

Kennedale Independent School District

RF Patterson Elementary School

2024-2025

Accountability Rating: B



Board Approval Date: September 19, 2024
Public Presentation Date: September 18, 2024

Mission Statement

The mission of the Kennedale Independent School District is to provide a diverse, engaging, and safe environment where all stakeholders are responsible and accountable for student success.

Vision

Engage, Enrich, Equip, Excel

Core Beliefs

We believe:

- Students are a diverse community of learners who will be equipped and provided with broad opportunities and experiences that cultivate integrity, leadership skills, community involvement and support for success. Success is reflected by evidence of grit, appreciation for diverse perspectives and experiences, with global competitiveness.
- Parents and families should be active essential partners who work together with mutual respect and trust for the benefit of students and staff.
- Teachers represent a diverse group that love their job, love their students, are flexible, and create a safe and engaging learning environment that is equitable for all because they are the backbone of the district.
- Campus leadership should be innovative, responsive, and accountable community builders.
- Central Office and the Superintendent exist to provide a transparent and visionary operation that is dedicated to servant leadership, in conjunction with district staff & students. In addition, ensuring that all campuses will be safe, secure spaces, while meeting the essential needs of all students.
- The School Board should be engage with the community and held accountable for student learning by listening, collaborating, and building consensus to make decisions base upon best practices and research while remaining within the scope of their elected responsibilities.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

[CNA Presentation 2024](#)

STAAR RESULTS

GRADE LEVEL	MATH 2024	MATH 2023	REGION 2024	STATE 2024
3RD	65%	59%	70%	69%
4TH	68%	66%	67%	68%
5TH	71%	69%	75%	76%
OVERALL	68%	65%	71%	71%

GRADE LEVEL	READING 2024	READING 2023	REGION 2024	STATE 2024
3RD	72%	58%	74%	75%
4TH	85%	76%	82%	81%
5TH	76%	66%	78%	78%
OVERALL	77%	67%	78%	78%

Demographics

Demographics Summary

- Implement a screening process for students who enroll after the BOY MAP assessment.
- Reach out to community partners for school supply donations. The increase in mobility rate diminishes our school supplies, because new students rarely bring supplies through the school year.
- Create a quick glance flyer with important campus information for students who enroll after the first of the year (6/25/24).

Demographics Strengths

- Attendance rate has steadily increased to 94.5%.
- Emergent Bilingual population decreased from 10.4% to 8.8%.
- MTSS process is effective: increase in SPED, 504, Dyslexia, At-risk & GT populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of office referrals in each grade level is inconsistent. **Root Cause:** The school-wide PBIS expectations are not being taught consistently.

Student Learning

Student Learning Summary

- Use Title 1 funds to offer after-school tutoring year-round
- Establish vertical alignment teams in Math Science and ELA to establish school-wide daily writing expectations in all subjects.
- Utilize campus academic grade level expectations to ensure all students are prepared for the next grade level.

Student Learning Strengths

- 10 point gain in campus-wide Reading STAAR scores.
- All grade levels made gains in Reading and Math STAAR scores.
- 90% of the students that participated in after-school tutoring passed the reading STAAR.
- Hour WIN block allowed teachers and interventionists to focus on specific skills and added flexibility to group adjustments.

STAAR RESULTS

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Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students receiving Tier 2 and Tier 3 support showed minimal growth and/or achievement on MAP and STAAR assessments. **Root Cause:** Students have weaknesses in more than one academic area and more time for remediation is needed.

Problem Statement 2: Not all students had the opportunity to monitor their own data. **Root Cause:** Student data collection was focused on grades 3rd-5th.

Problem Statement 3: All students on campus will have equable education opportunities. **Root Cause:** Teachers will utilize district provided research based instructional strategies.

Problem Statement 4: All students on campus will have equable education opportunities. **Root Cause:** Teachers will utilize district provided high-quality instructional materials.

Problem Statement 5: Students need individual learning opportunities to address their specific needs. **Root Cause:** The campus will provide educational opportunities to support specific student needs.

Problem Statement 6: Teachers need a designated PLC time during the school day. **Root Cause:** Teachers are presented with new curriculum and teaching materials each year.

School Processes & Programs

School Processes & Programs Summary

- Students are unaware of the current bullying program because it is not spoken of daily. A new intercom system will assist with this.
- Discipline is not aligned across all grade levels and the campus would benefit from the Discipline Committee determining guidelines for office referrals.
 - Staff and student attendance is on the rise with incentives that should be continued through next school year.
 - Extra-curricular opportunities are limited and may help to increase attendance. Implementing a Genius Hour may help with attendance.

School Processes & Programs Strengths

- 88% of students feel they have a trusted adult that can go to, if needed.
- 100% of the staff feel they cultivate a sense of community and enjoy coming to work.
- 100% participation with the school-wide behavior expectations
- 88% of parents report that their child enjoys what they learn on class.
 - 100% of our staff feels like our campus leaders support teachers in implementing best practices for creating productive learning environments, including student engagement strategies, clear routines and procedures, and classroom design and layout.
 - The campus has several committees that make decisions for the campus: team leader, site-based decision making, discipline, attendance, sunshine and academic.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parents would like more detailed information about specific academic classroom activities. **Root Cause:** Not all grade levels sent home a weekly newsletter.

Problem Statement 2: Parents would like to see more after-school, extra-curricular activities. **Root Cause:** RFP offers limited after-school, extra-curricular activities.

Problem Statement 3: RFP will provide numerous opportunities for parents and community members to be involved with school activities. **Root Cause:** A positive school to home culture is needed to foster student success.

Perceptions

Perceptions Summary

- Parents indicate wanting support for their students with challenging work. A tutoring program would provide additional support.
- Many parents did not volunteer on a regular basis last year, because opportunities were not advertised.

Perceptions Strengths

- RFP PTO involvement
- Involvement with KHS programs: PALS, Kinesiology students in PE, Football games and CTE Educator program
- Parent Communication: Weekly grade level parent newsletters, campus bi-monthly newsletters, social media, emails from school and RFP website
- RFP involvement in KISD events: 4E Expo, Fall Festival, JAA Family Night with Santa, Bunny Hop, Rotary Chili Cook-off, Veterans' Celebration
- Parent-involvement programs: Raising Capable Kids, Play-it-Safe, Canned Food Drive, Career Day

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus staff population does not match the student population. **Root Cause:** There has been rapid growth in the Hispanic population.

Problem Statement 2: Students with special needs are not included to the fullest extent on campus. **Root Cause:** The lack of purposeful planning among all students and grade levels.

Problem Statement 3: Parent survey results indicated concerns about bullying between students. **Root Cause:** Limited pro-active approach to teaching appropriate behaviors and recognizing kindness.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 18, 2024

Goal 1: Student Achievement: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 1: R. F. Patterson Elementary staff will prepare all students to meet or exceed grade-level expectations by improving the effective use of researched-based instructional strategies (RBIS) alongside the consistent use of high-quality instructional materials (HQIM) across all content areas.

HB3 Goal

Evaluation Data Sources: State Accountability and Distinction Designation reports, NWEA MAP Growth, STAAR 3-8, TELPAS, TAPR, texasassessment.gov

Strategy 1 Details

Strategy 1: R. F. Patterson Elementary teachers will use instructional materials that are aligned with the Texas Essential Knowledge and Skills, including Amplify, Eureka Math and StemScopes Science to support quality instruction for all students .

Strategy's Expected Result/Impact: 90% of teacher usage on TTESS walk-through data, 90% of teacher usage on KISD dashboard data

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **Results Driven Accountability**

Strategy 2 Details

Strategy 2: R. F. Patterson Elementary teachers will use Research-Based Instructional Strategies (RBIS) daily, including Fundamental 5 and hands-on/movement, to strengthen Tier 1 instruction and target the unique needs of diverse learners that are content specific.

Strategy's Expected Result/Impact: 5% increase in STAAR Math & Reading scores, 90% of teacher usage on TTESS walk-through data, 90% of teacher usage on KISD dashboard data

TEA Priorities:

Build a foundation of reading and math

- **Results Driven Accountability**

Strategy 3 Details

Strategy 3: All R. F. Patterson students will record their academic data in a data binder and indicate a specific high-achieving goal and track their own progress 3 times a year.

Strategy's Expected Result/Impact: NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually; 2% increase in course passing rate and 5% increase in STAAR Math & Reading scores.

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **Results Driven Accountability**

Strategy 4 Details

Strategy 4: Students receiving Tier II & III levels of supports in Reading and/or Math will be invited to after-school tutoring provided by a certified teacher throughout the academic school year.

Strategy's Expected Result/Impact: Increase coursework grades by 2% each 9 weeks in Reading & Math, NWEA MAP Growth, STAAR 3-8, TELPAS

TEA Priorities:

Build a foundation of reading and math

- **Results Driven Accountability**

Goal 1: Student Achievement: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 2: R. F. Patterson Elementary students will participate in programs and learning opportunities that are relevant to their individual needs and support the college, career and military readiness.

Evaluation Data Sources: WIN hour documentation, Xello reports, Summit K-12 reports, TELPAS results

Strategy 1 Details

Strategy 1: R. F. Patterson Elementary students will participate in career exploration activities and track their interest through the Xello program.

Strategy's Expected Result/Impact: Students will begin to explore future career paths and discuss these plans at parent conferences.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: R. F. Patterson Elementary students that make up the emergent bilingual population will participate in instructional support programs such as Summit K-12 to ensure their individual academic needs are met.

Strategy's Expected Result/Impact: WIN documentation, Summit K-12 reports, MAP growth reports. STAAR results

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 1: Student Achievement: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 3: R. F. Patterson Elementary administration and teachers will implement a structured instructional coaching program focusing on, collaborative planning, lesson internalization and data-driven instruction based on individual teacher needs.

Strategy 1 Details

Strategy 1: R. F. Patterson Elementary campus administration will ensure teachers have protected time in their schedule to meet with district instructional coaches one time per week in professional learning communities for lesson internalization.

Strategy's Expected Result/Impact: 75% of teachers will show evidence of research-based instructional strategies (RBIS) usage 50% of the time measured by power walk data.

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- **Results Driven Accountability**

Strategy 2 Details

Strategy 2: Professional Learning Community/Curriculum meeting rooms will be set up by grade level on campus for instructional coaching and lesson internalization to be utilized by KISD Instructional Coaches, Campus Administration and Teachers weekly.

Strategy's Expected Result/Impact: Improved results on walk-through data, TTESS scores, KISD Dashboard results

75% of teachers will show evidence of research-based instructional strategies (RBIS) usage 50% of the time measured by power walk data.

TEA Priorities:

Build a foundation of reading and math

- **Results Driven Accountability**

Strategy 3 Details

Strategy 3: R. F. Patterson Elementary campus administration will support teachers through individualized coaching sessions, including teacher reflections to ensure effective and meaningful outcomes.

Strategy's Expected Result/Impact: Improved results on walk-through data, TTESS scores, KISD Dashboard results

NWEA MAP Growth - percentage of students on track to meet grade level norms in reading and math will increase by 2% annually; NWEA MAP Growth - percentage of students on track to meet projected growth measures in all assessed areas will increase by 2% annually; 2% decrease in nine-week failure rate; 2% increase in course passing rate, 5% increase in STAAR Reading and Math scores, PLC data and documentation.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **Results Driven Accountability**

Goal 2: Engaged Staff, Students, Families, and Community: We will engage staff, students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 1: R. F. Patterson Elementary staff will provide opportunities for parental involvement through community projects and events.

Evaluation Data Sources: Climate Survey
Parent Survey
Attendance sign-in documents

Strategy 1 Details
<p>Strategy 1: R. F. Patterson Elementary students and families will participate in events sponsored by the campus, including Open Houses, Curriculum Nights, Career Fair, Math & Science Night, Literacy Night and End-of-the-Year Awards.</p> <p>Strategy's Expected Result/Impact: Parental sign-in sheets Surveys</p> <p>TEA Priorities: Build a foundation of reading and math - Results Driven Accountability</p>
Strategy 2 Details
<p>Strategy 2: R. F. Patterson Elementary administration and staff will work directly with the Parent Teacher Organization to foster a positive school community.</p> <p>Strategy's Expected Result/Impact: A variety of community events for parents to choose from, higher community survey results</p> <p>TEA Priorities: Improve low-performing schools - Results Driven Accountability</p>

Goal 2: Engaged Staff, Students, Families, and Community: We will engage staff, students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 2: R. F. Patterson Elementary students will participate in an extra or co-curricular activity provided by the campus.

Evaluation Data Sources: Increased student participation in extra or co-curricular events

- Climate Survey
- Student Survey
- Staff Survey
- Parent Survey
- Program enrollment

Strategy 1 Details

Strategy 1: R. F. Patterson Elementary students will be offered extra or co-curricular activities, including Art Club and Choir.

Strategy's Expected Result/Impact: Increased student participation in extra or co-curricular events

- Climate Survey
- Student Survey
- Staff Survey
- Parent Survey
- Program enrollment

Strategy 2 Details

Strategy 2: R. F. Patterson Elementary students will be offered the opportunity to participate in off-campus field trips that support the Texas Essential Knowledge and Skills, including musicals at Bass Hall, Camp Grade Spruce, the Ft. Worth Zoo and State supported Texas History activities in Austin, Texas.

Strategy's Expected Result/Impact: Increased student participation in extra or co-curricular events

- Climate Survey
- Student Survey
- Staff Survey
- Parent Survey
- Program enrollment
- Specific event survey

TEA Priorities:

Connect high school to career and college

Goal 2: Engaged Staff, Students, Families, and Community: We will engage staff, students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 3: R. F. Patterson Elementary staff will use multiple and appropriate modes of communication to encourage stakeholder input and participation in the education process.

Evaluation Data Sources: Participation in campus/district events, Parent and Community Survey Data, Program Attendance, Social Media Metrics

Strategy 1 Details
<p>Strategy 1: R. F. Patterson (RFP) Elementary administration and staff will communicate with students and the community through a variety of platforms, including the RFP website, RFP Facebook page, RFP Instagram page, Parentsquare, grade level newsletters, daily communication folder, phone calls and notes home.</p> <p>Strategy's Expected Result/Impact: Increased student and parent participation in extra or co-curricular events</p> <ul style="list-style-type: none">Climate SurveyStudent SurveyStaff SurveyParent SurveyProgram enrollment
Strategy 2 Details
<p>Strategy 2: R. F. Patterson Elementary administration and staff will communicate with students and families in English and their native written language.</p> <p>Strategy's Expected Result/Impact: Increased student and parent participation in extra or co-curricular events</p> <ul style="list-style-type: none">Climate SurveyStudent SurveyStaff SurveyParent SurveyProgram enrollment
Strategy 3 Details
<p>Strategy 3: All parents at R. F. Patterson Elementary will receive a weekly newsletter developed by the classroom teachers with specific academic information, as well as, upcoming dates and events.</p> <p>Strategy's Expected Result/Impact: Increased positive feedback on</p> <ul style="list-style-type: none">Climate SurveyStudent SurveyStaff SurveyParent SurveyProgram enrollment

Goal 3: Safe and Supportive Learning Community: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 1: R. F. Patterson Elementary administration and staff will maintain a school-wide Positive Behavioral Interventions and Supports program with 100% participation.

Evaluation Data Sources: Climate surveys
Conduct reporting forms
Discipline data/records
Pride Committee resources/documentation

Strategy 1 Details

Strategy 1: Implement and display PBIS PRIDE Matrix which outlines behavioral expectations in all areas of the school, including Classroom, Hallway, Restroom, Cafeteria, Specials and the bus.

Strategy's Expected Result/Impact: Reduce discipline referrals by 2%
Student Survey
Community Survey

Strategy 2 Details

Strategy 2: R. F. Patterson staff and students will recite, practice and discuss the PBIS expectations daily.

Strategy's Expected Result/Impact: Reduce discipline referrals by 2%
Reduce Bullying Investigations by 2%
Student Survey
Community Survey

TEA Priorities:
Improve low-performing schools

Strategy 3 Details

Strategy 3: Teachers and staff members will send home PAWsitive notes home with students 2 times per week.

Strategy's Expected Result/Impact: Reduce discipline referrals by 2%
Student Survey
Community Survey
Increase positive referrals by 2%

Goal 3: Safe and Supportive Learning Community: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 2: R. F. Patterson staff and students will participate in Capturing Kids' Hearts activities including hand signals and creating a classroom contract.

Evaluation Data Sources: Climate surveys
Counseling referrals
Discipline data/records

Strategy 1 Details

Strategy 1: R. F. Patterson Elementary staff and students will participate in morning circles during dedicated Social-emotional learning time to share "good things."

Strategy's Expected Result/Impact: Reduce discipline referrals by 2%
Reduce Bullying Investigations by 2%
Student Survey
Community Survey

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: R. F. Patterson staff will recognize students for being kind by writing a Kindness Paw (Affirmations) which will be read over the morning announcements daily.

Strategy's Expected Result/Impact: Reduce discipline referrals by 2%
Reduce Bullying Investigations by 2%
Student Survey
Community Survey

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Teachers will develop a social contract with their class to establish behavior norms in the classroom environment.

Strategy's Expected Result/Impact: Office referral data will decrease by 10%.

Goal 3: Safe and Supportive Learning Community: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

Performance Objective 3: R. F. Patterson Elementary students will participate in social/emotional programs provided by the counselor and social worker to prevent bullying.

Evaluation Data Sources: Climate surveys
Counseling referrals
Discipline data/records

Strategy 1 Details
<p>Strategy 1: R. F. Patterson Elementary students will participate in guidance lessons that emphasize positive character traits.</p> <p>Strategy's Expected Result/Impact: Climate surveys Counseling referrals Discipline data/records</p>
Strategy 2 Details
<p>Strategy 2: R. F. Patterson Elementary students will participate in campus events to promote a healthy well-being such as Suicide Awareness & Prevention Week, Red Ribbon Week, Kindness Day, Unity Day, Bullying Prevention and National Counselor's Week.</p> <p>Strategy's Expected Result/Impact: Climate surveys Counseling referrals Discipline data/records</p>

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Print Plan for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Child Abuse and Neglect	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Coordinated Health Program	Sara Humphries		Tammy Dwomo	9/12/2024
Decision-Making and Planning Policy Evaluation	Dr. Julie Vu		Tammy Dwomo	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Jeff Davis		Tammy Dwomo	9/12/2024
Dropout Prevention	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Dyslexia Treatment Program	Monica Rawls		Tammy Dwomo	9/12/2024
Pregnancy Related Services	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Post-Secondary Preparedness	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Recruiting Teachers and Paraprofessionals	Tracy Williams		Tammy Dwomo	9/12/2024
Student Welfare: Crisis Intervention Programs and Training	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Jeff Davis		Tammy Dwomo	9/12/2024
Texas Behavior Support Initiative (TBSI)	Monica Rawls		Tammy Dwomo	9/12/2024
Technology Integration	Brian Franklin		Tammy Dwomo	9/12/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Sherry Dickens		Tammy Dwomo	9/12/2024

Policy Documents & Addendums