Kennedale Independent School District

RF Patterson Elementary School

2025-2026

Accountability Rating: B

Public Presentation Date: September 30, 2025

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

Value Statement

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.
    - There are 9 different languages spoken at RFP
    - There are 11 5th grade students (outgoing) that receive 504 accommodations. We will only have 4 students receiving 504 accommodations next school year.
    - We have the same number of students receiving special education services that we did last year when we had 1st grade on campus.

Demographics Strengths

- Attendance rate has steadily increased.

- 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.

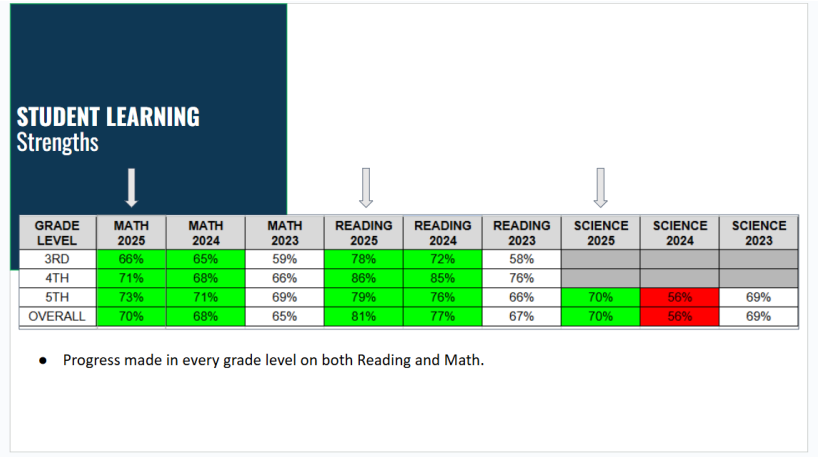
Student Learning

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.
- Hour WIN block allowed teachers and interventionists to focus on specific skills and added flexibility to group adjustments.



GRADE LEVEL	MATH 2025	MATH 2024	MATH 2023	READING 2025	READING 2024	READING 2023	SCIENCE 2025	SCIENCE 2024	SCIENCE 2023
3RD	66%	65%	59%	78%	72%	58%			
4TH	71%	68%	66%	86%	85%	76%			
5TH	73%	71%	69%	79%	76%	66%	70%	56%	69%
OVERALL	70%	68%	65%	81%	77%	67%	70%	56%	69%

- Progress made in every grade level on both Reading and Math.

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

- Extra-curricular opportunities are limited and may help to increase attendance. Implementing a Genius Hour may help with attendance.

School Processes & Programs Strengths

- Staff survey results indicate the school-wide expectations and accountability support student learning and campus culture.
- Content blocks of time have minimal interruptions in the master schedule.
- 100% of staff members indicated that the Reading and Math Interventionist have a positive impact on the campus success.
- 100% of the staff agree that the social workers have a positive impact on campus success.
- Strong partnerships with community resources: 3 students received vouchers for free eye exams and glasses, 5 students were referred to a therapist through T-CHATT, 40 students received food bags from Rush Creek Church each week and Bass Hall for free performances to name a few.
- Every week campus administration, counselor, social worker & Interventionists met to discuss specific individual needs of students. The discussions include needs such as: attendance, grades, assessment scores, medical, social-emotional and behavior. A plan of action is documented and reviewed in these meetings.

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

- The campus & PTO held over 15 family events this school year (Meet-the-Teacher, Curriculum Nights, Spring Creek Night, 4E Expo participation, Bunny Hop, Student Dances, Coffee with the Principal)
- 100% of the teachers and staff indicated that the overall campus culture is good.
- 84% of the students indicated that their teachers have high academic expectation for them and consistently holds everyone accountable for meeting them.
  88% of parents surveyed indicated that they were satisfied with the instruction their child received at RFP.
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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: October 9, 2025

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, Bluebonnet 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 increase their average score by 5% on TTESS Domain II & III in Reading & Math by strengthening Tier 1 instruction and targeting the unique needs of diverse learners that are content specific. **Strategy's Expected Result/Impact:** 5% increase 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: 100% student and teacher participation.

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 and/or enrichment activities 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 student 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 in addition to protected time for lesson internalization.

Strategy's Expected Result/Impact: 95% of teachers will show evidence of lesson internalization 75% 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 and receive specific PLC training at TEPSA.

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

Performance Objective 4: R. F. Patterson Staff and administration will develop a strong MTSS (Multi-Tiered System of Supports) to identify individual student needs and provide timely support.

Evaluation Data Sources: Counseling data, Nurse data, KISD Dashboard. A 5% increase in these supports will show an effective MTSS system.

Strategy 1 Details
Strategy 1: R. F. Patterson staff and administration will meet weekly in SST (student success team) to discuss individual student academic and social-emotional needs based on data. **Strategy's Expected Result/Impact:** Counseling data, Nurse data, KISD Dashboard. A 5% increase in these supports will show an effective MTSS system. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: R. F. Patterson SST will develop MTSS plans that include interventions to improve student outcomes with documented results. **Strategy's Expected Result/Impact:** Students in need with be identified in a timely manner and effective interventions will be provided. Counseling data, Nurse data, KISD Dashboard. A 5% increase in these supports will show an effective MTSS system. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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
Strategy 1: R. F. Patterson Elementary students and families will participate in events sponsored by the campus, including Open Houses, Book Fairs, Curriculum Nights, Career Fair, Math & Science Night, Literacy Night and End-of-the-Year Awards. **Strategy's Expected Result/Impact:** Parental sign-in sheets Surveys **TEA Priorities:** Build a foundation of reading and math **- Results Driven Accountability**

Strategy 2 Details
Strategy 2: R. F. Patterson Elementary administration and staff will work directly with the Parent Teacher Organization to foster a positive school community. **Strategy's Expected Result/Impact:** A variety of community events for parents to choose from, higher community survey results **TEA Priorities:** Improve low-performing schools **- 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 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 to enrich the learning of the Texas Essential Knowledge & Skills beyond the school day, including tutoring. **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
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. **Strategy's Expected Result/Impact:** Increased student and parent 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 administration and staff will communicate with students and families in English and their native written language. **Strategy's Expected Result/Impact:** Increased student and parent participation in extra or co-curricular events Climate Survey Student Survey Staff Survey Parent Survey Program enrollment
Strategy 3 Details
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. **Strategy's Expected Result/Impact:** Increased positive feedback on Climate Survey Student Survey Staff Survey Parent Survey Program 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 utilize a variety of school-wide Positive Behavioral Interventions and Supports programs, including Conscious Discipline 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 social-emotional learning time to foster a sense of community in the classroom. **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
Strategy 1: R. F. Patterson Elementary students will participate in guidance lessons that emphasize positive character traits. **Strategy's Expected Result/Impact:** Climate surveys Counseling referrals Discipline data/records

Strategy 2 Details
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. **Strategy's Expected Result/Impact:** Climate surveys Counseling referrals Discipline data/records

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	Tracie Gray		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)	Tracie Gray		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

Addendums