8

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

4

What was your CCMR percentage for your 2025 graduation class?

64

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

100

We did not have a 2025 graduating class

No

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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