

**AGENDA OF SCHOOL DISTRICT REGULAR
SCHOOL BOARD
RED OAK INDEPENDENT SCHOOL DISTRICT
Monday, October 19, 2020**

Notice is hereby given that a Regular of the School Board of the Red Oak Independent School District will be held on Monday, October 19, 2020 beginning at 7:00 PM at Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

The subjects to be discussed or considered, or upon which any formal action may be taken, are listed below. Items do not have to be taken in the same order as shown on the meeting notice.

1. CALL TO ORDER / ESTABLISH QUORUM
2. INVOCATION
3. PLEDGES OF ALLEGIANCE
4. RECOGNITIONS
 - A. National Principals Month
John Anderson, Board President
 - B. Association of School Business Officials International (ASBO) Meritorious Budget Award
Brenda Sanford, Superintendent
5. SUPERINTENDENT'S REPORT
 - A. Construction Report
Kevin Freels, Assistant Superintendent of District Operations
 - B. Face Covering Guidelines
Brenda Sanford, Superintendent
 - C. District Update
Brenda Sanford, Superintendent
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7. NON-ACTION ITEMS
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 - B. Consideration and Approval of Secondary Level New Course Proposals and Deletions for 2021-2022 22
Scott Rogers, Executive Director of Secondary Learning; and Lisa Menton, Director of Career and Technical Education
 - C. Consideration and Approval of Financial Audit Report 24
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer
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H. Instructional Materials Adoption Committee and Timeline 2021	382
10. CLOSED SESSION	
A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney, in person or by phone, on any and all subjects or matters authorized by law, on a matter in which the duty of the attorney to the District under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code, including a possible reduction in force pursuant to Board policies DFF (LEGAL) and DFFB (LOCAL).	
B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.	
C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.	
D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee, including a possible reduction in force pursuant to Board Policies DFF (LEGAL) and DFFB (LOCAL).	
1. Personnel Matters	
E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.	
F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.	
G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.	
H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.	
I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.	
J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.	
11. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION	

12. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will convene in such closed meeting in accordance with the Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting.

Any person with a disability or special accommodation need should call 972-617-2941 no later than 10:00 a.m. on the scheduled meeting date.

This notice was posted in compliance with the Open Meetings Act on

Brenda Sanford, Superintendent
(For the Board of Trustees)

AUDIENCE PARTICIPATION SIGN-UP SHEET

Any person wishing to address the Board about a topic related to District business during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

1. Each participant will be limited to two (2) minutes to make comments to the Board.
2. Under the Texas Open Meetings Act, the Board is not permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.
3. The Board has adopted complaint policies that are designed to secure, at the lowest possible administrative level, a prompt and equitable resolution of complaints and concerns. Each of these processes provides that, if a resolution cannot be achieved administratively, the person may appeal the administrative decision to the Board as a properly posted agenda item. For further information on those policies, please contact Kevin Freels, Assistant Superintendent of District Operations, for student issues, and Michelle Ailara, Assistant Superintendent of Human Resources, for employee issues at 972-617-2941. If the subject of your comment involves a pending grievance, please continue to seek resolution through the grievance process and address the Board only at the appropriate stage of that process.
4. Under the Texas Open Meetings Act, the Board may exercise its authority to discuss certain subject matters in closed session, including matters involving individual District staff members and individual students. If your comment concerns one of these subjects, please address your concern through the complaint policies described above.
5. Finally, please be aware that rules of decorum will be enforced during the public comment period. Personal attacks, name-calling, and rude or slanderous remarks will not be tolerated. Each participant is legally responsible for the content and consequences of his or her own statements.

Please fill in the information requested below if you wish to address the Board during the public comment period:

Name _____

Address _____

ROISD Campus Your Child(ren) attends _____

School District of Residence _____ Telephone _____

Topic/ Agenda Item _____

School Board Continuing Education Record**

School District: Red Oak ISD

Date last updated: March 31, 2020

Name	Tier One		Tier Two	Tier Three	Tier Four	Open Meetings Training	Public Information Act Training	Status
	Local Orientation* New Board members only	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	SB 1566***	Required of All Elected Public Officials*	Required of All Elected Public Officials*	
John Anderson – 20.25 hours	N/A	2.25	N/A	18.00	N/A	N/A	N/A	Exceeded
Brian Sebring – 24.25	1.50	3.00	N/A	16.75	3	N/A	N/A	Exceeded
Penny Story – 33.75 hours	1.50	4.00	N/A	25.25	3	N/A	N/A	Exceeded
Johnny Knight – 19.75 hours	N/A	2.25	N/A	17.50	N/A	N/A	N/A	Exceeded
Melanie Petersen – 21.75 hours	N/A	2.25	N/A	19.50	N/A	N/A	N/A	Exceeded
Dr. Joy Shaw – 21.75 hours	N/A	2.25	N/A	19.50	N/A	N/A	N/A	Exceeded
Brenda Sanford – 38.50 hours	N/A	3.00	N/A	35.50	N/A	N/A	N/A	Exceeded

* *Applicable for first year board members only.*

** *Assessment year begins May 1.*

*** *Required every 2 years.*

All Board members are required to have 10 hours of continuing education hours each year with the exception of new Board members who are required to have 16 hours.

**Texas Association of School Boards
Continuing Education Credit Report Service**

**Red Oak ISD - District # 070911
John Anderson - ID # 044496
5/1/2019 to 3/31/2020**

Tier 1 - Orientation

TASB Provided

Post Legislative Seminar - 2019

Varies

Post Legislative Seminar Fort Worth (Tier 1)

Date earned

Hours earned

6/19/2019 05:30 - 08:30 PM 2.25

Total Hours for Tier 1 2.25

Tier 3 - Board Development

TASB Provided

Summer Leadership Institute Fort Worth - 2019

Fort Worth, TX

Thursday General Session - Leon Logothetis

6/20/2019 08:00 - 09:15 AM 1.00

How On Earth Do I Read All This Data?

6/20/2019 09:30 - 10:45 AM 1.25

Important Tools for Meeting Preparation (BOA)

6/20/2019 11:00 - 12:15 PM 1.25

Practical Parliamentary Procedures (BOA)

6/20/2019 01:30 - 04:30 PM 2.50

Friday General Session - Wes Moore

6/21/2019 08:00 - 09:15 AM 1.00

Effective Facilitation Skills - Navigating Through Smooth and Choppy Waters (BOA)

6/21/2019 09:30 - 12:15 PM 2.50

Morath/TEA Post-Legislative Report

6/21/2019 12:30 - 01:00 PM 0.50

Important Changes in Your District's Student Code of Conduct and Student Handbook

6/21/2019 01:30 - 02:45 PM 1.25

Working Well Together Without Liking Each Other

6/21/2019 03:00 - 04:15 PM 1.25

Connecting the Dots

6/22/2019 08:00 - 09:00 AM 1.00

Saturday General Session - Natalie Stavas

6/22/2019 09:15 - 10:30 AM 1.00

TASA | TASB Convention - 2019

Dallas

Promoting Race-Conscious Practice in Education Is Everyone's Job

9/21/2019 07:30 - 08:30 AM 1.00

Beyond Locks: Mental Health as a School Safety Issue

9/21/2019 08:45 - 09:45 AM 1.00

TASB Delegate Assembly

9/21/2019 02:00 - 04:00 PM 1.50

Total Hours for Tier 3 18.00

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**Red Oak ISD - District # 070911
Johnny Knight - ID # 085249
5/1/2019 to 3/31/2020**

Tier 1 - Orientation

TASB Provided

Post Legislative Seminar - 2019

Varies

Post Legislative Seminar Fort Worth (Tier 1)

Date earned

Hours earned

6/19/2019 05:30 - 08:30 PM 2.25

Total Hours for Tier 1 2.25

Tier 3 - Board Development

TASB Provided

Summer Leadership Institute Fort Worth - 2019

Fort Worth, TX

Thursday General Session - Leon Logothetis

6/20/2019 08:00 - 09:15 AM 1.00

Your Tweeting Rights: Balancing Trustees Online Free Speech Rights with the Law

6/20/2019 09:30 - 10:45 AM 1.25

Creating a Board Data Dashboard

6/20/2019 11:00 - 12:15 PM 1.25

Leveraging Technology to Close the Student Opportunity Gap

6/20/2019 01:30 - 02:45 PM 1.25

The Board's Role in Cybersecurity

6/20/2019 03:15 - 04:30 PM 1.25

Friday General Session - Wes Moore

6/21/2019 08:00 - 09:15 AM 1.00

Create a Stronger Academic Education: Add the Arts and Forms of Play to the Classroom

6/21/2019 09:30 - 10:45 AM 1.25

Health Plan and Employee Benefits 101

6/21/2019 11:00 - 12:15 PM 1.25

Morath/TEA Post-Legislative Report

6/21/2019 12:30 - 01:00 PM 0.50

Civilian Response to Active Shooter Events (CRASE)

6/21/2019 01:30 - 02:45 PM 1.25

Sealing Up the Cracks Working with Families to Keep Kids from Falling Through

6/21/2019 03:00 - 04:15 PM 1.25

Connecting the Dots

6/22/2019 08:00 - 09:00 AM 1.00

Saturday General Session - Natalie Stavas

6/22/2019 09:15 - 10:30 AM 1.00

TASA | TASB Convention - 2019

Dallas

Cyber Crimes and Current Threats

9/21/2019 08:45 - 09:45 AM 1.00

Saturday General Session: The Power of One

9/21/2019 10:30 - 12:00 PM 1.00

Harnessing Parent Leadership Power

9/21/2019 01:00 - 02:00 PM 1.00

Total Hours for Tier 3 17.50

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

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**Texas Association of School Boards
Continuing Education Credit Report Service**

**Red Oak ISD - District # 070911
Melanie Petersen - ID # 088275
5/1/2019 to 3/31/2020**

Tier 1 - Orientation

TASB Provided

Post Legislative Seminar - 2019

Varies

Post Legislative Seminar Fort Worth (Tier 1)

Date earned

Hours earned

6/19/2019 05:30 - 08:30 PM 2.25

Total Hours for Tier 1 2.25

Tier 3 - Board Development

TASB Provided

On Demand Training

Board Officers Forum: Directing Your Focus as a Board Officer

6/14/2019 1.00

Summer Leadership Institute Fort Worth - 2019

Fort Worth, TX

Thursday General Session - Leon Logothetis

6/20/2019 08:00 - 09:15 AM 1.00

Legal and Governance Answers to Common Questions About Board Officers

6/20/2019 09:30 - 10:45 AM 1.25

Important Tools for Meeting Preparation (BOA)

6/20/2019 11:00 - 12:15 PM 1.25

Practical Parliamentary Procedures (BOA)

6/20/2019 01:30 - 04:30 PM 2.50

Friday General Session - Wes Moore

6/21/2019 08:00 - 09:15 AM 1.00

Effective Facilitation Skills - Navigating Through Smooth and Choppy Waters (BOA)

6/21/2019 09:30 - 12:15 PM 2.50

Morath/TEA Post-Legislative Report

6/21/2019 12:30 - 01:00 PM 0.50

Important Changes in Your District's Student Code of Conduct and Student Handbook

6/21/2019 01:30 - 02:45 PM 1.25

Working Well Together Without Liking Each Other

6/21/2019 03:00 - 04:15 PM 1.25

Connecting the Dots

6/22/2019 08:00 - 09:00 AM 1.00

Saturday General Session - Natalie Stavas

6/22/2019 09:15 - 10:30 AM 1.00

TASA | TASB Convention - 2019

Dallas

Cyber Crimes and Current Threats

9/21/2019 08:45 - 09:45 AM 1.00

Saturday General Session: The Power of One

9/21/2019 10:30 - 12:00 PM 1.00

How the IDEA Affects Discipline Decisions When Special Education Students Pose a Threat

9/21/2019 01:00 - 02:00 PM 1.00

School Boards as Community Builders and Advocates for Schools

9/21/2019 03:00 - 04:00 PM 1.00

Total Hours for Tier 3 19.50

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**Texas Association of School Boards
Continuing Education Credit Report Service**

**Red Oak ISD - District # 070911
Brenda Sanford - ID # 099217
5/1/2019 to 3/31/2020**

<u>Tier 1 - Orientation</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Orientation to Texas Education Code	3/30/2020	3.00
Total Hours for Tier 1		3.00

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Tier 3 Board Development	8/22/2019	7.00
Tier 3 Board Development	8/23/2019	5.50
Tier 3 Board Development	8/24/2019	8.00
Tier 3 Board Development	1/25/2020	1.00
Tier 3 Board Development	1/25/2020	1.00
Tier 3 Board Development	1/25/2020	4.00
Tier 3 Board Development	1/27/2020	4.00
Tier 3 Board Development	1/28/2020	4.00
Tier 3 Board Development	1/29/2020	1.00
Total Hours for Tier 3		35.50

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TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**Red Oak ISD - District # 070911
Brian Sebring - ID # 122809
5/1/2019 to 3/31/2020**

<u>Tier 1 - Orientation</u>	<u>Date earned</u>	<u>Hours earned</u>
Other Training		
Non-TASB Provided Training		
Local District Orientation	5/9/2019	1.50
Orientation to Texas Education Code	6/11/2019	3.00
Total Hours for Tier 1		4.50

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
TASB Provided		
Post Legislative Seminar - 2019	Varies	
Post Legislative Seminar Fort Worth (Tier 3)	6/19/2019	05:30 - 08:30 PM 2.25
Summer Leadership Institute Fort Worth - 2019	Fort Worth, TX	
Thursday General Session - Leon Logothetis	6/20/2019	08:00 - 09:15 AM 1.00
TASB ISD: An In-Depth Overview of the Role of a School Board Member	6/20/2019	09:30 - 04:30 PM 5.00
Friday General Session - Wes Moore	6/21/2019	08:00 - 09:15 AM 1.00
Open Meetings Act Basics for AG credit	6/21/2019	09:30 - 10:45 AM 1.25
Update on Student Safety and Discipline	6/21/2019	11:00 - 12:15 PM 1.25
Morath/TEA Post-Legislative Report	6/21/2019	12:30 - 01:00 PM 0.50
Important Changes in Your District's Student Code of Conduct and Student Handbook	6/21/2019	01:30 - 02:45 PM 1.25
How Unfunded Mandates Impact on Your Budget	6/21/2019	03:00 - 04:15 PM 1.25
Connecting the Dots	6/22/2019	08:00 - 09:00 AM 1.00
Saturday General Session - Natalie Stavas	6/22/2019	09:15 - 10:30 AM 1.00
Total Hours for Tier 3		16.75

<u>Tier 4 - SB 1566</u>	<u>Date earned</u>	<u>Completed</u>
Non-TASB Provided Training		
SB 1566 Training	8/15/2019	✓

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TASB Main Number: 800-580-8272 ext. 2453



**Texas Association of School Boards
Continuing Education Credit Report Service**

**Red Oak ISD - District # 070911
Joy Shaw - ID # 012194
5/1/2019 to 3/31/2020**

Tier 1 - Orientation

TASB Provided

Post Legislative Seminar - 2019

Varies

Post Legislative Seminar Fort Worth (Tier 1)

Date earned

Hours earned

6/19/2019 05:30 - 08:30 PM 2.25

Total Hours for Tier 1 2.25

Tier 3 - Board Development

TASB Provided

Summer Leadership Institute Fort Worth - 2019

Fort Worth, TX

Thursday General Session - Leon Logothetis

6/20/2019 08:00 - 09:15 AM 1.00

Developing a Mental Health/Intervention Program to Prevent School Violence

6/20/2019 09:30 - 10:45 AM 1.25

The New and Improved Superintendent Evaluation Instrument and Process

6/20/2019 11:00 - 12:15 PM 1.25

HR Matters: Helping Boards Effectively Handle HR-Related Issues

6/20/2019 01:30 - 02:45 PM 1.25

Awakening the Culturally Unconscious: Creating Cultural Equity That Improves Academic Outcomes

6/20/2019 03:15 - 04:30 PM 1.25

Friday General Session - Wes Moore

6/21/2019 08:00 - 09:15 AM 1.00

Create a Stronger Academic Education: Add the Arts and Forms of Play to the Classroom

6/21/2019 09:30 - 10:45 AM 1.25

Shape your district's culture in 30 days!

6/21/2019 11:00 - 12:15 PM 1.25

Morath/TEA Post-Legislative Report

6/21/2019 12:30 - 01:00 PM 0.50

Finding the Strengths in Diverse Families in Your District

6/21/2019 01:30 - 02:45 PM 1.25

Goal-Setting and Superintendent Evaluation: Tell Us What You Really Think

6/21/2019 03:00 - 04:15 PM 1.25

Connecting the Dots

6/22/2019 08:00 - 09:00 AM 1.00

Saturday General Session - Natalie Stavas

6/22/2019 09:15 - 10:30 AM 1.00

TASA | TASB Convention - 2019

Dallas

Promoting Race-Conscious Practice in Education Is Everyone's Job

9/21/2019 07:30 - 08:30 AM 1.00

Beyond Locks: Mental Health as a School Safety Issue

9/21/2019 08:45 - 09:45 AM 1.00

Saturday General Session: The Power of One

9/21/2019 10:30 - 12:00 PM 1.00

How the IDEA Affects Discipline Decisions When Special Education Students Pose a Threat

9/21/2019 01:00 - 02:00 PM 1.00

Hands-on Learning in Action: Results From the Student Innovation Challenge

9/21/2019 03:00 - 04:00 PM 1.00

Total Hours for Tier 3 19.50

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**Texas Association of School Boards
Continuing Education Credit Report Service**

Red Oak ISD - District # 070911

Penelope Story - ID # 122812

5/1/2019 to 3/31/2020

Tier 1 - Orientation

Date earned

Hours earned

TASB Provided

TASA | TASB Convention - 2019

Dallas

Legislative Update: Looking Back on the 86th Session (Tier 1 Update to the TEC)

9/21/2019 08:45 - 09:45 AM 1.00

Other Training

Non-TASB Provided Training

Local District Orientation

5/9/2019 1.50

Orientation to Texas Education Code

6/6/2019 3.00

Total Hours for **Tier 1** **5.50**

Tier 3 - Board Development

Date earned

Hours earned

TASB Provided

Post Legislative Seminar - 2019

Varies

Post Legislative Seminar Fort Worth (Tier 3)

6/19/2019 05:30 - 08:30 PM 2.25

Summer Leadership Institute Fort Worth - 2019

Fort Worth, TX

Thursday General Session - Leon Logothetis

6/20/2019 08:00 - 09:15 AM 1.00

TASB ISD: An In-Depth Overview of the Role of a School Board Member

6/20/2019 09:30 - 04:30 PM 5.00

Friday General Session - Wes Moore

6/21/2019 08:00 - 09:15 AM 1.00

Open Meetings Act Basics for AG credit

6/21/2019 09:30 - 10:45 AM 1.25

Common T-Shirts Don't Make a Team

6/21/2019 11:00 - 12:15 PM 1.25

Morath/TEA Post-Legislative Report

6/21/2019 12:30 - 01:00 PM 0.50

Important Changes in Your District's Student Code of Conduct and Student Handbook

6/21/2019 01:30 - 02:45 PM 1.25

Working Well Together Without Liking Each Other

6/21/2019 03:00 - 04:15 PM 1.25

Connecting the Dots

6/22/2019 08:00 - 09:00 AM 1.00

Saturday General Session - Natalie Stavas

6/22/2019 09:15 - 10:30 AM 1.00

TASA | TASB Convention - 2019

Dallas

EC: Planning for Resilient, Safe, and Secure Schools

9/20/2019 12:00 - 12:20 PM 0.50

The Moral Imperative of a New Accountability

9/20/2019 01:00 - 02:00 PM 1.00

Equity Is Not By Luck or Chance

9/20/2019 02:15 - 03:15 PM 1.00

Friday General Session: Play@Work: Unleashing Growth Through Creativity and Innovation

9/20/2019 04:00 - 05:30 PM 1.00

Recognizing and Reporting Child Abuse in Texas Schools (Child Abuse Prevention)

9/21/2019 07:30 - 08:30 AM 1.00

Saturday General Session: The Power of One

9/21/2019 10:30 - 12:00 PM 1.00

TASB Delegate Assembly Caucuses

9/21/2019 12:30 - 01:45 PM 0.50

TASB Delegate Assembly

9/21/2019 02:00 - 04:00 PM 1.50

TASB Board Development Services Webinar Series - 2020

varies



**Texas Association of School Boards
Continuing Education Credit Report Service**

**Red Oak ISD - District # 070911
Penelope Story - ID # 122812
5/1/2019 to 3/31/2020**

<u>Tier 3 - Board Development</u>	<u>Date earned</u>	<u>Hours earned</u>
What Board Members Need to Know About Meeting Remotely Webinar	3/31/2020 12:00 - 01:00 PM	1.00
Total Hours for Tier 3		25.25

<u>Tier 4 - SB 1566</u>	<u>Date earned</u>	<u>Completed</u>
Non-TASB Provided Training		
SB 1566 Training	7/30/2019	✓

ATTN District Personnel: If any trainings are inaccurate or missing, please email cec@tasb.org.

E-Mail: cec@tasb.org

TASB Main Number: 800-580-8272 ext. 2453



**MINUTES OF THE
SCHOOL BOARD REGULAR MEETING
RED OAK INDEPENDENT SCHOOL DISTRICT
Monday, September 21, 2020**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, September 21, 2020, beginning at 7:00 p.m. at the Education Service Center located at 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER

The Regular Meeting of the School Board was called to order by John Anderson, President of the School Board, at 7:00 p.m.

The Red Oak ISD School Board met at the Red Oak ISD Education Service Center and the presiding officer, John Anderson, noted that a quorum of Board Members was present; that the meeting was duly called; and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.00.

The following Board members were present: John Anderson, President; Melanie Petersen, Vice-President; Penny Story, Secretary; Johnny Knight; Brian Sebring; and Dr. Joy Shaw.

The following Board members were absent: None.

2. INVOCATION

Mr. Knight led the invocation.

3. PLEDGES OF ALLEGIANCE

Ms. Petersen led the Pledges of Allegiance to the American and Texas flags.

4. RECOGNITIONS

A. 2020 Best Communities for Music Education
Presenter: Brenda Sanford, Superintendent

Mrs. Sanford announced that Red Oak ISD has been named a 2020 “Best Communities for Music Education” by the National Association for Music Merchants. It was noted that this is the seventh time that Red Oak ISD has been honored with this distinction.

B. TASB Business Recognition Program
Presenter: John Anderson, Board President

Mr. Anderson and the Board recognized the following businesses for being named to the Texas Association of School Boards Business Recognition Program:

Access Self-Storage

**Baylor Scott and White
Brookshire's
Chick-fil-A
Cooper Insures Insurance
Keith Ace Hardware
Lions Club
Lone Star Retrieval
Oncor Electric Delivery
Red Oak Fire Department
Snippers
Solar Turbines
Sonic
State Farm: Andrea Walton
State Farm: Danny Humphreys
Triumph Group
Whataburger
Walmart Red Oak**

Mr. Anderson encouraged everyone to support our local businesses. Certificates will be mailed to each honoree.

5. SUPERINTENDENT'S REPORT

A. Safety Week Update

Presenter: Phillip Prasifka, Chief of Police, Red Oak ISD Police Department

Chief Prasifka thanked students and staff for doing a great job with the drills. He also thanked the Red Oak Fire Department for their help during the week. Chief Prasifka said they did find some technical issues that need to be corrected and are working to get those fixed.

B. Construction Report

Presenter: Kevin Freels, Assistant Superintendent of District Operations

The Red Oak High School practice field was completed in April on schedule.

The lighting retrofit at Red Oak High School is ongoing and nearing completion. We will have the final report at the October board meeting.

The Support Services relocation began in conjunction with the Ag Project. The Ag Project began in February and should be completed by the end of October or the beginning of November.

The driveway at Shields was completed prior to the start of school.

C. District Update

1. Residency Requirements
Presenter: Brenda Sanford, Superintendent

Mrs. Sanford presented the board with changes that will be made to Residency Requirements. In the past, only one proof of residency was required by students. Red Oak ISD will change that to require students to provide two proofs of residency.

One of these must be a current water, electric or gas bill with address and guardian name. Current meaning within the past 30 days. Other accepted documents will be a mortgage statement or current lease or rental agreement, and tax appraisal statement. Timely documents (ex. contract to build, will or estate where someone was given property) will also be accepted.

These requirements align ROISD with other surrounding districts. ROISD will not require students already enrolled to provide more documentation for the 20-21 school year. Going forward, all students who enroll will be required to submit two forms of proof of residency and this will be effective immediately. Beginning with the 21-22 school year, this will apply to all new and returning students.

This is not a policy change since it is inline with policy and does not require board action. This will be a regulation change.

2. COVID Update
Presenter: Brenda Sanford, Superintendent

Since the end of the six weeks is approaching, parents have been able to choose to have their student stay virtual or in-person or switch. Mrs. Sanford stated that 14 current in-person learners have chosen to go virtual and 809 virtual learners will become in-person learners beginning Monday. We currently have the following percentages per campus for in-person learners: Red Oak High School-51%; Red Oak Middle School-59%; Red Oak Elementary-60%; Wooden Elementary-67%; Eastridge Elementary-72%; Shields Elementary-65%; and Schupmann Elementary-48%. We have a total of 5,978 students. There will be 42% at-home learners and 58% in-person learners.

Mr. Anderson encouraged everyone to exercise safety by wearing masks and social distancing.

Ms. Petersen asked if 10% of students at a campus tested positive would they shut down. Mrs. Sanford clarified that if 10% of a campus, room or the entire district tested positive (total enrollment and staff) we would implement the Ellis County Plan to look at shut down.

Mrs. Sanford updated the Board regarding class size waivers. Since Red Oak ISD is a District of Innovation, according to our DOI 3F, the district works to minimize the number of state waivers filed to address class size. Given that Red Oak ISD is anticipating rapid growth, relief from the class size mandate will allow the district to follow local protocols in determining class size without the additional requirement to file a state waiver in the event of an overage. In the past, if we had one over, we would have

to ask for a waiver. We no longer have to ask for a waiver because of the District of Innovation. Mrs. Sanford stated that the district works very hard to keep class sizes down.

Mrs. Sanford informed the board that on August 16, The Oaks Church held a Back to School service and gave a \$5,000 donation to Red Oak ISD for a student initiative of our choice.

Mrs. Sanford announced services for Red Oak High School teacher, Mrs. Wilson.

6. OPEN FORUM

No one spoke in Open Forum.

7. ACTION ITEMS

A. Consent Agenda

1. Minutes from School Board Special Meeting on August 10, 2020
2. Minutes from School Board Regular Meeting on August 17, 2020
3. Payment of Current Bills Over \$50,000
4. Addition of Authorized Representative - First Public / Lone Star Investment Pool Accounts
5. Resolution Amending Authorized Representatives for TexPool
6. Addition of Authorized Representative - TexSTAR Investment Pool Accounts

Ms. Petersen made a motion to approve the Consent Agenda as presented. Mr. Sebring seconded the motion. The motion passed 6 – 0.

- B. Consideration and Approval of Assignment of Fund Balance and Resolution for 2020-2021
Presenter: Rebecca Vega, Director of Specialized Learning and Dr. Bill Johnston, CPA,
Assistant Superintendent of Business Services / Chief Financial Officer

Mr. Knight made a motion to approve the Assignment of Fund Balance and Resolution for 2020-2021. Mr. Sebring seconded the motion. The motion passed 6 – 0.

- C. Consideration and Approval of 2020 Tax Rate and Resolution Setting Tax Rate
Presenter: Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services /
Chief Financial Officer

Ms. Petersen made a motion that the Board adopt a maintenance and operations tax rate of \$0.9939, which is effectively increasing the tax rate by 0.0025 cents or 0.25% over the maintenance and operations no-new-revenue tax rate and to adopt an interest and sinking tax rate of \$0.3653 to pay for the fiscal year 2020-2021 debt payments as presented by Dr. Johnston. Mr. Sebring seconded the motion. The motion passed 6 – 0.

- D. Consideration and Approval of TASB Local Policy Update 115
Presenter: Brenda Sanford, Superintendent

Ms. Petersen made a motion that the Board add, revise or delete TASB Local Board Policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 115 as presented by Mrs. Sanford. Dr. Shaw seconded the motion. The motion passed 6 – 0.

8. INFORMATION ITEMS

- A. Athletic Report
- B. Campus Reports
 - 1. Eastridge Elementary School
 - 2. Red Oak Elementary School
 - 3. Russell P. Schupmann Elementary School
 - 4. Donald T. Shields Elementary School
 - 5. H. A. Wooden Elementary School
 - 6. Red Oak Middle School
 - 7. Red Oak High School
 - 8. Little Hawks Learning Center
- C. Enrollment Report
- D. Finance Report
- E. Fine Arts Report
- F. Purchasing Cooperatives - Annual Report

9. CLOSED SESSION

The Board convened into Closed Session at 7:49 p.m.

- A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
- B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
- C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
- D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
- E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
- F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
- G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
- H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
- I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.

J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.

10. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED

The Board reconvened back into Open Session at 9:04 p.m.

11. ADJOURNMENT

Ms. Petersen made a motion that the Board approve personnel recommendations as presented in Closed Session. Mr. Sebring seconded the motion. Motion passed 6 – 0.

As there was no further business or action to be taken, the meeting adjourned at 9:05 p.m.

John Anderson, Board President

Penny Story, Board Secretary

CHECK NUMBER	CHECK DATE	VENDOR	AMOUNT	ACCOUNT NUMBER
208362	09/03/2020	ELLIS APPRAISAL DIS	54,116.83	199 E 99 6213 00 703 0 99 000
		Totals for 208362	54,116.83	
208451	09/10/2020	APPLE COMPUTER, INC.	58,800.00	199 E 53 6396 00 997 0 99 000
		Totals for 208451	58,800.00	
208460	09/10/2020	DELCOM GROUP LP	67,144.51	199 E 53 6396 00 997 0 99 000
		Totals for 208460	67,144.51	
208797	09/24/2020	MASTERCARD-CITIBANK,	21,386.26	199 E 51 6259 02 001 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	13,944.32	199 E 51 6259 02 041 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	5,791.99	199 E 51 6259 02 101 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	4,084.86	199 E 51 6259 02 102 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	4,057.72	199 E 51 6259 02 103 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	5,451.99	199 E 51 6259 02 105 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	6,124.79	199 E 51 6259 02 999 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	6,871.50	198 E 51 6259 02 999 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	8,689.37	199 E 51 6259 02 049 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	2,598.05	199 E 51 6259 02 870 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	471.92	199 E 51 6259 02 996 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	1,239.34	199 E 51 6259 02 995 0 99 000
208797	09/24/2020	MASTERCARD-CITIBANK,	3,878.69	199 E 51 6259 02 001 0 22 000
		Totals for 208797	84,590.80	
		Totals for checks	264,652.14	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
198	TSTC-TX STATE TECHNICAL COLLEG	0.00	0.00	6,871.50	6,871.50
199	GENERAL OPERATING FUND	0.00	0.00	257,780.64	257,780.64
***	Fund Summary Totals ***	0.00	0.00	264,652.14	264,652.14

***** End of report *****

**ROISD New Course Proposals for 2021-2022
Presented October 2020**

Science, Technology, Engineering, and Math (STEM) Cluster:

Computer Science 2 (1 credit)

Students will continue to develop creativity and innovation skills through designing, implementing, and presenting meaningful programs through a variety of media. Collaboration skills will be used by students throughout the course in problem solving, analyzing, and evaluating information. Digital citizenship will also be integrated through course as student learn information fluency.

Computer Science 3 (1 credit)

Students will further their collaboration skills through electronic communities and data analysis. Students will utilize the appropriate technology to use for tasks, and learn more about technology operations, systems, and concepts through advanced data structures.

**ROISD Courses to delete for 2020-2021
Presented October 2020**

Arts, A/V Technology, & Communications

DC Graphic Design and Illustration 1 (1 credit)

DC Graphic Design and Illustration 2 with lab (2 credits)

DC Practicum in Graphic Design and Illustration (2 credits)

Human Services:

Child Development (1 credit)

Information Technology:

DC Internetworking Technologies 1 with lab (2 credits)

Web Technologies (1 credit)

Non-Dual Credit Practicum in Information Technology with lab (3 credits)

Law and Public Safety:

Disaster Response (1 credit)

Science, Technology, Engineering, and Mathematics:

Computer Programming 1 (1 credit)

Computer Programming 2 (1 credit)

October 12, 2020

To the Board of Trustees
Red Oak Independent School District
Red Oak, Texas

We have audited the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District (the District) for the year ended June 30, 2020. Professional standards require that we communicate to you the following information related to our audit.

Our Responsibilities under U.S. Generally Accepted Auditing Standards and the Uniform Guidance

As stated in our engagement letter dated April 28, 2020, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also in accordance with the Uniform Guidance, we examined, on a test basis, evidence about the District's compliance with the types of compliance requirements described in the "U.S. Office of Management and Budget (OMB) Compliance Supplement" applicable to each of its major federal programs for the purpose of expressing an opinion on the District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the District's compliance with those requirements.

Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our engagement letter dated April 28, 2020.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2020. We noted no transaction entered into by the District during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

Management's estimate of state revenue, depreciation expense, and the allowance for uncollectible property taxes. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 12, 2020.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Trustees and management of the District and is not intended to be and should not be used by anyone other than these specified parties.

Hankins, Eastup, Deaton, Tonn & Seay, PC

Hankins, Eastup, Deaton, Tonn & Seay, PC
Denton, Texas

RED OAK INDEPENDENT SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT FOR THE
YEAR ENDED JUNE 30, 2020

RED OAK INDEPENDENT SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT
FOR THE YEAR ENDED JUNE 30, 2020

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CERTIFICATE OF BOARD

Red Oak Independent School District
Name of School District

Ellis
County

070-911
Co. - Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) _____ approved _____ disapproved for the year ended June 30, 2020, at a meeting of the Board of Trustees of such school district on the 19th day of October, 2020.

Signature of Board Secretary

Signature of Board President

Members:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC
ACCOUNTANTS
TEXAS SOCIETY OF CERTIFIED
PUBLIC ACCOUNTANTS

**HANKINS, EASTUP, DEATON,
TONN & SEAY**
A PROFESSIONAL CORPORATION

CERTIFIED PUBLIC ACCOUNTANTS

902 NORTH LOCUST
P.O. BOX 977
DENTON, TX 76202-0977

TEL. (940) 387-8563
FAX (940) 383-4746

Independent Auditors' Report

To the Board of Trustees
Red Oak Independent School District
Red Oak, Texas

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District (the District), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America. This includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standard* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District as of June 30, 2020, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the *management's discussion and analysis* on pages 5 through 11 and the schedules of Teacher Retirement System pension and OPEB information on pages 52 through 58 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Red Oak Independent School District's basic financial statements. The combining and individual nonmajor fund financial statements and the required TEA schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance, and is also not a required part of the basic financial statements. The combining and individual nonmajor fund financial statements, the required TEA schedules, and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, the required TEA schedules, and the Schedule of Expenditures of Federal Awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2020 on our consideration of Red Oak Independent School District's internal control over financial reporting and on our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Red Oak Independent School District's internal control over financial reporting and compliance.

Hankins, Eastup, Deaton, Tonn & Seay, PC

Hankins, Eastup, Deaton, Tonn & Seay, PC
Denton, Texas

October 12, 2020

**RED OAK INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2020
(UNAUDITED)**

This section of Red Oak Independent School District's annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year ended June 30, 2020. Please read it in conjunction with the District's financial statements which follow this section.

FINANCIAL HIGHLIGHTS

- The liabilities and deferred inflows of resources of the District exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year by (\$11,640,059) (*deficit net position*).
- The District's total net position decreased by \$30,422 during the current fiscal year from the result of current year operations.
- The General Fund reported an ending fund balance of \$19,703,349, an increase of \$5,711,434 from the prior year.
- The unassigned fund balance in the General Fund as of June 30, 2020 was \$14,680,711, which is 26.3% of the total general fund expenditures for the fiscal year.
- The District reported total ending Governmental Funds fund balances of \$28,265,456, an increase of \$8,310,839. The amount available for spending at the government's discretion is \$14,680,711 (51.9%).

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of six parts – *management's discussion and analysis* (this section), the *basic financial statements*, *required supplementary information*, an optional section that presents *combining statements* for nonmajor governmental funds, a section containing required TEA schedules, and information regarding federal awards.

The basic financial statements include two kinds of statements that present different views of the District. The first two statements are *government-wide financial statements* that provide both *long-term* and *short-term* information about the District's *overall* financial status. The remaining statements are *fund financial statements* that focus on *individual parts* of the government, reporting the District's operations in *more detail* than the government-wide statements.

The *governmental funds* statements tell how *general government* services were financed in the *short-term* as well as what remains for future spending.

Proprietary fund statements offer *short-* and *long-term* financial information about the activities the government operates *like businesses*. The District had no proprietary funds in the fiscal year ended June 30, 2020.

Fiduciary fund statements provide information about the financial relationships in which the District acts solely as a *trustee or agent* for the benefit of others, to whom the resources in question belong.

The financial statements also include *notes* that explain some of the information in the financial statements and provide more detailed data.

Figure A-1 shows how the required parts of this annual report are arranged and related to one another.

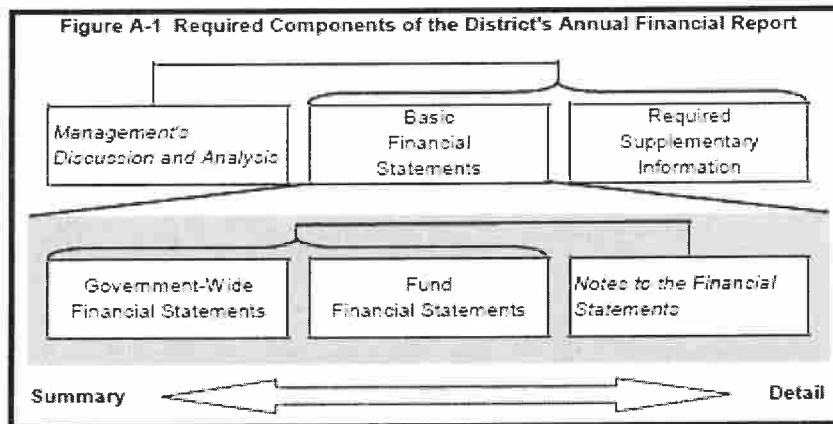


Figure A-2 summarizes the major features of the District's financial statements, including the portion of the District government they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and contents of each of the statements.

Type of Statements	Government-wide	Governmental Funds	Proprietary Funds	Fiduciary Funds
Scope	Entire District's government (Except fiduciary funds)	The activities of the District that are not proprietary or fiduciary	Activities the District operates similar to private businesses: self insurance	Instances in which the District is the trustee or agent for someone else's resources
Required financial statements	*Statement of net position	*Balance Sheet	*Statement of net position	*Statement of fiduciary assets and liabilities
	*Statement of activities	*Statement of revenues, expenditures & changes in fund balances	*Statement of revenues, expenses and changes in fund net position *Statement of cash flows	
Accounting basis and measurement focus	Accrual accounting and economic resource focus	Modified accrual accounting and current financial resources focus	Accrual accounting and economic resources focus	Accrual accounting and economic resources focus
Type of asset/liability information	All assets and liabilities, both financial and capital, short-term and long-term	Only assets expected to be used up and liabilities that come due during the year or soon thereafter, no capital assets included	All assets and liabilities, both financial and capital and short-term and long-term	All assets and liabilities, both short term and long-term; the District's funds do not currently contain capital assets, although they can
Type of inflow/outflow information	All revenue and expenses during the year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter	All revenues and expenses during the year, regardless of when cash is received or paid	All revenues and expenses during the year, regardless of when cash is received or paid

Government-wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes *all* of the government's assets, deferred inflows of resources, liabilities, and deferred outflows of resources. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid. The two government-wide statements report the District's *net position* and how it has changed. Net position, the difference between the District's assets and deferred inflows of resources and the District's liabilities and deferred outflows of resources, is one way to measure the District's financial health or *position*.

Over time, increases or decreases in the District's net position is an indicator of whether its financial health is improving or deteriorating, respectively. To assess the overall health of the District, you need to consider additional nonfinancial factors such as changes in the District's tax base. The government-wide financial statements of the District are divided into three categories:

Governmental activities – Most of the District's basic services are included here, such as instruction, extracurricular activities, curriculum and staff development, health services, and general administration. Property taxes and grants finance most of these activities.

Business-type activities – Account for funds where the District charges fees to customers to help it cover the costs of certain services it provides. The District has no business-type activities.

Component units – These funds would include other entities related to the District. Although legally separate, these – component units would be classified as important because of material relationships with the District. The District has no *component units* for which it is financially accountable.

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant *funds* - not the District as a whole. Funds are accounting devices that the District uses to keep track of specific sources of funding and spending for particular purposes. Some funds are required by state law and by bond covenants. The Board of Trustees establishes other funds to control and manage money for particular purposes or to show that it is properly using certain taxes and grants. The District has two kinds of funds:

Governmental funds - Most of the District's basic services are included in governmental funds, which focus on (1) how *cash and other financial assets* that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental fund statements provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information on the subsequent page that explains the relationship (or differences) between them.

Fiduciary funds - The District is the trustee, or *fiduciary*, for certain funds raised by student activities. All of the District's fiduciary activities are reported in a separate statement of fiduciary assets and liabilities. We exclude these activities from the District's government-wide financial statements because the District cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position

Net position of the Districts' governmental activities decreased from (\$11,609,637) to (\$11,640,059). Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – was (\$17,276,349) at June 30, 2020. See Table I and Table II for more detail.

Table I
NET POSITION

	Governmental Activities	
	June 30, 2020	June 30, 2019
Current and other assets	\$ 36,313,810	\$ 26,450,026
Capital assets, net	106,174,741	109,268,020
Total assets	<u>142,488,551</u>	<u>135,718,046</u>
Deferred outflows of resources	16,945,636	17,268,317
Total assets and deferred outflows of resources	<u>159,434,187</u>	<u>152,986,363</u>
Long-term liabilities	149,248,804	148,075,389
Other liabilities	8,405,895	6,929,592
Total liabilities	<u>157,654,699</u>	<u>155,004,981</u>
Deferred inflows of resources	13,419,547	9,591,019
Total liabilities and deferred inflows of resources	<u>171,074,246</u>	<u>164,596,000</u>
Net Position:		
Net investments in capital assets	488,742	4,848,161
Restricted	5,147,548	4,457,803
Unrestricted	<u>(17,276,349)</u>	<u>(20,915,601)</u>
Total Net Position	<u><u>\$(11,640,059)</u></u>	<u><u>\$(11,609,637)</u></u>

Table II
CHANGES IN NET POSITION

	Governmental Activities Year Ended	
	June 30, 2020	June 30, 2019
Revenues:		
Program Revenues:		
Charges for services	\$ 1,555,272	\$ 2,101,229
Operating grants and contributions	8,782,117	8,868,147
General Revenues:		
Maintenance and operations taxes	22,020,978	21,091,749
Debt service taxes	7,623,081	6,671,286
State aid - formula grants	32,869,498	28,526,131
Grants and contributions not restricted	-	1,500
Investment earnings	362,129	379,807
Miscellaneous	1,324,806	1,573,514
Special Item - (Use)	(2,373,114)	-
Total Revenue	72,164,767	69,213,363
Expenses:		
Instruction, curriculum and media services	35,904,595	33,740,070
Instructional and school leadership	4,660,532	5,110,654
Student support services	6,341,087	6,100,636
Food services	2,734,461	2,866,674
Extracurricular activities	2,929,526	2,333,010
General administration	2,600,228	2,720,111
Plant maintenance, security and data processing	10,549,956	9,632,495
Community services	1,869,740	1,803,142
Debt service	4,380,763	4,929,027
Facilities acquisition, construction	9,327	42,325
Other intergovernmental charges	214,974	209,529
Total Expenses	72,195,189	69,487,673
Increase (decrease) in net position	(30,422)	(274,310)
Net position at beginning of year	(11,609,637)	(11,335,327)
Net position at end of year	\$ (11,640,059)	\$ (11,609,637)

At the end of the current fiscal year, the District reports a deficit balance in unrestricted net position, while reporting a positive balance in restricted net position and net investment in capital assets. The District's net position decreased by \$30,422 during the current fiscal year.

The District's total ending net position is \$26.6 million lower due to new accounting standards adopted in fiscal year 2018 regarding the accounting for OPEB (TRS-Care retiree health insurance program) promulgated by the Governmental Accounting Standards Board.

Changes in Net Position

Some of the factors affecting the change in the District's net position can be identified as follows:

- State funding for the 2019-20 fiscal year increased approximately \$4.4 million due to an increase in the state funding formula passed by the 2019 Texas Legislature.
- Attendance numbers increased 1.95% from the prior year.
- General Fund expenditures increased 2.77% primarily due to increased salaries mandated by the new state funding legislation and an increase in capital outlay.
- Local property tax values increased 16.2%. Therefore, tax collections increased even though the maintenance and operations tax rate decreased \$0.1016 because of tax rate compression required by the new state funding legislation.

The total cost of all governmental activities for the current fiscal year was \$72,195,189. Of this, \$32,869,498 was provided by the state funding formula. Other governments and organizations contributed \$8,782,117. The amount financed by taxpayers was \$29,644,059. The balance of \$3,242,207 relates to charges for services, investment earnings and miscellaneous revenues.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

Fund Balance

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance related legal requirements, bond covenants, and segregation for particular purposes.

The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the District's financing requirements.

In particular, *unassigned fund balance* may serve as a useful measure of the District's net resources available for spending at the end of the fiscal year. As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$28.3 million.

Approximately \$14.7 million of this total amount constitutes unassigned fund balance. The remainder of fund balance is *nonspendable* (inventories - \$22,638), *restricted* (grant restrictions and retirement of long term debt - \$6,329,416), *committed* (miscellaneous purposes - \$2,232,691), or *assigned* (\$5,000,000).

General Fund Budgetary Highlights

Over the course of the year, the District recommended and the Board approved several revisions to the budgeted revenues and appropriations. The amendments fall into the following categories:

- Amendments throughout the year for unexpected occurrences.
- Amendments to revise estimates for local tax collections.

After revenues and appropriations were amended as described above, the actual revenues in the General Fund were \$0.2 million less than budgeted revenues. Expenditures for the General Fund were \$8.1 million less than budgeted amounts. This was primarily due to cost savings achieved across all functions during the year and budgeted capital outlay that was not completed at June 30, 2020.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2020, the District had \$106,174,741 (net of accumulated depreciation) invested in a broad range of capital assets, including facilities and equipment for instruction, transportation equipment, athletics, administration, and maintenance. The amount represents a net decrease of \$3,093,279 (2.8%) from last year.

Changes to capital assets for the current year included new transportation, ag building, land purchased and other equipment. More detailed information about the District's capital assets is presented in Note 4 to the financial statements.

Debt Administration

The District had \$111,034,238 in bonds and notes outstanding (including accreted interest on bonds) as of June 30, 2020. This was an increase of \$2,210,171 over last year. The District's 2009 Bond Series was rated AA+ by Fitch as a result of the purchase of a municipal bond insurance policy. The District's other outstanding bonds are rated AAA by Fitch based upon the guarantee of the Texas Permanent School Fund. Additional information on the District's long-term liabilities can be found in Note 5 to the financial statements.

ECONOMIC FACTORS, NEXT YEAR'S BUDGETS, AND TAX RATES

- The District's certified property values for 2020 increased approximately 9.45%.
- The District's Maintenance and Operations tax rate will be reduced to \$0.9939 per \$100 valuation from \$1.06835 per \$100 valuation. The Debt Service tax rate will decrease from \$0.37 per \$100 valuation to \$0.3653 per \$100 valuation.
- The adopted 2020-2021 general fund budget has budgeted revenues of \$62.8 million and budgeted expenditures of \$62.8 million.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Chief Financial Officer of the District at Red Oak Independent School District, 109 W. Red Oak Road, Red Oak, TX 75154, 972-617-2941.

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BASIC FINANCIAL STATEMENTS

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RED OAK INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2020

EXHIBIT A-1

Data Control Codes	Primary Government
	Governmental Activities
ASSETS	
1110 Cash and Cash Equivalents	\$ 25,378,654
1220 Property Taxes - Delinquent	1,153,297
1230 Allowance for Uncollectible Taxes	(57,665)
1240 Due from Other Governments	9,795,746
1290 Other Receivables, Net	21,140
1300 Inventories	22,638
Capital Assets:	
1510 Land	5,251,896
1520 Buildings, Net	95,590,190
1530 Furniture and Equipment, Net	3,428,655
1580 Construction in Progress	1,904,000
1000 Total Assets	142,488,551
DEFERRED OUTFLOWS OF RESOURCES	
1701 Deferred Charge on Bond Refundings	3,333,314
1705 Deferred Resource Outflows Related to TRS Pension	9,548,991
1706 Deferred Resource Outflows Related to TRS OPEB	4,063,331
1700 Total Deferred Outflows of Resources	16,945,636
LIABILITIES	
2110 Accounts Payable	1,299,344
2140 Accrued Interest Payable	1,453,173
2150 Payroll Deductions and Withholdings	5,833
2160 Accrued Wages Payable	4,913,632
2177 Due to Fiduciary Funds	7,882
2180 Due to Other Governments	399,193
2200 Accrued Expenses	269,512
2300 Unearned Revenue	57,326
Noncurrent Liabilities:	
2501 Due Within One Year	4,182,411
2502 Due in More Than One Year	106,851,827
2540 Net Pension Liability (District's Share)	16,826,596
2545 Net OPEB Liability (District's Share)	21,387,970
2000 Total Liabilities	157,654,699
DEFERRED INFLOWS OF RESOURCES	
2605 Deferred Resource Inflows Related to TRS Pension	4,166,326
2606 Deferred Resource Inflows Related to TRS OPEB	9,253,221
2600 Total Deferred Inflows of Resources	13,419,547
NET POSITION	
3200 Net Investment in Capital Assets	488,742
3820 Restricted for Federal and State Programs	165,047
3850 Restricted for Debt Service	4,982,501
3900 Unrestricted	(17,276,349)
3000 Total Net Position	\$ (11,640,059)

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020

EXHIBIT B-1

	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Primary Gov. Governmental Activities
Primary Government:				
GOVERNMENTAL ACTIVITIES:				
Instruction	\$ 33,398,144	\$ 142,052	\$ 5,122,775	\$ (28,133,317)
Instructional Resources and Media Services	770,195	35,327	29,728	(705,140)
Curriculum and Instructional Staff Development	1,736,256	2,400	134,424	(1,599,432)
Instructional Leadership	868,796	-	39,834	(828,962)
School Leadership	3,791,736	76,755	192,794	(3,522,187)
Guidance, Counseling and Evaluation Services	2,748,900	27,429	279,763	(2,441,708)
Social Work Services	104,832	-	6,633	(98,199)
Health Services	732,476	-	36,878	(695,598)
Student (Pupil) Transportation	2,754,879	-	451,301	(2,303,578)
Food Services	2,734,461	1,018,705	1,558,406	(157,350)
Extracurricular Activities	2,929,526	227,310	87,745	(2,614,471)
General Administration	2,600,228	10,994	225,946	(2,363,288)
Facilities Maintenance and Operations	6,641,187	11,057	187,410	(6,442,720)
Security and Monitoring Services	1,726,871	1,859	71,459	(1,653,553)
Data Processing Services	2,181,898	-	108,158	(2,073,740)
Community Services	1,869,740	1,384	106,452	(1,761,904)
Debt Service - Interest on Long-Term Debt	4,292,461	-	142,411	(4,150,050)
Debt Service - Bond Issuance Cost and Fees	88,302	-	-	(88,302)
Capital Outlay	9,327	-	-	(9,327)
Other Intergovernmental Charges	214,974	-	-	(214,974)
[TP] TOTAL PRIMARY GOVERNMENT:	\$ 72,195,189	\$ 1,555,272	\$ 8,782,117	(61,857,800)

General Revenues:	
Taxes:	
Property Taxes, Levied for General Purposes	22,020,978
Property Taxes, Levied for Debt Service	7,623,081
State Aid - Formula Grants	32,869,498
Investment Earnings	362,129
Miscellaneous Local and Intermediate Revenue	1,324,806
Special Item - (Use)	(2,373,114)
Total General Revenues & Special Items	61,827,378
Change in Net Position	(30,422)
Net Position - Beginning	(11,609,637)
Net Position - Ending	\$ (11,640,059)

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2020

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Funds	Total Governmental Funds
ASSETS				
1110 Cash and Cash Equivalents	\$ 16,597,144	\$ 6,534,733	\$ 2,246,777	\$ 25,378,654
1220 Property Taxes - Delinquent	867,713	285,584	-	1,153,297
1230 Allowance for Uncollectible Taxes	(43,386)	(14,279)	-	(57,665)
1240 Due from Other Governments	8,986,502	28,829	780,415	9,795,746
1260 Due from Other Funds	723,099	-	1,111,846	1,834,945
1290 Other Receivables	-	-	21,140	21,140
1300 Inventories	22,638	-	-	22,638
1000 Total Assets	<u>\$ 27,153,710</u>	<u>\$ 6,834,867</u>	<u>\$ 4,160,178</u>	<u>\$ 38,148,755</u>
LIABILITIES				
2110 Accounts Payable	\$ 580,563	\$ -	\$ 718,781	\$ 1,299,344
2150 Payroll Deductions and Withholdings Payable	5,278	-	555	5,833
2160 Accrued Wages Payable	4,650,953	-	262,679	4,913,632
2170 Due to Other Funds	1,119,728	-	723,099	1,842,827
2180 Due to Other Governments	-	399,193	-	399,193
2200 Accrued Expenditures	269,512	-	-	269,512
2300 Unearned Revenue	-	-	57,326	57,326
2000 Total Liabilities	<u>6,626,034</u>	<u>399,193</u>	<u>1,762,440</u>	<u>8,787,667</u>
DEFERRED INFLOWS OF RESOURCES				
2601 Unavailable Revenue - Property Taxes	824,327	271,305	-	1,095,632
2600 Total Deferred Inflows of Resources	<u>824,327</u>	<u>271,305</u>	<u>-</u>	<u>1,095,632</u>
FUND BALANCES				
Nonspendable Fund Balance:				
3410 Inventories	22,638	-	-	22,638
Restricted Fund Balance:				
3450 Federal or State Funds Grant Restriction	-	-	165,047	165,047
3480 Retirement of Long-Term Debt	-	6,164,369	-	6,164,369
Committed Fund Balance:				
3510 Construction	-	-	1,832,964	1,832,964
3545 Other Committed Fund Balance	-	-	399,727	399,727
Assigned Fund Balance:				
3590 Other Assigned Fund Balance	5,000,000	-	-	5,000,000
3600 Unassigned Fund Balance	14,680,711	-	-	14,680,711
3000 Total Fund Balances	<u>19,703,349</u>	<u>6,164,369</u>	<u>2,397,738</u>	<u>28,265,456</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 27,153,710</u>	<u>\$ 6,834,867</u>	<u>\$ 4,160,178</u>	<u>\$ 38,148,755</u>

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
 RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE
 STATEMENT OF NET POSITION
 JUNE 30, 2020

EXHIBIT C-2

Total Fund Balances - Governmental Funds	\$	28,265,456
1 Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund financial statements.		162,717,941
2 Accumulated depreciation is not reported in the fund financial statements.		(56,543,200)
3 Bonds payable and maintenance tax notes payable are not reported in the fund financial statements.		(101,590,000)
4 Accreted interest on capital appreciation bonds has not been included in the fund financial statements.		(181,961)
5 Property tax revenue reported as unavailable revenue in the fund financial statements is recognized as revenue in the government-wide financial statements.		1,095,632
6 Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due.		(1,453,173)
7 Bond and note premiums are not recognized in the fund financial statements.		(9,262,277)
8 The deferred charge on bond refundings is not recognized in the fund financial statements.		3,333,314
9 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net pension liability required by GASB 68 in the amount of \$16,826,596, Deferred Inflows of Resources related to TRS Pensions in the amount of \$4,166,326, and Deferred Outflows of Resources related to TRS Pensions in the amount of \$9,548,991. This results in a decrease in Net Position in the amount of \$11,443,931.		(11,443,931)
10 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net Other Post-Employment Benefit (OPEB) liability required by GASB 75 in the amount of \$21,387,970, a Deferred Resource Inflow related to TRS OPEB in the amount of \$9,253,221 and a Deferred Resource Outflow related to TRS OPEB in the amount of \$4,063,331. This amounted to a net decrease in Net Position in the amount of \$26,577,860.		(26,577,860)
19 Net Assets of Governmental Activities	\$	(11,640,059)

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
 GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED JUNE 30, 2020

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Funds	Total Governmental Funds
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 23,529,883	\$ 7,606,778	\$ 1,519,145	\$ 32,655,806
5800 State Program Revenues	36,277,945	142,411	1,112,640	37,532,996
5900 Federal Program Revenues	1,018,571	-	3,534,551	4,553,122
5020 Total Revenues	<u>60,826,399</u>	<u>7,749,189</u>	<u>6,166,336</u>	<u>74,741,924</u>
EXPENDITURES:				
Current:				
0011 Instruction	27,098,832	-	2,929,542	30,028,374
0012 Instructional Resources and Media Services	676,749	-	35,357	712,106
0013 Curriculum and Instructional Staff Development	1,576,403	-	59,139	1,635,542
0021 Instructional Leadership	770,811	-	-	770,811
0023 School Leadership	3,328,148	-	77,108	3,405,256
0031 Guidance, Counseling, and Evaluation Services	2,300,002	-	187,371	2,487,373
0032 Social Work Services	98,811	-	-	98,811
0033 Health Services	668,922	-	-	668,922
0034 Student (Pupil) Transportation	2,456,021	-	964,941	3,420,962
0035 Food Services	-	-	2,583,527	2,583,527
0036 Extracurricular Activities	2,363,966	-	163,369	2,527,335
0041 General Administration	2,438,544	-	28,357	2,466,901
0051 Facilities Maintenance and Operations	5,984,565	-	273,903	6,258,468
0052 Security and Monitoring Services	1,251,809	-	1,859	1,253,668
0053 Data Processing Services	1,566,075	-	440,253	2,006,328
0061 Community Services	1,749,849	-	1,384	1,751,233
Debt Service:				
0071 Principal on Long-Term Debt	345,000	2,002,624	-	2,347,624
0072 Interest on Long-Term Debt	100,260	4,973,181	-	5,073,441
0073 Bond Issuance Cost and Fees	-	3,964	84,338	88,302
Capital Outlay:				
0081 Facilities Acquisition and Construction	746,238	-	4,435,661	5,181,899
Intergovernmental:				
0099 Other Intergovernmental Charges	214,974	-	-	214,974
6030 Total Expenditures	<u>55,735,979</u>	<u>6,979,769</u>	<u>12,266,109</u>	<u>74,981,857</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>5,090,420</u>	<u>769,420</u>	<u>(6,099,773)</u>	<u>(239,933)</u>
OTHER FINANCING SOURCES (USES):				
7912 Sale of Real and Personal Property	2,816,434	-	-	2,816,434
7914 Non-Current Loans	-	-	5,734,338	5,734,338
7915 Transfers In	-	-	2,195,420	2,195,420
8911 Transfers Out (Use)	(2,195,420)	-	-	(2,195,420)
7080 Total Other Financing Sources (Uses)	<u>621,014</u>	<u>-</u>	<u>7,929,758</u>	<u>8,550,772</u>
1200 Net Change in Fund Balances	5,711,434	769,420	1,829,985	8,310,839
0100 Fund Balance - July 1 (Beginning)	<u>13,991,915</u>	<u>5,394,949</u>	<u>567,753</u>	<u>19,954,617</u>
3000 Fund Balance - June 30 (Ending)	<u>\$ 19,703,349</u>	<u>\$ 6,164,369</u>	<u>\$ 2,397,738</u>	<u>\$ 28,265,456</u>

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
 RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
 FOR THE YEAR ENDED JUNE 30, 2020

EXHIBIT C-4

Total Net Change in Fund Balances - Governmental Funds	\$	8,310,839
Current year capital asset additions are expenditures in the fund financial statements, but they are shown as increases in capital assets in the government-wide financial statements. The net effect of reclassifying the current year asset additions is to increase net position.		6,871,262
Depreciation is not recognized as an expense in governmental funds since it does not require the use of current financial resources. The net effect of the current year's depreciation is to decrease net position in the government-wide financial statements.		(4,774,993)
Current year long-term debt principal payments on notes payable and bonds payable and payment of accreted interest on capital appreciation bonds are expenditures in the fund financial statements, but are shown as reductions in long-term debt in the government-wide financial statements.		3,153,602
Current year interest accretion on capital appreciation bonds is not recognized in the fund financial statements, but is shown as an increase in long-term debt in the government-wide financial statements.		(28,573)
Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due. The current year increase in accrued interest payable increases net assets in the government-wide financial statements.		(153,618)
Revenues from property taxes are shown as unavailable in the fund financial statements until they are considered available to finance current expenditures, but such revenues are recognized when assessed net of an allowance for uncollectible accounts in the government-wide financial statements.		230,460
Bond and note premiums are not amortized in the fund financial statements, but are reported net of amortization in the government-wide financial statements.		399,138
Current year amortization of the deferred charge on bond refundings is not reported in the fund financial statements, but is shown as a reduction of the deferred charge in the government-wide financial statements.		(241,945)
The implementation of GASB 68 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS contributions made after the measurement date of 8/31/2019 caused the change in the ending net position to increase \$46,229. These contributions were replaced with the District's pension expense for the year of \$2,468,588, which caused a decrease in the change in net position. The net effect of both of these is to decrease the change in net position by \$2,422,359.		(2,422,359)
The implementation of GASB 75 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS OPEB contributions made after the measurement date of 8/31/2019 but during the current fiscal year caused the ending net position to increase in the amount of \$16,047. These contributions were replaced with the District's OPEB expense for the year of \$466,396, which caused a decrease in the change in net position. The net effect of both of these is to decrease the change in net position by \$450,349.		(450,349)

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020

EXHIBIT C-4

Current year issuances of maintenance tax notes are reported as other financing sources in the fund financial statements, but are shown as an increase in long-term debt in the government-wide financial statements.	(5,225,000)
The premiums on the current year issuances of maintenance tax notes are recorded as other financing sources in the fund financial statements, but are shown as an increase in long-term debt in the government-wide financial statements.	(509,338)
Only the sale price of real estate sold is recorded in the fund financial statements as an Other Resource. The government-wide financial statements include the removal of the cost and accumulated depreciation on the assets sold from the District's capital assets.	(5,189,548)
Change in Net Assets of Governmental Activities	<u><u>\$ (30,422)</u></u>

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
 BUDGET AND ACTUAL - GENERAL FUND
 FOR THE YEAR ENDED JUNE 30, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 26,422,906	\$ 23,385,079	\$ 23,529,883	\$ 144,804
5800 State Program Revenues	30,013,916	36,809,613	36,277,945	(531,668)
5900 Federal Program Revenues	850,000	850,000	1,018,571	168,571
5020 Total Revenues	57,286,822	61,044,692	60,826,399	(218,293)
EXPENDITURES:				
Current:				
0011 Instruction	28,205,144	29,448,588	27,098,832	2,349,756
0012 Instructional Resources and Media Services	668,165	775,196	676,749	98,447
0013 Curriculum and Instructional Staff Development	632,385	1,854,275	1,576,403	277,872
0021 Instructional Leadership	1,742,762	893,039	770,811	122,228
0023 School Leadership	3,549,235	3,474,118	3,328,148	145,970
0031 Guidance, Counseling, and Evaluation Services	2,589,089	2,506,297	2,300,002	206,295
0032 Social Work Services	99,545	100,085	98,811	1,274
0033 Health Services	689,287	716,559	668,922	47,637
0034 Student (Pupil) Transportation	2,826,559	3,045,334	2,456,021	589,313
0036 Extracurricular Activities	1,843,142	2,601,333	2,363,966	237,367
0041 General Administration	2,876,987	2,589,235	2,438,544	150,691
0051 Facilities Maintenance and Operations	6,310,232	7,228,239	5,984,565	1,243,674
0052 Security and Monitoring Services	1,274,059	1,294,055	1,251,809	42,246
0053 Data Processing Services	1,392,872	1,569,656	1,566,075	3,581
0061 Community Services	1,585,359	1,908,483	1,749,849	158,634
Debt Service:				
0071 Principal on Long-Term Debt	345,000	345,000	345,000	-
0072 Interest on Long-Term Debt	130,000	130,000	100,260	29,740
Capital Outlay:				
0081 Facilities Acquisition and Construction	307,000	3,161,634	746,238	2,415,396
Intergovernmental:				
0099 Other Intergovernmental Charges	220,000	220,000	214,974	5,026
6030 Total Expenditures	57,286,822	63,861,126	55,735,979	8,125,147
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	(2,816,434)	5,090,420	7,906,854
OTHER FINANCING SOURCES (USES):				
7912 Sale of Real and Personal Property	-	2,816,434	2,816,434	-
8911 Transfers Out (Use)	-	-	(2,195,420)	(2,195,420)
7080 Total Other Financing Sources (Uses)	-	2,816,434	621,014	(2,195,420)
1200 Net Change in Fund Balances	-	-	5,711,434	5,711,434
0100 Fund Balance - July 1 (Beginning)	13,991,915	13,991,915	13,991,915	-
3000 Fund Balance - June 30 (Ending)	\$ 13,991,915	\$ 13,991,915	\$ 19,703,349	\$ 5,711,434

The notes to the financial statements are an integral part of this statement.

RED OAK INDEPENDENT SCHOOL DISTRICT
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES
FIDUCIARY FUNDS
JUNE 30, 2020

	Agency Funds
ASSETS	
Cash and Cash Equivalents	\$ 151,471
Due from Other Funds	7,882
Other Receivables	383
Total Assets	\$ 159,736
LIABILITIES	
Accounts Payable	\$ 589
Due to Student Groups	159,147
Total Liabilities	\$ 159,736

The notes to the financial statements are an integral part of this statement.

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RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Red Oak Independent School District's (the "District") combined financial statements have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide (FAR). The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the District are described below.

A. REPORTING ENTITY

The Board of Trustees, a seven member group, has fiscal accountability over all activities related to public elementary and secondary education within the jurisdiction of the District. The Board of Trustees is elected by the public. The Trustees as a body corporate have the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency (Agency) or to the State Board of Education are reserved for the trustees, and the Agency may not substitute its judgment for the lawful exercise of those powers and duties by the trustees. The District is not included in any other governmental "reporting entity" as defined in Section 2100, Codification of Governmental Accounting and Financial Reporting Standards.

The District's basic financial statements include the accounts of all District operations. The criteria for including organizations as component units within the District's reporting entity, as set forth in Section 2100 of GASB's Codification of Governmental Accounting and Financial Reporting Standards, include whether:

- the organization is legally separate (can sue and be sued in their own name)
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

Based on the aforementioned criteria, Red Oak Independent School District has no component units.

B. BASIS OF PRESENTATION

The government-wide financial statements (the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. The effect of interfund activity, within the governmental and business-type activities columns, has been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given program and 2) operating or capital grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Taxes and other items not properly included among program revenues are reported instead as general revenues.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

Fund Financial Statements:

The District segregates transactions related to certain functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. These statements present each major fund as a separate column on the fund financial statements; all non-major funds are aggregated and presented in a single column.

Governmental funds are those funds through which most governmental functions typically are financed. The measurement focus of governmental funds is on the sources, uses and balance of current financial resources. The District has presented the following major governmental funds:

1. **General Fund** - This fund is established to account for resources financing the fundamental operations of the District, in partnership with the community, in enabling and motivating students to reach their full potential. All revenues and expenditures not required to be accounted for in other funds are included here. This is a budgeted fund and any fund balances are considered resources available for current operations. Fund balances may be appropriated by the Board of Trustees to implement its responsibilities.
2. **Debt Service Fund** – This governmental fund is established to account for payment of principal and interest on long-term general obligation debt and other long-term debts for which a tax has been dedicated. This is a budgeted fund. Any unused debt service fund balances are transferred to the General Fund after all of the related debt obligations have been met.

Additionally, the District reports the following fund types:

1. **Special Revenue Funds** - These funds are established to account for federally financed or expenditures legally restricted for specified purposes. In many special revenue funds, any unused balances are returned to the grantor at the close of specified project periods. For funds in this fund type, project accounting is employed to maintain integrity for the various sources of funds.
2. **Capital Projects Fund** - This governmental fund was established to account for local funds and proceeds of the 2019 Maintenance Tax Notes to be used for various construction and renovation projects and equipment acquisitions.
3. **Agency Funds** - These custodial funds are used to account for activities of student groups and other organizational activities requiring clearing accounts. Financial resources for the Agency funds are recorded as assets and liabilities; therefore, these funds do not include revenues and expenditures and have no fund equity. If any unused resources are declared surplus by the student groups, they are transferred to the General Fund with a recommendation to the Board for an appropriate utilization through a budgeted program.

C. MEASUREMENT FOCUS/BASIS OF ACCOUNTING

Measurement focus refers to what is being measured; basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

The government-wide statements are reported using the economic resources measurement focus and the accrual basis of accounting. The economic resources measurement focus means all assets and deferred outflows of resources; and liabilities (whether current or non-current) and deferred inflows of resources are included on the statement of net position and the operating statements present increases (revenues) and decreases (expenses) in net total position. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized at the time the liability is incurred.

Governmental fund financial statements are reported using the current financial resources measurement focus and are accounted for using the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual; i.e., when they become both measurable and available. "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The District considers property taxes as available if they are collected within 60 days after year-end. A one-year availability period is used for recognition of all other Governmental Fund revenues. Expenditures are recorded when the related fund liability is incurred. However, debt service expenditures, as well as expenditures related to compensated absences are recorded only when payment is due.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS-Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS-Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as-you-go plan and all cash is held in a cash account.

The revenues susceptible to accrual are property taxes, charges for services, interest income and intergovernmental revenues. All other Governmental Fund Type revenues are recognized when received.

Revenues from state and federal grants are recognized as earned when the related program expenditures are incurred. Funds received but unearned are reflected as unearned revenues, and funds expended but not yet received are shown as receivables.

Revenue from investments, including governmental external investment pool, is based upon fair value. Fair value is the amount at which a financial instrument could be exchanged in a current transaction between willing parties, other than in a forced or liquidation sale. Most investments are reported at amortized cost when the investments have remaining maturities of one year or less at time of purchase. External investment pools are permitted to report short-term debt investments at amortized cost, provided that the fair value of those investments is not significantly affected by the impairment of the credit standing of the issuer, or other factors. For that purpose, a pool's short-term investments are those with remaining maturities of up to ninety days.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

In accordance with the FAR, the District has adopted and installed an accounting system which exceeds the minimum requirements prescribed by the State Board of Education and approved by the State Auditor. Specifically, the District's accounting system uses codes and the code structure presented in the Accounting Code Section of the FAR.

D. BUDGETARY CONTROL

Formal budgetary accounting is employed for all required Governmental Fund Types, as outlined in TEA's FAR module, and is presented on the modified accrual basis of accounting consistent with generally accepted accounting principles. The budget is prepared and controlled at the function level within each organization to which responsibility for controlling operations is assigned.

The official school budget was prepared for adoption for required Governmental Fund Types prior to June 20 of the preceding fiscal year for the subsequent fiscal period beginning July 1. The budget is formally adopted by the Board of Trustees at a public meeting held at least ten days after public notice has been given. The budget is prepared by fund, function, object, and organization. The budget is controlled at the organizational level by the appropriate department head or campus principal within Board allocations. Therefore, organizations may transfer appropriations as necessary without the approval of the board unless the intent is to cross fund, function or increase the overall budget allocations. Control of appropriations by the Board of Trustees is maintained within Fund Groups at the function code level and revenue object code level.

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the General Fund, the Debt Service Fund and the Food Service Fund. The other special revenue funds adopt project-length budgets. Each annual budget is presented on the modified accrual basis of accounting which is consistent with generally accepted accounting principles. The budget is amended throughout the year by the Board of Trustees. Such amendments are reflected in the official minutes of the Board.

A reconciliation of fund balances for both appropriated budget and nonappropriated budget special revenue funds is as follows:

June 30, 2020 <u>Fund Balance</u>	
Appropriated Budget Funds – Food Service Special Revenue Fund	\$113,351
Nonappropriated Budget Funds	<u>451,423</u>
All Special Revenue Funds	<u>\$564,774</u>

E. ENCUMBRANCE ACCOUNTING

The District employs encumbrance accounting, whereby encumbrances for goods or purchased services are documented by purchase orders and contracts. An encumbrance represents a commitment of Board appropriation related to unperformed contracts for goods and services. The issuance of a purchase order or the signing of a contract creates an encumbrance but does not represent an expenditure for the period, only a commitment to expend resources. Appropriations lapse at June 30 and encumbrances outstanding at that time are either canceled or appropriately provided for in the subsequent year's budget.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

F. INVENTORIES

The consumption method is used to account for inventories of paper. Under this method, paper is carried in an inventory account of the respective fund at average cost and is subsequently charged to expenditures when consumed. Other supplies are recorded as expenditures when purchased. In the governmental funds, a nonspendable category of fund balance indicates that inventories are unavailable as current expendable financial resources.

G. INTERFUND RECEIVABLES AND PAYABLES

Short-term amounts owed between funds are classified as "Due to/from other funds". Interfund loans are classified as "Advances to/from other funds" and are offset by a fund balance reserve account.

H. CAPITAL ASSETS

Capital assets, which includes property, plant, equipment, and infrastructure assets, are reported in the governmental activities columns in the government-wide financial statements. All capital assets are valued at historical cost or estimated historical cost if actual historical cost is not available. Donated assets are valued at their fair market value on the date donated. Repairs and maintenance are recorded as expenses. Renewals and betterments are capitalized. Interest has not been capitalized during the construction period on property, plant and equipment.

Assets capitalized have an original cost of \$5,000 or more and over one-year of useful life. Depreciation has been calculated on each class of depreciable property using the straight-line method. Estimated useful lives are as follows:

Buildings	25-40 Years
Furniture and Equipment	10-24 Years

I. DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

Deferred outflows and inflows of resources are reported in the statement of financial position as described below:

A deferred outflow of resources is a consumption of a government's net assets (a decrease in assets in excess of any related decrease in liabilities or an increase in liabilities in excess of any related increase in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

Deferred outflows of resources for refunding - Reported in the government-wide statement of net position, the deferred charge on bond refundings results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. The amount of deferred outflows reported in the governmental activities for the deferred charge on bond refundings at June 30, 2020 was \$3,333,314.

Deferred outflows of resources for pension - Reported in the government-wide financial statement of net position, this deferred outflow results from pension plan contributions made after the measurement date of the net pension liability and the results of differences between expected and actual actuarial experiences. The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the next fiscal year. The other pension related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan which is currently approximately 6.7 years.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

A deferred outflow for pension expense also results from payments made to the TRS pension plan by the District after the plan's measurement date. The total amount of deferred outflows reported in the governmental activities for deferred pension expenses at June 30, 2020 was \$9,548,991.

Deferred outflows of resources for OPEB - Reported in the government-wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of differences between expected and actual investment earnings and changes in proportionate share. The deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the next fiscal year. The other OPEB related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with OPEB through the OPEB plan which is currently approximately 8.6 years. The total amount of deferred outflows reported in the governmental activities for deferred OPEB expenses at June 30, 2020 was \$4,063,331.

A deferred inflow of resources is an acquisition of a government's net assets (an increase in assets in excess of any related increase in liabilities or a decrease in liabilities in excess of any related decrease in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

Deferred inflows of resources for unavailable revenues - Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The District reported property taxes that are unavailable as deferred inflows of resources in the fund financial statements. The amount of deferred inflows of resources reported in the governmental funds at June 30, 2020 was \$1,095,632.

Deferred inflows of resources for pension - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between projected and actual earnings on pension plan investments. These amounts will be amortized over a closed five year period. In fiscal year 2020, the District reported deferred inflows of resources for pensions in the governmental activities in the amount of \$4,166,326.

Deferred inflows of resources for OPEB - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between expected and actual experience and from changes in assumptions. These amounts will be amortized over the average expected remaining service life (AERSL) of all members (8.6 years for the 2019 measurement year). In fiscal year 2020, the District reported deferred inflows of resources for OPEB in the governmental activities in the amount of \$9,253,221.

J. COMPENSATED ABSENCES

It is the District's policy to permit employees to accumulate earned but unused vacation and sick pay benefits. There is no liability for unpaid accumulated sick leave since the District does not have a policy to pay any amounts when employees separate from service with the District. All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

K. NET POSITION

Net position represents the difference between assets and deferred outflows of resources; and liabilities and deferred inflows of resources in the government-wide statement of net position. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvements of those assets, and adding back unspent proceeds. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation's adopted by the District or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

When both restricted and unrestricted net position is available, restricted net position is expended before unrestricted net position if such use is consistent with the restricted purpose.

L. LONG-TERM OBLIGATIONS

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the governmental activities statement of net position. Bond premiums and discounts, are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expensed when incurred.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

M. RISK MANAGEMENT

The District is exposed to various risks of loss related to torts theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal 2020, the district purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year, and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

N. ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 2. FUND BALANCES

The District has implemented GASB Statement No. 54, "Fund Balance Reporting and Governmental Fund Type Definitions." This Statement provides more clearly defined fund balance categories to make the nature and extent of the constraints placed on a government's fund balances more transparent.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

Fund Balance Classification: The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

- Nonspendable: This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The District has classified inventories as being nonspendable as these items are not expected to be converted to cash.
- Restricted: This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the District's bonded debt and are restricted through debt covenants. Food Service and other federal and state grant resources are restricted because their use is restricted pursuant to the mandates of the National School Lunch and Breakfast Program or other grant requirements.
- Committed: This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the District's Board of Trustees. The Board of Trustees establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. This can also be done through adoption and amendment of the budget. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The Board of Trustees have committed resources as of June 30, 2020 for campus activities, local grants, and future construction.
- Assigned: This classification includes amounts that are constrained by the District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Trustees or through the Board of Trustees delegating this responsibility to other individuals in the District. Under the District's adopted policy, the Board of Trustees or the Superintendent may assign amounts for specific purposes. This classification also includes the remaining positive fund balance for all governmental funds except for the General Fund. The General Fund has assigned fund balance for future facilities maintenance, renovation, and expansion.
- Unassigned: This classification includes all amounts not included in other spendable classifications, including the residual fund balance of the General Fund.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees has provided otherwise in its commitment or assignment actions.

General Fund

The General Fund has unassigned fund balance of \$14,680,711 at June 30, 2020. Inventories of \$22,638 are considered nonspendable fund balance. \$5,000,000 has been assigned for future facilities maintenance, renovation, and expansion.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

Other Major Funds

The Debt Service Fund has restricted funds of \$6,164,369 at June 30, 2020 consisting primarily of property tax collections that are restricted for debt service payments on bonded debt.

Other Funds

The fund balance of \$383,421 of the Campus Activity Fund, \$15,925 of the Education Foundation Grants Fund, and \$381 of other local grant funds (all special revenue funds) are shown as committed due to Board policy committing those funds to campus activities and grant activities. The following special revenue funds fund balances are restricted by federal or state grant restrictions:

National Breakfast & Lunch Program	\$113,351
Summer Feeding Program	31,298
Advanced Placement Incentives	11,948
State Textbook Fund	4,635
Other State Programs	<u>3,815</u>
Total	<u>\$165,047</u>

The local Capital Projects Fund has \$1,832,964 committed for future construction.

NOTE 3. DEPOSITS AND INVESTMENTS

The District’s funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust, with the District’s agent bank, approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank’s dollar amount of Federal Deposit Insurance Corporation (“FDIC”) insurance.

1. Cash Deposits:

At June 30, 2020, the carrying amount of the District’s deposits (checking accounts and interest-bearing demand accounts) was \$1,041,555 and the bank balance was \$2,013,092. The District’s cash deposits at June 30, 2020 were entirely covered by FDIC insurance or by pledged collateral held by the District’s agent bank in the District’s name.

2. Investments:

The Public Funds Investment Act (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports and establishment of appropriate policies. Among other things, it requires the District to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, (9) and bid solicitation preferences for certificates of deposit. Statutes authorize the District to invest in (1) obligations of the U.S. Treasury, certain U.S. agencies, and the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers acceptances, (7) Mutual Funds, (8) Investment pools, (9) guaranteed investment contracts, (10) and common trust funds. The Act also requires the District to have independent auditors perform test procedures related to investment practices as provided by the Act. The District is in substantial compliance with the requirements of the Act and with local policies.

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In compliance with the Public Funds Investment Act, the District has adopted a deposit and investment policy. That policy addresses the following risks:

- a. Custodial Credit Risk – Deposits: In the case of deposits, this is the risk that, in the event of a bank failure, the District’s deposits may not be returned to it. As of June 30, 2020, the District’s cash deposits totaled \$2,013,092. This entire amount was either collateralized with securities held by the District’s agent or covered by FDIC insurance. Thus, the District’s deposits are not exposed to custodial credit risk.
- b. Custodial Credit Risk - Investments: For an investment, this is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. At June 30, 2020, the District held investments in three public funds investment pools. Investments in external investment pools are considered unclassified as to custodial credit risk because they are not evidenced by securities that exist in physical or book entry form.
- c. Credit Risk: This is the risk that an issuer or other counterparty to an investment will be unable to fulfill its obligations. The rating of securities by nationally recognized rating agencies is designed to give an indication of credit risk. The credit quality rating for Lone Star Investment Pool, TexPool Investment Pool, and TexSTAR Investment Pool at year-end was AAAm (Standard & Poor’s).
- d. Interest Rate Risk: This is the risk that changes in interest rates will adversely affect the fair value of an investment. The District manages its exposure to declines in fair values by limiting the weighted average maturity of its investment portfolio to less than one year from the time of purchase. The weighted average maturity for the District’s investments in external investment pools is less than 90 days.
- e. Foreign Currency Risk: This is the risk that exchange rates will adversely affect the fair value of an investment. At June 30, 2020, the District was not exposed to foreign currency risk.
- f. Concentration of Credit Risk: This is the risk of loss attributed to the magnitude of the District’s investment in a single issuer (i.e., lack of diversification). Concentration risk is defined as positions of 5 percent or more in the securities of a single issuer. Investment pools are excluded from the 5 percent disclosure requirement.

Public funds investment pools in Texas (“Pools”) are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the “Act”), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District’s investments in Pools are reported at an amount determined by the fair value per share of the pool’s underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission (“SEC”) as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC’s Rule 2a7 of the Investment Company Act of 1940.

RED OAK INDEPENDENT SCHOOL DISTRICT
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The District's investments at June 30, 2020, are shown below:

<u>Name</u>	<u>Carrying Amount</u>	<u>Market Value</u>
Lone Star Investment Pool	\$24,465,282	\$24,465,282
TexPool Investment Pool	3,880	3,880
TexSTAR Investment Pool	<u>9,723</u>	<u>9,723</u>
	<u>\$24,478,885</u>	<u>\$24,478,885</u>

Fair Value Measurements

The District categorizes its fair value measurements with the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. Investments that are measured at fair value using the net asset value per share (or its equivalent) as a practical expedient are not classified in the fair value hierarchy below.

In instances where inputs used to measure fair value fall into different levels in the above fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. The District's assessment of the significance of particular inputs to these fair value measurements requires judgement and considers factors specific to each asset or liability.

The District's investments in public funds investment pools are not required to be measured at fair value but are measured at amortized cost.

NOTE 4. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2020, was as follows:

	<u>Balance July 1, 2019</u>	<u>Additions/ Completions</u>	<u>Retirement/ Adjustments</u>	<u>Balance June 30, 2020</u>
Governmental Activities:				
Capital assets not being depreciated				
Land	\$ 4,652,758	\$ 699,138	\$ (100,000)	\$ 5,251,896
Construction in Progress	<u>5,225</u>	<u>4,395,941</u>	<u>(2,497,166)</u>	<u>1,904,000</u>
Total Capital assets not being depreciated	<u>4,657,983</u>	<u>5,095,079</u>	<u>(2,597,166)</u>	<u>7,155,896</u>
Capital assets, being depreciated				
Buildings	155,490,959	2,631,030	(11,717,413)	146,404,576
Furniture and Equipment	<u>7,614,517</u>	<u>1,642,319</u>	<u>(99,367)</u>	<u>9,157,469</u>
Total capital assets being depreciated	<u>163,105,476</u>	<u>4,273,349</u>	<u>(11,816,780)</u>	<u>155,562,045</u>
Less accumulated depreciation for:				
Buildings	(53,381,227)	(4,074,721)	6,641,562	(50,814,386)
Furniture and Equipment	<u>(5,114,212)</u>	<u>(700,272)</u>	<u>85,670</u>	<u>(5,728,814)</u>
Total accumulated depreciation	<u>(58,495,439)</u>	<u>(4,774,993)</u>	<u>6,727,232</u>	<u>(56,543,200)</u>
Total capital assets, being depreciated, net	<u>104,610,037</u>	<u>(501,644)</u>	<u>(5,089,548)</u>	<u>99,018,845</u>
Governmental activities capital assets, net	<u>\$109,268,020</u>	<u>\$ 4,593,435</u>	<u>\$ (7,686,714)</u>	<u>\$106,174,741</u>

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Depreciation expense was charged as direct expense to programs of the District as follows:

Governmental activities:	
Instruction	\$2,127,185
Instructional Resources & Media Services	31,104
Curriculum & Staff Development	30,196
Instructional Leadership	61,826
School Leadership	211,793
Guidance, Counseling & Evaluation Services	152,761
Health Services	30,078
Transportation	497,466
Food Services	125,189
Extracurricular Activities	426,890
General Administration	38,215
Plant Maintenance and Operations	450,887
Security & Monitoring Services	408,337
Data Processing Services	161,190
Community Services	<u>21,876</u>
Total depreciation expense-Governmental activities	<u>\$4,774,993</u>

NOTE 5. LONG-TERM DEBT

Long-term debt includes par bonds and capital appreciation (deep discount) serial bonds. All long-term debt represents transactions in the District's governmental activities.

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas (SID), which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

The following is a summary of the changes in the District's Long-term Debt for the year ended June 30, 2020:

Description	Interest Rate Payable	Amounts Outstanding 7/1/19	Additions	Retired	Amounts Outstanding 6/30/20	Due Within One Year
Bonded Indebtedness:						
1999 School Bldg. & Ref.	4.38%	\$ 127,624	\$ -	\$ 127,624	\$ -	\$ -
2009 School Bldg. & Ref.	.85-5.12%	20,000	-	10,000	10,000	10,000
2012 School Refunding	1.50-3.00%	5,115,000	-	640,000	4,475,000	570,000
2013 School Refunding	1.50-4.00%	5,425,000	-	370,000	5,055,000	495,000
2014 School Refunding	2.00-4.00%	8,125,000	-	120,000	8,005,000	510,000
2015 School Refunding	1.30-3.75%	8,320,000	-	310,000	8,010,000	460,000
2016 School Refunding	2.00-4.00%	8,680,000	-	30,000	8,650,000	25,000
2017 School Refunding	3.25-5.00%	45,775,000	-	395,000	45,380,000	915,000
2019 School Refunding	3.00-4.00%	8,225,000	-	-	8,225,000	235,000
2019A School Refunding	3.00-5.00%	<u>8,900,000</u>	<u>-</u>	<u>-</u>	<u>8,900,000</u>	<u>235,000</u>
Total Bonded Indebtedness		98,712,624	-	2,002,624	96,710,000	3,455,000
Accreted Interest-						
Capital appreciation bonds		959,366	28,573	805,978	181,961	181,961
Premiums on Bonds		9,152,077	-	365,507	8,786,570	285,450
Premium on Maintenance Tax Note		-	509,338	33,631	475,707	-
Maintenance Tax Note - 2019		<u>-</u>	<u>5,225,000</u>	<u>345,000</u>	<u>4,880,000</u>	<u>260,000</u>
Total Obligations of District		<u>\$108,824,067</u>	<u>\$5,762,911</u>	<u>\$3,552,740</u>	<u>\$111,034,238</u>	<u>\$4,182,411</u>

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The 2009 bond series include outstanding capital appreciation bonds. The bonds mature variously in 2021. Interest accrues on these bonds each February 15 and August 15, even though the interest is not paid until maturity.

General Obligation Bonds are direct obligations issued on a pledge of the general taxing power for the payment of the debt obligations of the District. General Obligation Bonds require the District to compute, at the time taxes are levied, the rate of tax required to provide (in each year bonds are outstanding) a fund to pay interest and principal at maturity. The District is in compliance with this requirement.

There are a number of limitations and restrictions contained in the various general obligation bond indentures. Management has indicated the District is in compliance with all significant limitations and restrictions at June 30, 2020.

Presented below is a summary of general obligation bond requirements to maturity:

Year Ended June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total Requirements</u>
2021	\$ 3,455,000	\$ 4,102,479	\$ 7,557,479
2022	3,575,000	3,502,054	7,077,054
2023	3,700,000	3,361,379	7,061,379
2024	3,865,000	3,211,629	7,076,629
2025	4,000,000	3,061,138	7,061,138
2026-2030	22,455,000	12,820,339	35,275,339
2031-2035	27,595,000	7,551,131	35,146,131
2036-2039	<u>28,065,000</u>	<u>2,100,075</u>	<u>30,165,075</u>
	<u>\$96,710,000</u>	<u>\$39,710,224</u>	<u>\$136,420,224</u>

NOTE 6. DEFERRED CHARGE ON BOND REFUNDINGS

The District's deferred charge on bond refundings as of June 30, 2020 is as follows:

Balance – June 30, 2019	\$3,575,259
Current year amortization	<u>(241,945)</u>
Balance – June 30, 2020	<u>\$3,333,314</u>

NOTE 7. NOTES PAYABLE

The District issued \$5,225,000 of Maintenance Tax Notes on August 20, 2019. The net proceeds of \$5,650,000 (\$5,225,000 par amount of notes plus \$509,338 of net premium received on the notes, less \$84,338 of underwriting fees and other issuance costs) were to be used for construction, renovations, and equipment acquisition.

Future maintenance tax notes debt service requirements to maturity are as follows:

Year Ended June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total Requirements</u>
2021	\$ 260,000	\$ 189,000	\$ 449,000
2022	270,000	176,000	446,000
2023	285,000	162,500	447,500
2024	300,000	148,250	448,250
2025	315,000	133,250	448,250
2026-2030	1,785,000	450,100	2,235,100
2031-2034	<u>1,665,000</u>	<u>126,600</u>	<u>1,791,600</u>
	<u>\$4,880,000</u>	<u>\$1,385,700</u>	<u>\$6,265,700</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
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NOTE 8. PROPERTY TAXES

Property taxes are considered available when collected within the current period or expected to be collected soon enough thereafter to be used to pay liabilities of the current period. The District levies its taxes on October 1 on the assessed (appraised) value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due upon receipt of the tax bill and are past due and subject to interest if not paid by February 1 of the year following the October 1 levy date. The assessed value of the property tax roll upon which the levy for the 2019-20 fiscal period was based on was \$2,192,586,347. Taxes are delinquent if not paid by June 30. Delinquent taxes are subject to both penalty and interest charges plus 15 % delinquent collection fees for attorney costs.

The tax rates assessed for the year ended June 30, 2020, to finance General Fund operations and the payment of principal and interest on general obligation long-term debt were \$1.0684 and \$0.37 per \$100 valuation, respectively, for a total of \$1.4384 per \$ 100 valuation.

Current tax collections for the year ended June 30, 2020 were 97.9% of the June 30, 2020 adjusted tax levy. Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible taxes within the General and Debt Service Funds are based on historical experience in collecting taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature. As of June 30, 2020, property taxes receivable, net of estimated uncollectible taxes, totaled \$824,327 and \$271,305 for the General and Debt Service Funds, respectively.

Property taxes are recorded as receivables and unavailable revenue at the time the taxes are assessed. Revenues are recognized as the related ad valorem taxes are collected.

NOTE 9. PROPERTY TAX ABATEMENT AGREEMENT

The District entered into an agreement with Triumph Aerostructures, LLC (“the Company”) on August 30, 2013. The agreement was for the Company to invest capital of at least \$100 million on a long-term basis for a taxable value limitation of \$80 million. For fiscal year 2019-2020, which is year four of the agreement, taxable value subject to the agreement was \$112.3 million. Based on the taxable value limit of \$80 million and a maintenance & operations tax rate of \$1.0684 per \$100 of taxable value, the District collected \$465,818. less in tax revenues than would have been collected if the value limit was not in place. The tax revenue loss will be offset by an increase in State funding through the foundation funding formula. The taxable value limitation will be in effect through the 2023-2024 fiscal year.

NOTE 10. DEFINED BENEFIT PENSION PLAN

Plan Description. Red Oak Independent School District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS's defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

RED OAK INDEPENDENT SCHOOL DISTRICT
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Pension Plan Fiduciary Net Position. Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <https://trs.texas.gov/trs%20Documents/cafr2019.pdf>, selecting *About TRS* then *Publications* then *Financial Reports* or by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698.

Benefits Provided. TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes; including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

Texas Government Code section 821.006 prohibits benefit improvements, if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action.

In May, 2019, the 86th Texas Legislature approved the TRS Pension Reform Bill (Senate Bill 12) that provides for gradual contribution increases from the state, participating employers and active employees to make the pension fund actuarially sound. This action causing the pension fund to be actuarially sound, allowed the legislature to approve funding for a 13th check in September 2019. All eligible members retired as of December 31, 2018 received an extra annuity check in either the matching amount of their monthly annuity or \$2,000, whichever was less.

Contributions. Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year.

Employee contribution rates are set in state statute, Texas Government Code 825.402. The TRS Pension Reform Bill (Senate Bill 12) of the 86th Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2020 thru 2025.

	<u>Contribution Rates</u>	
	<u>2019</u>	<u>2020</u>
Member	7.7%	7.7%
Non-Employer Contributing Entity (State)	6.8%	6.8%
Employers	6.8%	6.8%
Red Oak ISD FY2020 Employer Contributions	\$	1,179,164
Red Oak ISD FY2020 Member Contributions	\$	3,155,239
Red Oak ISD FY2020 NECE On-Behalf Contributions	\$	2,362,029

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Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including the TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

As the non-employer contributing entity for public education, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year reduced by the amounts described below which are paid by the employers. Employers including public schools are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding source or a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public school, the employer shall contribute 1.5% of covered payroll to the pension fund beginning in fiscal year 2020. The contribution rate called the Public Education Employer Contribution will replace the Non (OASDI) surcharge that was in effect in fiscal year 2019.

In addition to the employer contributions listed above, there are two additional surcharges an employer is subject to.

- When employing a retiree of the Teacher Retirement System the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- When a school district does not contribute to the Federal Old-Age, Survivors and Disability Insurance (OASDI) Program for certain employees, they must contribute 1.5% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees. This surcharge was in effect through fiscal year 2019 and was replaced with the Public Education Employer Contribution explained above.

Actuarial Assumptions. The total pension liability in the August 31, 2019 actuarial valuation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2018 rolled forward to August 31, 2019
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	7.25%
Long-term expected Investment Rate of Return	7.25%
Municipal Bond Rate as of August 2019	2.63%
Inflation	2.30%
Salary Increases Including Inflation	3.05% to 9.05%
Benefit Changes During the Year	None
Ad hoc Post Employment Benefit Changes	None

The actuarial methods and assumptions are used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2018. For a full description of these assumptions please see the actuarial valuation report dated November 9, 2018.

RED OAK INDEPENDENT SCHOOL DISTRICT
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Discount Rate. A single discount rate of 7.25 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on plan investments of 7.25 percent. The projection of cash flows used to determine this single discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the rates set by the legislature during the 2019 session. It is assumed that future employer and state contributions will be 8.50 percent of payroll in fiscal year 2020 gradually increasing to 9.55 percent of payroll over the next several years. This includes all employer and state contributions for active and rehired retirees.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term rate of return on pension plan investments is 7.25%.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2019 are summarized below:

Asset Class	FY2019 Target Allocation ¹	New Target Allocation ²	Long-Term Expected Geometric Real Rate of Return ³
Global Equity			
U.S.	18%	18%	6.4%
Non-U.S. Developed	13%	13%	6.3%
Emerging Markets	9%	9%	7.3%
Directional Hedge Funds	4%	-	-
Private Equity	13%	14%	8.4%
Stable Value			
U.S. Treasuries	11%	16%	3.1%
Absolute Return	-	-	-
Stable Value Hedge Funds	4%	5%	4.5%
Real Return			
Global Inflation Linked Bonds ⁴	3%	-	-
Real Estate	14%	15%	8.5%
Energy, Natural Resources & Infrastructure	5%	6%	7.3%
Commodities	-	-	-
Risk Parity			
Risk Parity	5%	8%	5.8%/6.5% ⁵
Leverage			
Cash	1%	2%	2.5%
Asset Allocation Leverage	-	-6%	2.7%
Total	<u>100%</u>	<u>100%</u>	<u>7.23%</u>

¹ Target allocations are based on the Strategic Asset Allocation as of FY2019

² New allocations are based on the Strategic Asset Allocation to be implemented FY2020

³ 10-Year annualized geometric nominal returns include the real rate of return and inflation of 2.1%

⁴ New Target Allocation groups Government Bonds within the stable value allocation. This includes global sovereign nominal and inflation-linked bonds

⁵ 5.8% (6.5%) return expectation corresponds to Risk Parity with a 10% (12%) target volatility

RED OAK INDEPENDENT SCHOOL DISTRICT
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Discount Rate Sensitivity Analysis. The following schedule shows the impact of the Net Pension Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (7.25%) in measuring the Net Pension Liability.

	1% Decrease in Discount Rate (6.25%)	Discount Rate (7.25%)	1% Increase in Discount Rate (8.25%)
Red Oak ISD's proportionate share of the net pension liability:	\$25,864,921	\$16,826,596	\$9,503,807

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions. At June 30, 2020, Red Oak Independent School District reported a liability of \$16,826,596 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to Red Oak Independent School District. The amount recognized by Red Oak Independent School District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with Red Oak Independent School District were as follows:

District's Proportionate share of the collective net pension liability	\$16,826,596
State's proportionate share that is associated with the District	<u>29,619,459</u>
Total	<u>\$46,446,055</u>

The net pension liability was measured as of August 31, 2018 and rolled forward to August 31, 2019 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2018 thru August 31, 2019.

At August 31, 2019 the employer's proportion of the collective net pension liability was 0.0323693%, an increase of 3.29% from its proportionate share of 0.0313381% at August 31, 2018.

Changes Since the Prior Actuarial Valuation – The following were changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

- The single discount rate as of August 31, 2018 was a blended rate of 6.907 percent and that has changed to the long-term rate of return of 7.25 percent as of August 31, 2019.
- With the enactment of SB 3 by the 2019 Texas Legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive a \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected in the actuarial assumptions.
- The Texas Legislature approved funding for a 13th check. All eligible members retired as of December 31, 2018 will receive an extra annuity check in September 2019 in either the matching amount of their monthly annuity payment or \$2,000, whichever is less.

For the year ended June 30, 2020, Red Oak Independent School District recognized pension expense of \$1,994,249 and revenue of \$1,994,249 for support provided by the State.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

At June 30, 2020, Red Oak Independent School District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources (The amounts shown below will be the cumulative layers from the current and prior years combined.):

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 70,687	\$ 584,246
Changes in actuarial assumptions	5,220,437	2,157,331
Difference between projected and actual investment earnings	1,011,620	842,662
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	2,246,339	582,087
Contributions paid to TRS subsequent to the measurement date	999,908	-
Total	\$9,548,991	\$4,166,326

\$999,908 reported as deferred outflows of resources resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	Pension Expense Amount
2021	\$ 1,120,966
2022	912,873
2023	1,031,719
2024	1,101,916
2025	348,020
Thereafter	(132,737)

NOTE 11. DEFINED OTHER POST-EMPLOYMENT BENEFIT PLANS

Plan Description. The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. It is established and administered in accordance with the Texas Insurance Code, Chapter 1575.

OPEB Plan Fiduciary Net Position. Detail information about the TRS-Care's fiduciary net position is available in the separately-issued TRS Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <http://www.trs.state.tx.us/about/documents/cafr.pdf#CAFR>; by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

Benefits Provided. TRS-Care provides health insurance coverage to retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension plan. Optional dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. There are no automatic post-employment benefit changes; including automatic COLAs.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

The premium rates for retirees are reflected in the following table:

TRS-Care Monthly for Retirees		
	<u>Medicare</u>	<u>Non-Medicare</u>
Retiree*	\$ 135	\$ 200
Retiree and Spouse	529	689
Retiree* and Children	468	408
Retiree and Family	1,020	999

* or surviving spouse

Contributions. Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee's rate which is .65% of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

	<u>Contribution Rates</u>	
	<u>2019</u>	<u>2020</u>
Active Employee	0.65%	0.65%
Non-Employer Contributing Entity (State)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/private Funding remitted by Employers	1.25%	1.25%
Red Oak ISD FY20 Employer Contributions		\$329,016
Red Oak ISD FY20 Member Contributions		\$266,080
Red Oak ISD FY20 NECE On-behalf Contributions		\$580,176

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to, regardless of whether or not they participate in the TRS Care OPEB program. When hiring a TRS retiree, employers are required to pay to TRS Care, a monthly surcharge of \$535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$73.6 million in fiscal year 2019.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

Actuarial Assumptions. The total OPEB liability in the August 31, 2018 was rolled forward to August 31, 2019. The actuarial valuation was determined using the following actuarial assumptions.

Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	Expected Payroll Growth
Rates of Disability	

Additional Actuarial Methods and Assumptions:

Valuation Date	August 31, 2018 rolled forward to August 31, 2019
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	2.63%
Aging Factors	Based on specific plan experience
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claim costs
Projected Salary Increases	3.05% to 9.05%, including inflation
Election Rates	Normal Retirement: 65% participation prior to age 65 and 50% participation after age 65
Ad hoc post-employment benefit changes	None

The impact of the Cadillac Tax that is returning in fiscal year 2023, has been calculated as a portion of the trend assumption. Assumptions and methods used to determine the impact of the Cadillac Tax include:

- 2018 thresholds of \$850/\$2,292 were indexed annually by 2.30 percent.
- Premium data submitted was not adjusted for permissible exclusions to the Cadillac Tax.
- There were no special adjustments to the dollar limit other than those permissible for non-Medicare retirees over 55.

Results indicate that the value of the excise tax would be reasonably represented by a 25 basis point addition to the long-term trend rate assumption.

Discount Rate. A single discount rate of 2.63% was used to measure the total OPEB liability. There was a decrease of 1.06 percent in the discount rate since the previous year. Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was applied to all periods of projected benefit payments to determine the total OPEB liability.

Discount Rate Sensitivity Analysis. The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (2.63%) in measuring the Net OPEB Liability.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

	1% Decrease in Discount Rate (1.63%)	Current Single Discount Rate (2.63%)	1% Increase in Discount Rate (3.63%)
District's proportionate share of the Net OPEB Liability:	\$25,822,141	\$21,387,970	\$17,919,109

Healthcare Cost Trend Rates Sensitivity Analysis - The following presents the net OPEB liability of the plan using the assumed healthcare cost trend rate, as well as what the OPEB liability would be if it were calculated using a trend rate that is one-percentage lower or one-percentage point higher than the assumed healthcare cost trend rate of 8.5%.

	1% Decrease (7.5%)	Current Healthcare Cost Trend Rate (8.5%)	1% Increase (9.5%)
District's proportionate share of the Net OPEB Liability:	\$17,447,557	\$21,387,970	\$26,663,317

OPEB Liabilities, OPEB Expenses, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs. At June 30, 2020, the District reported a liability of \$21,387,970 for its proportionate share of the TRS's Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District.

The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's Proportionate share of the collective Net OPEB Liability	\$21,387,970
State's proportionate share that is associated with the District	<u>28,419,826</u>
Total	<u>\$49,807,796</u>

The Net OPEB Liability was measured as of August 31, 2018 and rolled forward to August 31, 2019 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The employer's proportion of the Net OPEB Liability was based on the employer's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2018 thru August 31, 2019.

At August 31, 2019 the employer's proportion of the collective Net OPEB Liability was 0.0452261%, an increase of 2.64% compared to the August 31, 2018 proportionate share of 0.0440646%.

Changes Since the Prior Actuarial Valuation – The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The discount rate changed from 3.69 percent as of August 31, 2018 to 2.63 percent as of August 31, 2019. This change increased the TOL.
- The health care trend rates were reset to better reflect the plan's anticipated experience. This change increased the TOL.
- The participation rate for pre-65 retirees was lowered from 70 percent to 65 percent. The participation rate for post-65 retirees was lowered from 75 percent to 50 percent. 25 percent of the pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation. These changes decreased the TOL.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

- The percentage of retirees who are assumed to have two-person coverage was lowered from 20 percent to 15 percent. In addition, the participation assumption for the surviving spouses of employees that die while activity employed was lowered from 20 percent to 10 percent. These changes decreased the TOL.
- Change of Benefit Terms Since the Prior Measurement Date – There were no changes in benefit terms since the prior measurement date.

For the year ended June 30, 2020, the District recognized OPEB expense of \$426,485 and revenue of \$426,485 for support provided by the State.

At June 30, 2020, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$1,049,262	\$ 3,499,914
Changes in actuarial assumptions	1,187,935	5,752,839
Difference between projected and actual investment earnings	2,775	468
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,547,247	-
Contributions paid to TRS subsequent to the measurement date	276,112	-
Total	\$4,063,331	\$9,253,221

The net amounts of the employer's balance of deferred outflows and inflows of resources (not including the deferred contribution paid subsequent to the measurement date) related to OPEB will be recognized in OPEB expense as follows:

Year ended June 30:	OPEB Expense Amount
2021	\$ (971,588)
2022	(971,588)
2023	(972,335)
2024	(972,762)
2025	(972,645)
Thereafter	(605,084)

NOTE 12. MEDICARE PART D

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. Under Medicare Part D, TRS-Care receives drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the years ended June 30, 2020, 2019 and 2018, the subsidy payments received by TRS-Care on behalf of the District were \$178,302, \$145,014 and \$113,048, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds financial statement of the District.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

NOTE 13. INTERFUND PAYABLES AND RECEIVABLES

Interfund receivables and payables at June 30, 2020 represented short-term advances between funds. These amounts are expected to be repaid in less than one year from June 30, 2020.

<u>Fund</u>	<u>Due from Other Funds</u>	<u>Due to Other Funds</u>
Major Governmental Funds:		
General Fund:		
Special Revenue Funds	\$462,098	\$ 6,758
Capital Projects Fund	261,001	1,105,088
Agency Fund	<u>-</u>	<u>7,882</u>
Total Major Governmental Funds	<u>723,099</u>	<u>1,119,728</u>
Nonmajor Governmental Funds:		
Special Revenue Funds:		
General Fund	6,758	462,098
Capital Projects Fund:		
General Fund	<u>1,105,088</u>	<u>261,001</u>
Total Nonmajor Governmental Funds	<u>1,111,846</u>	<u>723,099</u>
Agency Fund:		
General Fund	<u>7,882</u>	<u>-</u>
Total	<u>\$1,842,827</u>	<u>\$1,842,827</u>

NOTE 14. HEALTH CARE

During the year ended June 30, 2020, employees of Red Oak Independent School District were covered by a health insurance plan (the Plan). The District contributed between \$250 and \$265 per month per employee to the Plan and employees, at their option, authorized payroll withholdings to pay any additional contribution and contributions for dependents. All contributions were paid to a fully insured plan.

NOTE 15. WORKERS COMPENSATION

The District participates in the Texas Educational Insurance Association Workers Compensation Self-Insurance Joint Fund. The District is partially self-funded to a loss fund maximum of \$303,102 for the 19-20 fiscal year. Additionally, the District incurred fixed costs of \$57,266 for their share of claims administration, loss control, record keeping, and cost of excess insurance.

Claims Administrative Services, Inc provides claims administration. Reinsurance is provided for aggregate claim losses exceeding \$500,000. The fixed cost charge is based on total payroll paid by the District. Increases or decreases in the fixed costs will adjust subsequent year charges.

The accrued liability for workers compensation self-insurance of \$269,512 includes incurred but not reported claims. This liability is based on the requirements of GASB Statement No. 10, "Accounting and Financial Reporting for Risk Financing and Related Insurance Issues," which require that a liability for claims be reported if information indicates that it is probable that a liability has been incurred and the amount of loss can be reasonably estimated. The liability recorded is an undiscounted actuarial calculation.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

Changes in the workers compensation claims liability amount for fiscal years 2020 and 2019 are shown below:

Fiscal Period	Beginning Claims Liability	Claims and Changes in Estimates	Claims Payments	Ending Claims Liability
2020	\$244,494	\$179,716	\$154,698	\$269,512
2019	346,666	37,996	140,168	244,494

NOTE 16. DUE FROM OTHER GOVERNMENTS

The District participates in a variety of federal and state programs from which it receives grants to partially or fully finance certain activities. In addition, the District receives entitlements from the state through the School Foundation and Per Capita Programs. Amounts due from federal and state governments as of June 30, 2020, are summarized below. All federal grants shown below are passed through the TEA and are reported on the financial statements as Due from Other Governments.

Fund	State Grants	Federal Grants	Local Governments	Total
General Fund	\$8,855,095	\$ 104,718	\$ 26,689	\$8,986,502
Special Revenue Funds	69,508	710,907	-	780,415
Debt Service Fund	20,343	-	8,486	28,829
Total	<u>\$8,944,946</u>	<u>\$ 815,625</u>	<u>\$ 35,175</u>	<u>\$9,795,746</u>

NOTE 17. LITIGATION AND CONTINGENCIES

The District participates in numerous state and federal grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at June 30, 2020 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

NOTE 18. REVENUES FROM LOCAL AND INTERMEDIATE SOURCES

During the year ended June 30, 2020, revenues from local and intermediate sources in the fund financial statements consisted of the following:

	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total
Property Taxes	\$21,719,964	\$ -	\$7,512,559	\$ -	\$29,232,523
Food sales	-	1,018,448	-	-	1,018,448
Investment Income	262,264	7,727	49,136	43,002	362,129
Penalties, interest and other tax related income	135,992	-	45,083	-	181,075
Co-curricular student activities	75,799	449,711	-	-	525,510
Other	1,335,864	257	-	-	1,336,121
Total	<u>\$23,529,883</u>	<u>\$1,476,143</u>	<u>\$7,606,778</u>	<u>\$43,002</u>	<u>\$32,655,806</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2020

NOTE 19. UNEARNED REVENUE

Unearned revenue at June 30, 2020 consisted of the following:

	General Fund	Special Revenue Fund	Debt Service Fund	Total
Child nutrition program	\$ -	\$48,961	\$ -	\$48,961
Grant funds	-	<u>8,365</u>	-	<u>8,365</u>
	<u>\$ -</u>	<u>\$57,326</u>	<u>\$ -</u>	<u>\$57,326</u>

NOTE 20. RISKS AND UNCERTAINTIES

The outbreak of COVID-19, a respiratory disease caused by a new strain of coronavirus, has been characterized as a pandemic (the “Pandemic”) by the World Health Organization and is currently affecting many parts of the world, including the United States and the State of Texas. On January 31, 2020, the Secretary of the United States Health and Human Services Department declared a public health emergency for the United States and on March 13, 2020, the President of the United States declared the outbreak of COVID-19 in the United States a national emergency. Subsequently, the President’s Coronavirus Guidelines for America and the United States Centers for Disease Control and Prevention called upon Americans to take actions to slow the spread of COVID-19 in the United States.

On March 13, 2020, the Governor of Texas (the “Governor”) declared a state of disaster for all counties in the State in response to the Pandemic, which disaster declaration he has subsequently extended. Pursuant to Chapter 418 of the Texas Government Code, the Governor has broad authority to respond to disasters, including suspending any regulatory statute prescribing the procedures for conducting State business or any order or rule of a State agency that would in any way prevent, hinder, or delay necessary action in coping with the disaster, and issuing executive orders that have the force and effect of law. The Governor has issued a series of executive orders relating to COVID-19 preparedness and mitigation. Under Executive Order GA-26, public schools, which ceased in-person instruction from the middle of March to the end of May and transitioned totally to remote instruction, resumed operations in the summer under protocols outlined in guidance from the TEA.

TEA has informed Texas school districts that COVID-19 related school closings and/or absenteeism will not impact ADA calculations and school funding so long as a school district commits to support students instructionally while they are at home. The District has developed remote instructional resources for its students and has begun delivering remote instruction in conjunction with in-person instruction. Therefore, the District does not anticipate a reduction in State funding as a result of the school closures at this time.

The District continues to monitor the spread of COVID-19 and is working with local, State and national agencies to address the potential impact of the Pandemic upon the District. While the potential impact of the Pandemic on the District cannot be quantified at this time, the continued outbreak of COVID-19 could have an adverse effect on the District’s operations and financial condition.

The Pandemic has negatively affected travel, commerce, and financial markets globally, and is widely expected to continue negatively affecting economic growth and financial markets worldwide. These negative impacts may reduce or negatively affect property values within the District. The District’s bonded debt is secured by an unlimited ad valorem tax, and a reduction in property values may require an increase in the ad valorem tax rate required to pay the bonds as well as the District’s share of operations and maintenance expenses payable from ad valorem taxes.

REQUIRED SUPPLEMENTARY INFORMATION

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
FOR THE YEAR ENDED JUNE 30, 2020

	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
District's Proportion of the Net Pension Liability (Asset)	0.0323693%	0.0313381%	0.0310394%
District's Proportionate Share of Net Pension Liability (Asset)	\$ 16,826,596	\$ 17,249,246	\$ 9,924,734
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	29,619,459	31,457,583	18,692,496
Total	<u>\$ 46,446,055</u>	<u>\$ 48,706,829</u>	<u>\$ 28,617,230</u>
District's Covered Payroll	\$ 39,609,164	\$ 37,473,564	\$ 36,130,933
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	42.48%	46.03%	27.47%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	75.24%	73.74%	82.17%

Note: GASB Codification, Vol. 2, P20.183 requires that the information on this schedule be data from the period corresponding with the periods covered as of the measurement dates of August 31, 2019 for year 2020, August 31, 2018 for year 2019, August 31, 2017 for year 2018, August 31, 2016 for year 2017, August 31, 2015 for year 2016 and August 31, 2014 for year 2015.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

<u>FY 2017</u> <u>Plan Year 2016</u>	<u>FY 2016</u> <u>Plan Year 2015</u>	<u>FY 2015</u> <u>Plan Year 2014</u>
0.0266819%	0.0326901%	0.0190656%
\$ 10,082,687	\$ 11,555,515	\$ 5,092,685
24,696,717	22,028,279	18,492,251
<u>\$ 34,779,404</u>	<u>\$ 33,583,794</u>	<u>\$ 23,584,936</u>
\$ 35,316,762	\$ 34,890,278	\$ 32,591,686
28.55%	33.12%	15.63%
78.00%	78.43%	83.25%

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR PENSIONS
TEACHER RETIREMENT SYSTEM OF TEXAS
FOR FISCAL YEAR 2020

	2020	2019	2018
Contractually Required Contribution	\$ 1,179,164	\$ 1,132,623	\$ 1,039,028
Contribution in Relation to the Contractually Required Contribution	(1,179,164)	(1,132,623)	(1,039,028)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 40,977,144	\$ 39,427,555	\$ 37,140,348
Contributions as a Percentage of Covered Payroll	2.88%	2.87%	2.80%

Note: GASB Codification, Vol. 2, P20.183 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

	2017	2016	2015
\$	991,363	\$ 971,446	\$ 888,902
	(991,363)	(971,446)	(888,902)
\$	-	\$ -	\$ -
\$	36,081,222	\$ 35,196,159	\$ 34,491,916
	2.75%	2.76%	2.58%

RED OAK INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
 TEACHER RETIREMENT SYSTEM OF TEXAS
 FOR THE YEAR ENDED JUNE 30, 2020

	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.0452261%	0.0440646%	0.0421796%
District's Proportionate Share of Net OPEB Liability (Asset)	\$ 21,387,970	\$ 22,001,876	\$ 18,342,308
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	28,419,826	32,634,849	28,878,835
Total	<u>\$ 49,807,796</u>	<u>\$ 54,636,725</u>	<u>\$ 47,221,143</u>
District's Covered Payroll	\$ 39,609,164	\$ 37,473,564	\$ 36,130,933
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	54.00%	58.56%	50.77%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	2.66%	1.57%	0.91%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. Therefore the amounts reported for FY 2020 are for the measurement date of August 31, 2019. The amounts for FY 2019 are for the measurement date August 31, 2018. The amounts for FY 2018 are based on the August 31, 2017 measurement date.

This schedule shows only the years for which this information is available. Additional information will be added until 10 years of data are available and reported.

RED OAK INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)
 TEACHER RETIREMENT SYSTEM OF TEXAS
 FOR FISCAL YEAR 2020

	2020	2019	2018
Contractually Required Contribution	\$ 329,016	\$ 310,971	\$ 284,109
Contribution in Relation to the Contractually Required Contribution	(329,016)	(310,971)	(284,109)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 40,977,144	\$ 39,427,555	\$ 37,140,348
Contributions as a Percentage of Covered Payroll	0.80%	0.79%	0.76%

Note: GASB Codification, Vol. 2, P50.238 requires that the data in this schedule be presented as of the District's respective fiscal years as opposed to the time periods covered by the measurement dates ending August 31 of the preceding year.

Information in this schedule should be provided only for the years where data is available. Eventually 10 years of data should be presented.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2020

PENSION LIABILITY:

Changes of benefit terms:

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

Changes of assumptions:

The following were changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

- The single discount rate as of August 31, 2018 was a blended rate of 6.907 percent and that has changed to the long-term rate of return of 7.25 percent as of August 31, 2019.
- With the enactment of SB 3 by the 2019 Texas Legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive a \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected in the actuarial assumptions.
- The Texas Legislature approved funding for a 13th check. All eligible members retired as of December 31, 2018 will receive an extra annuity check in September 2019 in either the matching amount of their monthly annuity payment or \$2,000, whichever is less.

OPEB LIABILITY:

Changes of benefit terms:

There were no changes in benefit terms since the prior measurement date.

Changes of assumptions:

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability since the prior measurement period:

- The discount rate changed from 3.69 percent as of August 31, 2018 to 2.63 percent as of August 31, 2019. This change increased the TOL.
- The health care trend rates were reset to better reflect the plan's anticipated experience. This change increased the TOL.
- The participation rate for pre-65 retirees was lowered from 70 percent to 65 percent. The participation rate for post-65 retirees was lowered from 75 percent to 50 percent. 25 percent of the pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation. These changes decreased the TOL.
- The percentage of retirees who are assumed to have two-person coverage was lowered from 20 percent to 15 percent. In addition, the participation assumption for the surviving spouses of employees that die while activity employed was lowered from 20 percent to 10 percent. These changes decreased the TOL.

COMBINING SCHEDULES

RED OAK INDEPENDENT SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 JUNE 30, 2020

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	240 National Breakfast and Lunch Program	
ASSETS					
1110	Cash and Cash Equivalents	\$ (13,972)	\$ (55,122)	\$ (1,194)	\$ 682,415
1240	Due from Other Governments	51,525	164,638	1,355	1,302
1260	Due from Other Funds	-	-	-	6,758
1290	Other Receivables	-	-	-	21,140
1000	Total Assets	<u>\$ 37,553</u>	<u>\$ 109,516</u>	<u>\$ 161</u>	<u>\$ 711,615</u>
LIABILITIES					
2110	Accounts Payable	\$ 938	\$ 200	\$ -	\$ 400
2150	Payroll Deductions and Withholdings Payable	-	-	-	555
2160	Accrued Wages Payable	32,083	83,432	-	117,810
2170	Due to Other Funds	4,532	25,884	161	430,538
2300	Unearned Revenue	-	-	-	48,961
2000	Total Liabilities	<u>37,553</u>	<u>109,516</u>	<u>161</u>	<u>598,264</u>
FUND BALANCES					
Restricted Fund Balance:					
3450	Federal or State Funds Grant Restriction	-	-	-	113,351
Committed Fund Balance:					
3510	Construction	-	-	-	-
3545	Other Committed Fund Balance	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>113,351</u>
4000	Total Liabilities and Fund Balances	<u>\$ 37,553</u>	<u>\$ 109,516</u>	<u>\$ 161</u>	<u>\$ 711,615</u>

242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER -School Emergency Relief	289 Other Federal Special Revenue Funds	397 Advanced Placement Incentives	410 State Textbook Fund
\$ 22,396	\$ (8,554)	\$ (5,282)	\$ (894)	\$ (367,384)	\$ (9,783)	\$ 20,313	\$ (9,580)
86,086	8,554	17,341	2,939	367,384	9,783	-	14,215
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>\$ 108,482</u>	<u>\$ -</u>	<u>\$ 12,059</u>	<u>\$ 2,045</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,313</u>	<u>\$ 4,635</u>
\$ 60,951	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	-
16,202	-	11,563	1,589	-	-	-	-
31	-	496	456	-	-	-	-
-	-	-	-	-	-	8,365	-
<u>77,184</u>	<u>-</u>	<u>12,059</u>	<u>2,045</u>	<u>-</u>	<u>-</u>	<u>8,365</u>	<u>-</u>
31,298	-	-	-	-	-	11,948	4,635
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>31,298</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>11,948</u>	<u>4,635</u>
<u>\$ 108,482</u>	<u>\$ -</u>	<u>\$ 12,059</u>	<u>\$ 2,045</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,313</u>	<u>\$ 4,635</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 JUNE 30, 2020

Data Control Codes	429 Other State Special Programs	461 Campus Activity Funds	481 Education Foundation Grants	483 Project Lead the Way	
ASSETS					
1110	Cash and Cash Equivalents	\$ 3,815	\$ 385,320	\$ 15,925	\$ 133
1240	Due from Other Governments	55,293	-	-	-
1260	Due from Other Funds	-	-	-	-
1290	Other Receivables	-	-	-	-
1000	Total Assets	<u>\$ 59,108</u>	<u>\$ 385,320</u>	<u>\$ 15,925</u>	<u>\$ 133</u>
LIABILITIES					
2110	Accounts Payable	\$ 55,293	\$ 1,899	\$ -	\$ 132
2150	Payroll Deductions and Withholdings Payable	-	-	-	-
2160	Accrued Wages Payable	-	-	-	-
2170	Due to Other Funds	-	-	-	-
2300	Unearned Revenue	-	-	-	-
2000	Total Liabilities	<u>55,293</u>	<u>1,899</u>	<u>-</u>	<u>132</u>
FUND BALANCES					
Restricted Fund Balance:					
3450	Federal or State Funds Grant Restriction	3,815	-	-	-
Committed Fund Balance:					
3510	Construction	-	-	-	-
3545	Other Committed Fund Balance	-	383,421	15,925	1
3000	Total Fund Balances	<u>3,815</u>	<u>383,421</u>	<u>15,925</u>	<u>1</u>
4000	Total Liabilities and Fund Balances	<u>\$ 59,108</u>	<u>\$ 385,320</u>	<u>\$ 15,925</u>	<u>\$ 133</u>

484 STEM Lab Grant	Total Nonmajor Special Revenue Funds	620 Local Capital Projects Fund	Total Nonmajor Governmental Funds
\$ 380	\$ 658,932	\$ 1,587,845	\$ 2,246,777
-	780,415	-	780,415
-	6,758	1,105,088	1,111,846
-	21,140	-	21,140
<u>\$ 380</u>	<u>\$ 1,467,245</u>	<u>\$ 2,692,933</u>	<u>\$ 4,160,178</u>
\$ -	\$ 119,813	\$ 598,968	\$ 718,781
-	555	-	555
-	262,679	-	262,679
-	462,098	261,001	723,099
-	57,326	-	57,326
-	902,471	859,969	1,762,440
-	165,047	-	165,047
-	-	1,832,964	1,832,964
380	399,727	-	399,727
<u>380</u>	<u>564,774</u>	<u>1,832,964</u>	<u>2,397,738</u>
<u>\$ 380</u>	<u>\$ 1,467,245</u>	<u>\$ 2,692,933</u>	<u>\$ 4,160,178</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED JUNE 30, 2020

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool	240 National Breakfast and Lunch Program
REVENUES:				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ 1,026,412
5800 State Program Revenues	-	-	-	60,347
5900 Federal Program Revenues	431,517	995,682	19,960	1,101,572
5020 Total Revenues	431,517	995,682	19,960	2,188,331
EXPENDITURES:				
Current:				
0011 Instruction	400,787	833,652	19,960	-
0012 Instructional Resources and Media Services	-	-	-	-
0013 Curriculum and Instructional Staff Development	13,014	2,088	-	-
0023 School Leadership	353	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	159,942	-	-
0034 Student (Pupil) Transportation	-	-	-	-
0035 Food Services	-	-	-	2,182,335
0036 Extracurricular Activities	-	-	-	-
0041 General Administration	17,363	-	-	-
0051 Facilities Maintenance and Operations	-	-	-	-
0052 Security and Monitoring Services	-	-	-	-
0053 Data Processing Services	-	-	-	-
0061 Community Services	-	-	-	-
Debt Service:				
0073 Bond Issuance Cost and Fees	-	-	-	-
Capital Outlay:				
0081 Facilities Acquisition and Construction	-	-	-	-
6030 Total Expenditures	431,517	995,682	19,960	2,182,335
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	-	5,996
OTHER FINANCING SOURCES (USES):				
7914 Non-Current Loans	-	-	-	-
7915 Transfers In	-	-	-	-
7080 Total Other Financing Sources (Uses)	-	-	-	-
1200 Net Change in Fund Balance	-	-	-	5,996
0100 Fund Balance - July 1 (Beginning)	-	-	-	107,355
3000 Fund Balance - June 30 (Ending)	\$ -	\$ -	\$ -	\$ 113,351

242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER -School Emergency Relief	289 Other Federal Special Revenue Funds	397 Advanced Placement Incentives	410 State Textbook Fund
\$ 20 \$	- \$	- \$	- \$	- \$	- \$	- \$	- \$
1,114	-	-	-	-	-	-	993,335
402,567	46,034	87,346	60,033	367,384	22,456	-	-
403,701	46,034	87,346	60,033	367,384	22,456	-	993,335
-	46,034	69,365	54,433	367,384	2,164	-	993,335
-	-	-	-	-	-	-	-
-	-	17,981	5,600	-	16,285	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	4,007	-	-
401,192	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
401,192	46,034	87,346	60,033	367,384	22,456	-	993,335
2,509	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
2,509	-	-	-	-	-	-	-
28,789	-	-	-	-	-	11,948	4,635
\$ 31,298 \$	- \$	- \$	- \$	- \$	- \$	11,948 \$	4,635

RED OAK INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED JUNE 30, 2020

Data Control Codes	429 Other State Special Programs	461 Campus Activity Funds	481 Education Foundation Grants	483 Project Lead the Way
REVENUES:				
5700 Total Local and Intermediate Sources	\$ -	\$ 449,660	\$ 51	\$ -
5800 State Program Revenues	57,470	374	-	-
5900 Federal Program Revenues	-	-	-	-
5020 Total Revenues	57,470	450,034	51	-
EXPENDITURES:				
Current:				
0011 Instruction	376	128,687	6,542	6,823
0012 Instructional Resources and Media Services	30	35,327	-	-
0013 Curriculum and Instructional Staff Development	1,771	-	-	2,400
0023 School Leadership	-	76,755	-	-
0031 Guidance, Counseling, and Evaluation Services	-	27,429	-	-
0034 Student (Pupil) Transportation	-	-	-	-
0035 Food Services	-	-	-	-
0036 Extracurricular Activities	-	163,369	-	-
0041 General Administration	-	10,994	-	-
0051 Facilities Maintenance and Operations	-	-	-	-
0052 Security and Monitoring Services	-	1,859	-	-
0053 Data Processing Services	55,293	-	-	-
0061 Community Services	-	1,384	-	-
Debt Service:				
0073 Bond Issuance Cost and Fees	-	-	-	-
Capital Outlay:				
0081 Facilities Acquisition and Construction	-	-	-	-
6030 Total Expenditures	57,470	445,804	6,542	9,223
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	4,230	(6,491)	(9,223)
OTHER FINANCING SOURCES (USES):				
7914 Non-Current Loans	-	-	-	-
7915 Transfers In	-	-	-	-
7080 Total Other Financing Sources (Uses)	-	-	-	-
1200 Net Change in Fund Balance	-	4,230	(6,491)	(9,223)
0100 Fund Balance - July 1 (Beginning)	3,815	379,191	22,416	9,224
3000 Fund Balance - June 30 (Ending)	\$ 3,815	\$ 383,421	\$ 15,925	\$ 1

484 STEM Lab Grant	Total Nonmajor Special Revenue Funds	620 Local Capital Projects Fund	Total Nonmajor Governmental Funds
\$ -	\$ 1,476,143	\$ 43,002	\$ 1,519,145
-	1,112,640	-	1,112,640
-	3,534,551	-	3,534,551
-	6,123,334	43,002	6,166,336
-	2,929,542	-	2,929,542
-	35,357	-	35,357
-	59,139	-	59,139
-	77,108	-	77,108
-	187,371	-	187,371
-	4,007	960,934	964,941
-	2,583,527	-	2,583,527
-	163,369	-	163,369
-	28,357	-	28,357
-	-	273,903	273,903
-	1,859	-	1,859
-	55,293	384,960	440,253
-	1,384	-	1,384
-	-	84,338	84,338
-	-	4,435,661	4,435,661
-	6,126,313	6,139,796	12,266,109
-	(2,979)	(6,096,794)	(6,099,773)
-	-	5,734,338	5,734,338
-	-	2,195,420	2,195,420
-	-	7,929,758	7,929,758
-	(2,979)	1,832,964	1,829,985
380	567,753	-	567,753
\$ 380	\$ 564,774	\$ 1,832,964	\$ 2,397,738

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REQUIRED T.E.A. SCHEDULES

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FISCAL YEAR ENDED JUNE 30, 2020

Last 10 Years	(1)	(2)	(3)
	Tax Rates		Assessed/Appraised Value for School Tax Purposes
	Maintenance	Debt Service	
2011 and prior years	Various	Various	\$ 1,197,724,325
2012	1.170000	0.370000	1,185,469,843
2013	1.170000	0.370000	1,191,457,638
2014	1.170000	0.370000	1,234,419,659
2015	1.170000	0.370000	1,411,626,025
2016	1.170000	0.037000	1,463,857,755
2017	1.170000	0.370000	1,546,057,395
2018	1.170000	0.370000	1,707,397,720
2019	1.170000	0.370000	1,887,157,537
2020 (School year under audit)	1.068400	0.370000	2,192,586,347
1000 TOTALS			

(10) Beginning Balance 7/1/2019	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 6/30/2020
\$ 59,200	\$ -	\$ 1,078	\$ 329	\$ (3,542)	\$ 54,251
17,617	-	2,591	819	(1,191)	13,016
25,352	-	3,822	1,209	(1,858)	18,463
36,191	-	12,249	3,874	2,025	22,093
53,800	-	13,702	4,333	19,644	55,409
59,441	-	11,176	3,534	13,435	58,166
86,884	-	26,672	8,435	22,609	74,386
128,301	-	47,070	14,885	30,499	96,845
443,921	-	207,321	65,563	(27,243)	143,794
-	29,759,514	21,394,650	7,409,578	(338,412)	616,874
<u>\$ 910,707</u>	<u>\$ 29,759,514</u>	<u>\$ 21,720,331</u>	<u>\$ 7,512,559</u>	<u>\$ (284,034)</u>	<u>\$ 1,153,297</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
 BUDGET AND ACTUAL - CHILD NUTRITION PROGRAM
 FOR THE YEAR ENDED JUNE 30, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 1,331,415	\$ 1,331,415	\$ 1,026,412	\$ (305,003)
5800 State Program Revenues	42,445	42,184	60,347	18,163
5900 Federal Program Revenues	1,288,600	1,308,900	1,101,572	(207,328)
5020 Total Revenues	2,662,460	2,682,499	2,188,331	(494,168)
EXPENDITURES:				
Current:				
0035 Food Services	2,662,460	2,682,499	2,182,335	500,164
6030 Total Expenditures	2,662,460	2,682,499	2,182,335	500,164
1200 Net Change in Fund Balances	-	-	5,996	5,996
0100 Fund Balance - July 1 (Beginning)	107,355	107,355	107,355	-
3000 Fund Balance - June 30 (Ending)	\$ 107,355	\$ 107,355	\$ 113,351	\$ 5,996

RED OAK INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
 BUDGET AND ACTUAL - DEBT SERVICE FUND
 FOR THE YEAR ENDED JUNE 30, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 7,594,781	\$ 7,662,566	\$ 7,606,778	\$ (55,788)
5800 State Program Revenues	588,637	523,244	142,411	(380,833)
5020 Total Revenues	8,183,418	8,185,810	7,749,189	(436,621)
EXPENDITURES:				
Debt Service:				
0071 Principal on Long-Term Debt	3,400,000	2,002,624	2,002,624	-
0072 Interest on Long-Term Debt	3,846,096	4,973,182	4,973,181	1
0073 Bond Issuance Cost and Fees	400,000	400,000	3,964	396,036
6030 Total Expenditures	7,646,096	7,375,806	6,979,769	396,037
1200 Net Change in Fund Balances	537,322	810,004	769,420	(40,584)
0100 Fund Balance - July 1 (Beginning)	5,394,949	5,394,949	5,394,949	-
3000 Fund Balance - June 30 (Ending)	\$ 5,932,271	\$ 6,204,953	\$ 6,164,369	\$ (40,584)

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FEDERAL AWARDS SECTION

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees
Red Oak Independent School District
Red Oak, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Red Oak Independent School District's basic financial statements, and have issued our report dated October 12, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of the audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hankins, Eastup, Deaton, Tonn & Seay, PC

Hankins, Eastup, Deaton, Tonn & Seay, PC
Denton, Texas

October 12, 2020

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TONN & SEAY**
A PROFESSIONAL CORPORATION

CERTIFIED PUBLIC ACCOUNTANTS

902 NORTH LOCUST
P.O. BOX 977
DENTON, TX 76202-0977
TEL. (940) 387-8563
FAX (940) 383-4746

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees
Red Oak Independent School District
Red Oak, Texas

Report on Compliance for Each Major Federal Program

We have audited Red Oak Independent School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Red Oak Independent School District's major federal programs for the year ended June 30, 2020. Red Oak Independent School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of finding and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Red Oak Independent School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Red Oak Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Red Oak Independent School District's compliance.

Opinion on Each Major Federal Program

In our opinion, Red Oak Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of Red Oak Independent School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Red Oak Independent School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Red Oak Independent School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hankins, Eastup, Deaton, Tonn & Seay, PC

Hankins, Eastup, Deaton, Tonn & Seay, PC
Denton, Texas

October 12, 2020

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2020

I. Summary of Auditor's Results

1. Type of auditor's report issued on the financial statements: Unmodified
2. Internal control over financial reporting:
Material weakness(es) identified: None
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
3. Noncompliance which is material to the financial statements: None
4. Internal controls over major federal programs:
Material weakness(es) identified: None
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
5. Type of auditor's report on compliance for major federal programs: Unmodified
6. Did the audit disclose findings which are required to be reported in accordance with 2 CFR 200.516(a)?: No
7. Major programs include:

Special Education Cluster:
CFDA 84.027 IDEA-Part B, Formula
CFDA 84.173 IDEA-Part B, Preschool

CFDA 84.425D CARES Act Stimulus Grant
8. Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.
9. Low risk auditee: Yes

II. Findings Related to the Financial Statements

None

III. Other Findings

None

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF STATUS OF PRIOR FINDINGS
FOR THE YEAR ENDED JUNE 30, 2020

FINDING/NONCOMPLIANCE

No Prior Year Findings

RED OAK INDEPENDENT SCHOOL DISTRICT
CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED JUNE 30, 2020

CORRECTIVE ACTION PLAN

N/A

RED OAK INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED JUNE 30, 2020

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
<u>Passed Through Region 10 Service Center</u>			
Title III, Part A - English Language Acquisition	84.365A	20671001057950	\$ 60,033
ESEA, Title II, Part A, Teacher Principal Training	84.367A	20694501057950	87,346
Total Passed Through Region 10 Service Center			147,379
<u>Passed Through State Department of Education</u>			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	19610101070911	5,420
ESEA, Title I, Part A - Improving Basic Programs	84.010A	20610101070911	457,207
Total CFDA Number 84.010A			462,627
*IDEA - Part B, Formula	84.027	196600010709116600	7,304
*IDEA - Part B, Formula	84.027	206600010709116600	1,059,626
Total CFDA Number 84.027			1,066,930
*IDEA - Part B, Preschool	84.173	206610010709116610	21,407
Total Special Education Cluster (IDEA)			1,088,337
Career and Technical - Basic Grant	84.048	20420006070911	46,034
Summer School LEP	84.369A	69551902	4,007
ESEA Title IV, Part A - Student Support	84.424A	20680101070911	18,449
CARES Act Stimulus Grant	84.425D	20521001070911	367,384
Total Passed Through State Department of Education			1,986,838
TOTAL U.S. DEPARTMENT OF EDUCATION			2,134,217
U.S. DEPARTMENT OF AGRICULTURE			
<u>Passed Through the State Department of Agriculture</u>			
*School Breakfast Program	10.553	71402001	192,195
*National School Lunch Program - Cash Assistance	10.555	71302001	744,837
*National School Lunch Prog. - Non-Cash Assistance	10.555	71302001	147,740
Total CFDA Number 10.555			892,577
*Summer Feeding Program - Cash Assistance	10.559	070911	402,567
Total Child Nutrition Cluster			1,487,339
2019 NSLP Equipment Assistance Grants	10.579	6TX300355	16,800
Total Passed Through the State Department of Agriculture			1,504,139
TOTAL U.S. DEPARTMENT OF AGRICULTURE			1,504,139
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 3,638,356

*Clustered Programs

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES ON ACCOUNTING POLICIES FOR FEDERAL AWARDS
YEAR ENDED JUNE 30, 2020

1. The District uses the fund types specified in Texas Education Agency's Financial Accountability System Resource Guide. Special Revenue Funds are used to account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a Special Revenue Fund. Generally, unused balances are returned to the grantor at the close of specified project periods.
2. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The Governmental Fund types are accounted for using a current financial resources measurement focus. All federal grant funds were accounted for in a Special Revenue Fund which is a Governmental Fund type. With this measurement focus, only current assets and current liabilities and the fund balance are included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets.

The modified accrual basis of accounting is used for the Governmental Fund types and Agency Funds. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on Long-Term Debt, which is recognized when due, and certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as deferred revenues until earned.

3. The District participates in numerous state and federal grant programs that are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at June 30, 2020, may be impaired. In the opinion of the District, there are not significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provisions has been recorded in the accompanying combined financial statements for such contingencies.
4. The District also received \$914,766 of School Health and Related Services (SHARS) payments. These payments are not considered federal awards for purposes of the Schedule of Expenditures of Federal Awards and were recorded as federal revenues in the General Fund.

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MONTHLY BOARD REPORT

ATHLETICS

Date: **October 2020**

Current Sports:

ROHS varsity volleyball is currently 7-8 on the season and 3-1 in district play. 14-5A district play for volleyball will end the week of November 9. Volleyball playoffs begin November 19-20.

ROHS varsity football is currently 0-1 on the season. 4-5A Division 1 district play will begin on Friday, October 23.

ROHS tennis and cross country are currently competing in preparation for 14-5A district meets at the end of October.

ROHS boys' and girls' basketball teams begin practice October 21 (girls) and October 28 (boys).

Current Projects:

Finalizing all winter sport schedules for high school and middle school athletic teams.

Reviewing equipment needs for all athletics teams.

Working with head coaches to set goals and objectives for the 2020-2021 school year.

Working with athletic trainers to ensure all student athletes have complete required UIL paperwork and drug testing requirements.

Important Upcoming Dates:

- October 21 - First Day of Girls Basketball Practice
- October 28 - 14-5A District Cross Country Meet in Midlothian
- October 28 - First Day of Boys Basketball Practice
- October 30 - Home Football Game vs Richland Royals
- November 9 - End of Middle School Football Season
- November 10 - End of Middle School Volleyball Season
- November 13 - End of 14-5A District play for Volleyball
- November 19-20 - Bi District Volleyball Playoffs
- November 20 - Home Football Game vs Summit Jaguars



Red Oak Independent School District
Eastridge Elementary School
Campus Improvement Plan
2020-2021



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

**Seeks Opportunities and Challenges of Learning: Growth, Resilience,
Integrity, Tenacity (G.R.I.T.)**

**Demonstrates Fair, Respectful, and Well-Rounded Characteristics:
Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)**

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2018-2019 school year with 441 students enrolled. Eastridge Elementary School is comprised of the following Ethnic Distribution:

African American: 12.2%

Hispanic: 39.7%

White: 44.9%

American Indian: 0.2%

Two or More Races: 2.7%

Economically Disadvantaged: 56%

English Learners: 7.5%

At-Risk: 46.9%

Mobility Rate: 12.5%

Teachers Years of Experience

37% of the teaching staff has 0-5 years of experience

10.6% of the teaching staff has 6-10 years of experience

29.8% of the teaching staff has 11-20 years of experience

23.1% of the teaching staff has over 20 years of experience

Demographics Strengths

Eastridge Elementary has many strengths. Some of the most notable demographic strengths include:

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" ~~320~~ with rewards for each classroom.

- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Student Learning

Student Learning Summary

Eastridge Elementary earned an 85 out of 100 in Student Achievement, 86 out of 100 in School Progress and 96 out of 100 in Closing the Gaps on the 2019 State Accountability Ratings. Eastridge Elementary earned an overall rating of 89% which equals a B.

Eastridge Elementary earned 5 distinctions: Academic Achievement in Math, Academic Achievement in ELAR, Top 25% in Comparative Academic Growth, Post Secondary Readiness, and Top 25% in Closing the Gaps.

Eastridge Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle.

2019 STAAR Approaches GL Percentages:

3rd grade....Reading 76%, Math 78%

4th grade...Reading 67% , Math 77%, Writing 56%

5th grade...Reading 92% , Math 96% , Science 89%

2019 STAAR Meets GL Percentages:

3rd grade...Reading 36%, Math 57%

4th grade.... Reading 46%, Math 56%, Writing 34 %

5th grade.... Reading 64%, Math 66%, Science 63%

2019 STAAR Mastered GL Percentages:

3rd grade.... Reading 23%, Math 27%

4th grade....Reading 26%, Math 49%, Writing 10%

5th grade....Reading 28%, Math 31%, Science 31%

Attendance rate for 2017-2018 96.7%

Student Learning Strengths

Masters levels in Math are in the top quartile of the state assigned comparison group.

Eastridge Elementary received 5 distinctions:

Top 25% in Closing the Gaps

Academic Achievement in ELAR

Academic Achievement in Math

Post Secondary Readiness

Top 25% in Comparative Academic Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of students at the approaches, meets, and masters in 4th grade writing indicate a need for vertical alignment, writing across the content, and critical writing to be strengthened across the campus in all grade levels. **Root Cause:** According to STAAR data, 56% of 4th graders scored in the approaches range, 34 % scored in the meets range, and 10% scored in the masters range.

Problem Statement 2: Students in grades 1 and 2 have lost a semester of foundational skills. **Root Cause:** COVID 19 - has caused an instructional opportunity gap.

Problem Statement 3: The percentage of students at the approaches, meets, and masters in 4th grade writing indicate a need for vertical alignment, writing across the content, and critical writing to be strengthened in all grades. **Root Cause:** In 2019 56% of students scored approaches in writing, 43% scored meets, and 10% scored masters.

Problem Statement 4: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Strengthening teacher understandings and usage of the TEKS Resource System documents in planning.

Problem Statement 5: Reading STAAR scores in the meets range for white students are below the state expectation for the past 3 years. **Root Cause:** Creating an awareness with staff that the state has established different targets for different subpopulations in the accountability system.

School Processes & Programs

School Processes & Programs Summary

Eastridge Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs meet for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap.

For each content area, assessment plays a vital role in driving instruction and making decisions. Eastridge Elementary is committed to providing opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, DRA2, Fountas and Pinnell Guided Reading, STEM Scopes, TEKS Resource System, NWEA MAP math test for students in K-5, NWEA MAP reading test for grades 3-5, and campus/district benchmarks and curriculum based assessments for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Fountas and Pinnell LLI Resources for grades 3 through 5. All special courses and programs such as special education, dyslexia, ELL, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs.

Grade level PLCs are held with campus administrators and instructional coach. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets every six weeks, after school, to provide support and academic strategies for teachers to utilize with identified students.

All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

School Processes & Programs Strengths

- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have a disproportionate number of students in Special Education in disciplinary statements outside of the classroom. **Root Cause:** The district was identified as a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. In looking at Eastridge data, with 70 students in Special Education, 107 referrals resulted in an out of placement consequence. 124

Problem Statement 2: The attendance rate indicates that we need to promote the benefits of attendance and healthy habits campus wide. **Root Cause:** Attendance rate declined from 2017-2018. 96.9% to 96.7%

Perceptions

Perceptions Summary

Eastridge Elementary is a student-centered learning family. Students and staff are focused on teamwork, working together to grow as lifelong learners and focusing on individual student success. Student activities, staff leadership roles and the overall safety of the campus is driven by the ROISD 4 talons.

Each 6 weeks, students and staff are awarded recognition for displaying the characteristics of the 4 Talons.

Safe and Orderly Schools Summary

- Campus participated in regular drills, Safety Day, and uses RAPTOR to screen all persons entering the building
- Eastridge Elementary has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily..
- Eastridge Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

Perceptions Strengths

At Eastridge Elementary, we are proud to offer a variety of opportunities to support our staff and students to help them grow, not only academically, but socially and emotionally as well. We are also proud of our ongoing partnership with parents and community members. Our goal is to model the four talons in every area of our school year and through a variety of opportunities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

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Employee Data











- 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

Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.





Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

<p>Strategy 1: Teams will meet in Professional Learning Communities for appropriate staff to understand the use of teaching methodologies that: identify, interpret, analyze, foster and encourage different types of thinking in students, identify learning needs and utilize rubrics for assessment.</p> <p>Evidence that Demonstrates Success: Agendas Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The Gifted and Talented program is a pull out program serving all students who meet the district criteria for GT. GT teachers will work with classroom teachers to increase the identification of gifted students.</p> <p>Evidence that Demonstrates Success: Number of GT students identified will increase.</p> <p>Staff Responsible for Monitoring: GT teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: supplies - 199 21 GT - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Staff will develop plans for enrichment to increase masters level scores in grades 3-5 to address the student achievement domain, school progress domain, and the closing the gaps domain.</p> <p>Evidence that Demonstrates Success: Increased masters level scores on curriculum based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach GT teacher Principal Assistant Principal</p> <p>Funding Sources: Tutoring and Enrichment supplies - 199 24 ACC ED - \$7,000, Think It Up - 211 Title I - \$12,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 36% to 50% by June 2024. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.</p> <p>Evidence that Demonstrates Success: CBA data Benchmark data STAAR data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Assistant Principal Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 5: The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 57% to 60% by June 2024. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.</p> <p>Evidence that Demonstrates Success: CBA data Benchmark data STAAR data</p> <p>Staff Responsible for Monitoring: Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

<p>Strategy 1: Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2019-20 will be: planning Balanced Literacy lessons utilizing the new ELAR TEKS, Literacy Stations, DRA, TPRI, LLI, Eduphoria Aware, Benchmarks, Curriculum Based Assessments, TELPAS, STAAR 2019 Data, and utilizing the Literacy Strategists</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Running Records STAAR Data TELPAS Data DRA data TPRI data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Librarian Team Leaders Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy library resources - 199 11 Reg Ed - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms. Circle Inventory</p> <p>Evidence that Demonstrates Success: TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment CLI data</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Teachers Support Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Strategy 1: Provide a campus mentor/ support for first and second year teachers Evidence that Demonstrates Success: Meeting Notes Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teacher leaders will present current strategies being used in their classrooms at staff meetings for others to learn. A minimum of one presenter per staff meeting. Evidence that Demonstrates Success: Meeting Notes Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Instructional support in planning and delivering instruction is provided by the Instructional Coach. Evidence that Demonstrates Success: Lesson plans Staff Responsible for Monitoring: Principal Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.





Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Strategy 1: Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Chess Club, Choir, GT, and drum club. Evidence that Demonstrates Success: Participation in programs Staff Responsible for Monitoring: Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5 Evidence that Demonstrates Success: Lesson Plans Staff Responsible for Monitoring: GT Teachers Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.





Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

<p>Strategy 1: Staff development on this campus in Math includes the following: Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area Vertical team meetings Math Fact Fluency Interpreting MAP data</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Math Vertical Alignment Team Curriculum Dept.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 11 Reg Ed - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district CAST conference</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Science Vertical Alignment Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Edit Gretchen Bernabei Writing training DRA TPRI Genre notebooking Comprehension Toolkit</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Vertical Alignment Team Literacy Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy station materials - 199 11 Reg Ed - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Staff Development on this campus in Social Studies includes the following: Academic Vocabulary Social Studies Weekly Training Thinking Maps Collaboration/Planning with Instructional Coach and Librarian Supporting struggling learners DBQ notebook for 4th and 5th grade Evidence that Demonstrates Success: Curriculum Based Assessments Staff Development Report Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Librarian Literacy Strategist Social Studies Vertical Alignment Team Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

<p>Strategy 1: Counselor lessons on character each 6 weeks. Lessons include: COVID, Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Bucket Filling, Trustworthy/Integrity/Honesty, and Resilience</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Opportunities for Parents, Teachers, and Students to work together to promote a cohesive relationship: Title 1 Parent Involvement Night Parent Night to promote literacy, math, science, and technology</p> <p>Evidence that Demonstrates Success: Attendance Sign In sheets Title 1 parent survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Implement Connect With Kids</p> <p>Evidence that Demonstrates Success: Lessons completed by counselor</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Strategy 1: The campus will conduct regular drills practicing evacuation, lockout, fire, and tornado drills Evidence that Demonstrates Success: Documentation of drills Staff Responsible for Monitoring: Principal Assistant Principal Campus Police officer Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook. Evidence that Demonstrates Success: Documentation of training Crisis Handbook Staff Responsible for Monitoring: Assistant Principal Campus Police Officer Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All staff will complete professional development in suicide prevention, child abuse, 504, Special Education, and bullying prior to the end of the first grading period. Evidence that Demonstrates Success: Eduphoria professional development certificates. Staff Responsible for Monitoring: Assistant Principal Counselor Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

Strategy 1: Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities. Evidence that Demonstrates Success: Campus attendance Participation sign in sheets Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for volunteer support and leadership opportunities- including but not limited to WATCH Dogs, Book Fairs, etc.) Evidence that Demonstrates Success: Number of participants Staff Responsible for Monitoring: Principal Professional Staff PTA board Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide current data on events and school information on our website, weekly newsletters, and social media outlets. Evidence that Demonstrates Success: Number of posts on website and social media outlets. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

Strategy 1: Provide opportunities for students to do service projects: Student Council Safety Patrol Evidence that Demonstrates Success: Completion of service projects. Staff Responsible for Monitoring: Principal Assistant Principal Campus Officer Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I Program for Red Oak ISD is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The District CNA reveals a need to focus on reading intervention at the 5 elementary campuses. Academic performance for all students in ROISD is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups, students with disabilities and special needs, and LEP students. Campuses analyze results using the same groups and by individual student growth. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

Throughout the planning process the district administration and teachers identify student strengths, needs, and the interventions that are currently in place. They also assess the effectiveness of those interventions and make recommendations for revisions as needed. The planning process is used to guide program development, implementation, and evaluation. Campuses also follow this same process resulting in systemic planning that provides structure and a common vision for school improvement.

Campuses have identified the need for reading interventionists and paras to help with supplemental enrichment on their campuses. In addition, the district level needs assessment indicates that continuing with a Title I accountant one day per week will be necessary. Professional development for all Title I campuses is also an indicated need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During May of 2015, campus principals attended support training at Region 10 and worked intensely on the CNA requirements for Title I campuses. Components were reviewed by principal as well as the entire training cadre, with additional input from contacts at campuses and at the district level. CNA data was taken back to the campuses after training and the review process continued with campus personnel. During July of 2016 a process for including a summary of the CNA and uses of those results was developed by the Title I campus principals and the State/Federal program director. This process is available upon request.

Campuses review their plan and update it each year after consulting with staff, parents, and community members. The compacts and parent involvement policies are reviewed and updated annually in the fall. All programs are reviewed when making decisions about the need for supplemental materials and instructions. General budget, compensatory programs, other Title programs, CTE, nutrition programs, and violence prevention programs (to name a few) are considered as part of the planning process.

2.2: Regular monitoring and revision

The CIP is a living document that is updated each time a CNA or review is conducted and changes are needed to meet the needs of our students.

2.3: Available to parents and community in an understandable format and language

The CIP is available to our parents and community members on the campus and district websites. Printed copies are available to stakeholders upon request to the campus or district office. The CIP is currently available in English, and translators are available if a parent would like to review it in Spanish.

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning.

2.5: Increased learning time and well-rounded education

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning.

2.6: Address needs of all students, particularly at-risk

Interventions and programs have been developed to address the needs of our at-risk students, both academically and physically. Our family/community liaison has developed programs to insure our students have food and clothing, with references and assistance available when other needs arise.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings. We offer opportunities through PTA, Book Fair, Title I Family STEAM Nights, monthly Eastridge Excellence assemblies, fall parent conferences, and Title I Spring Open House. We utilize a Title I parent survey for parental input into opportunities for parental involvement on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Grigsby	Literacy Stategist	Literacy	.5

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Michelle Owen	
Administrator	Kelly Barbe	Non teaching professional
Classroom Teacher	Madison Franklin	Classroom Teacher
Classroom Teacher	Tiffany Bell	Classroom Teacher
Classroom Teacher	Emily Bean	Classroom teacher
Parent	Audrey Smith	
Classroom Teacher	Catherine Bell	classroom teacher
Classroom Teacher	Ashley Fuller	Classroom teacher
District-level Professional	Rebecca Vega	District Professional Representative
Parent	James Barbe	Parent
Business Representative	Susan Wright	Business Representative
Community Representative	Jim Stanford	Community Member
Community Representative	Marcela Allen	Community Member

Red Oak Independent School District
Red Oak Elementary School
Campus Improvement Plan
2020-2021



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

**Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage,
Appreciate, Communicate, Honor (R.E.A.C.H.)**

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2020

Demographics

Demographics Summary

Red Oak Elementary is a neighborhood Title I campus currently serving students from Pre-Kindergarten to 5th Grade. Red Oak Elementary began the 2020-21 school year with 565 students enrolled at of September 14. This is currently a 6% drop in enrollment from 2018-19 when ROE had an enrollment of 601.

In the 2020-2021 school year, Red Oak Elementary (ROE) houses two specialized autism units (TLC), two Early Childhood Special Education (ECSE) units, two resource teachers and 11 special education para-professionals. Additionally, ROE has # of general education staff, 1 Gifted and Talented teacher, 2 teachers trained in dyslexia and 1 instructional coach. Teachers are trained in and utilize guided reading, Number Talks, Lead4ward, Fundamental 5, Professional Learning Communities and the TEKS Resource System. ROE utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day. New staff is trained and supported through both district level and campus based mentoring and coaching.

The 2018-19 TAPR indicates 33 Gifted and Talented students, 24 students with autism on the campus, 24 students with Dyslexia, 71 English Language Learners and 34 504 students.

Based on the 2020-21 Preliminary Fall PEIMS, Red Oak Elemementary School was comprised of the following Ethnic Distribution:

- African American: 31.5%
- Hispanic: 38.05%
- White: 25.49%
- Asian: 1.77%
- American Indian: 0.35%
- Two or More Races: 2.83%

Red Oak Elementary serves students through a variety of programs and services:

- Economically Disadvantaged: 61.06%
- English Learners: 10.44%
- At-Risk: 41.24%
- Mobility Rate: 12.5%
- Dyslexia: 5.31%
- 504: 5.84%
- Gifted and Talented: 4.60%

Demographics Strengths

- 28 of our 37 teachers are ESL certified.
- Red Oak Elementary had a 7.45% increase in Economically Disadvantage from the 2019-2020 school year.
- In 2018-2019, ROE has 20 teachers with 11 or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak Elementary mobility rate for 2017-2018 was 12.5% higher than district at 10.6% **Root Cause:** The city of Red Oak has recently added houses over the last 2 years within Red Oak Elementary attendance zone. High mobility impacts the amount of educational information for mobile students as well as creating possible gaps in instruction and increase time to determine intervention needs.

Student Learning

Student Learning Summary

Red Oak Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff.

Accountability System			
	Component Score	ROE	Rating
Overall		77	Met Standard
Student Achievement: STAAR	48	76	Met Standard
Student Progress		75	Met Standard
Academic Growth	72	75	Met Standard
Relative Performance (Eco. Dis: 50.6%)	48	75	Met Standard
Closing the Gaps	83	79	Met Standard

	2019			2018			2017		
Test	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading	75%	33%	19%	74%	23%	11%	68%	38%	20%
3rd Grade Math	68%	29%	9%	68%	24%	9%	71%	41%	17%
4th Grade Reading	68%	33%	15%	75%	42%	21%	59%	32%	21%
4th Grade Math	61%	27%	15%	85%	56%	31%	79%	52%	30%
4th Grade Writing	54%	20%	5%	63%	35%	7%	52%	21%	2%
5th Grade Reading	85%	50%	26%	81%	48%	22%	69%	38%	20%
5th Grade Math	87%	62%	47%	89%	56%	33%	87%	67%	30%
5th Grade Science	89%	65%	40%	77%	38%	17%	74%	44%	10%

Student Learning Strengths

Red Oak Elementary increased performance in Reading for all students and in one of our targeted subpopulations.

Red Oak Elementary achieved outstanding performance in Science in all subpopulations.

Red Oak Elementary earned a distinction in Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 1st-5th have academic gaps in instruction from the previous school year. **Root Cause:** Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning.

Problem Statement 2 (Prioritized): Not all demographic populations have achieved their full potential academically. 52% of white students achieved Meets in Reading and 51% of white students achieved Meets in Math. **Root Cause:** For the 2020-21 school year, Red Oak Elementary is roughly 60.1% economically disadvantaged. An increase of 6% since 2018-19 data. 56.9% of ROE white students are economically disadvantaged. Other demographics (African American, Hispanic, Economically Disadvantaged) are currently meeting the Target for Meets, however the statistical difference between performance and target is within a small margin.

Problem Statement 3: Red Oak Elementary mobility rate for 2017-2018 was 12.5% higher than district at 10.6% **Root Cause:** The city of Red Oak has recently added houses over the last 2 years within Red Oak Elementary attendance zone. High mobility impacts the amount of educational information for mobile students as well as creating possible gaps in instruction and increase time to determine intervention needs.

School Processes & Programs

School Processes & Programs Summary

Through the guidance of our ROISD Curriculum and Instruction Department and our District Curriculum Coordinators, the Curriculum, Instruction, and Assessment focus at Red Oak Elementary is guided by the Texas Essential Knowledge and Skills and the results of our campus based and curriculum based assessments. We promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; and collaboration.

Assessment plays a major role in decision making and takes on many different forms at Red Oak Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products, and presentations on regular use. By ensuring all grade level skills are taught and that students learn them, Red Oak Elementary can demonstrate how the 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten, 1st Grade and 2nd Grade focus on TPRI, DRA2, campus/ district benchmarks, STAAR, and additional assessments throughout the school year. In the area of Mathematics, teachers implement Number Talks from Kindergarten to 5th grade and MAP growth assessment. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. ROE will also utilize Lead4ward professional development to guide PLC collaboration throughout the school year.

All decisions regarding professional development, programs, and practices are based upon the needs of identified in this improvement plan.

Attendance rate has consistently been above 97%. During the 2019-2020 school year, Red Oak Elementary reached 96.58%. Flu and other illnesses contributed to a number of student absences throughout the school year.

Red Oak Elementary addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. The discipline percentage in 2019-2020 school year is 5.81%. The drop in percentage can be attributed to the use of behavioral interventions, counseling resources as well as a move to distance learning in March of 2020.

School Processes & Programs Strengths

Teachers utilize the district Year at a Glance and Instructional Focus Documents to design lessons that incorporate the TEKS on the appropriate level. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment.

Teachers collaborate in PLC planning meetings. PLC teams review District Curriculum Based Assessments (CBA) based on Essential Standards identified by each grade level PLC to assess students before and after formal instruction to monitor growth and provide the appropriate level of challenge for each individual student. In the area of Writing, teachers will be trained and use Gretchen Bernabei Grammar Keepers and 11 minute essays. Teachers will use a variety of text structures to make connections from reading and writing.

The discipline percentage decreased approximately 6% from the previous school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As a district ROISD has a disproportionate number of students in Special Education in disciplinary statements outside of the classroom.

Root Cause: RDA identified ROISD at a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. Red Oak Elementary data is historically at a level 1 status with the exception of the 2019-2020 data.

Perceptions

Perceptions Summary

Red Oak Elementary is a student-centered learning family. Students and staff are focused on teamwork, working together to grow as lifelong learners and focusing on individual student success. Student activities, staff leadership roles and the overall safety of the ROE campus is driven by the ROISD 4 talons.

Red Oak Elementary's theme for the 2020-21 school year is "It's a Great Day to be a Hawk!" The positive and safe environment at Red Oak Elementary is very welcoming for students, parents, and staff. The R.E.A.C.H (Respect, Encourage, Appreciate, Communicate, Honor) characteristics are the expectation for students and staff, and students strive to meet these expectations. Student participation in campus activities is wide-spread and promotes a sense of school pride among students. Due to the COVID-19 guidelines some clubs, groups and programs have been cancelled or postponed. Staff is continuing to review and establish new methods of engaging ROE families during this time.

Parents were surveyed in the Spring of 2020. Parent responses include a welcoming school environment, successful communication and positive reviews of math and reading instruction.

Parent Survey Results 2019-2020

ROE is welcoming when I enter.	97%
I am kept well informed of the activities at the school.	98.57%
Reading instruction has helped by child read.	97.14%
Math instruction has helped by child improve math skills.	90.32%

Student Leadership Summary

- 3rd - 5th student goal setting, Chess Club, VIP Student Leadership Team, G3, ROE News Crew, Partner PE and Running Club were initiatives on the ROE campus to increase student involvement and leadership.
- VIP students participated in a variety of service opportunities, campus morale initiatives, and leadership opportunities.
- Students participated in PE events such as Running Club and Field Day.

Safe and Orderly Schools Summary

- Campus participated in regular drills, Safety Day, and uses RAPTOR to screen all persons entering the building

- Red Oak Elementary has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily..
- Red Oak Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

Perceptions Strengths

At Red Oak Elementary, we are proud to offer a variety of opportunities to support our staff and students to help them grow, not only academically, but socially and emotionally as well. We are also proud of our ongoing partnership with parents and community members. Our goal is to model the four talons in every area of our school year and through a variety of opportunities.

These opportunities include but are not limited to:

Student Activities	Staff Activities	Parent/Community Involvement
One School One Book	Parent-Teacher Conferences	Family Academic Nights
VIP Ambassadors	Heart of a Teacher	Watch DOGS
News Crew	Teacher/ Staff Member of the Year	Thanksgiving Lunch
Maker Space	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Garden Club	Team Lead opportunities	Class Parties
G3 - Guys and Girls with GRIT	Ongoing Professional Development	Music Performances
Library Aides	Mentors	Grandparents Luncheon
Hawk Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Special Olympics	PLC Professional Development	Social Media
Partner PE		Family Fun Events such as Painting with the Hawks
UIL		ROE Rocks Title I Night
Guidance Lessons		Veterans Day Performance
Running Club		
Red Ribbon Week		

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Red Oak Elementary parents have a higher percentage of satisfaction with reading instruction than math instruction during the 2019-2020 parent survey.

Root Cause: Mathematics instruction has moved away from rote memorization of facts to a more conceptual understanding of mathematical concepts. Red Oak Elementary needs to continue providing examples of instructional practices and goals in order to partner with parents on the ultimate goals of mathematical units throughout the school year.

Priority Problem Statements

Problem Statement 1: Not all demographic populations have achieved their full potential academically. 52% of white students achieved Meets in Reading and 51% of white students achieved Meets in Math.

Root Cause 1: For the 2020-21 school year, Red Oak Elementary is roughly 60.1% is economically disadvantaged. An increase of 6% since 2018-19 data. 56.9% of ROE white students are economically disadvantaged. Other demographics (African American, Hispanic, Economically Disadvantaged) are currently meeting the Target for Meets, however the statistical difference between performance and target is within a small margin.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in grades 1st-5th have academic gaps in instruction from the previous school year.

Root Cause 2: Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: As a district ROISD has a disproportionate number of students in Special Education in disciplinary statements outside of the classroom.

Root Cause 3: RDA identified ROISD at a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. Red Oak Elementary data is historically at a level 1 status with the exception of the 2019-2020 data.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: September 14, 2020

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement

Targeted or ESF High Priority

Evaluation Data Sources: Curriculum Based Assessments (CBA), STAAR, TPRI, DRA2, MAP

Summative Evaluation: None

<p>Strategy 1: Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p> <p>Evidence that Demonstrates Success: Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and reduction of students in Tier 2 and Tier 3 intervention groups. MAP Goal setting</p> <p>Utilize Eduphoria</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Professional Staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: ThinkUp! Supplemental Resources - 211 Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Utilize Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.</p> <p>Evidence that Demonstrates Success: DRA2 results TPRI RTI MAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Professional Staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June








 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Not all demographic populations have achieved their full potential academically. 52% of white students achieved Meets in Reading and 51% of white students achieved Meets in Math. Root Cause: For the 2020-21 school year, Red Oak Elementary is roughly 60.1% is economically disadvantaged. An increase of 6% since 2018-19 data. 56.9% of ROE white students are economically disadvantaged. Other demographics (African American, Hispanic, Economically Disadvantaged) are currently meeting the Target for Meets, however the statistical difference between performance and target is within a small margin.</p>

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

<p>Strategy 1: Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RTI), tutoring, and Target/ Intervention Time. Utilize small group with Title I instructional para for academic and behavioral intervention needs.</p> <p>Evidence that Demonstrates Success: Eduphoria RTI MAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Case-managers All Professional Staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement Student Learning Objectives to focus teachers on a specific fundamental skill.</p> <p>Evidence that Demonstrates Success: TTESS</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Professional staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines, Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms.</p> <p>Evidence that Demonstrates Success: Circle Inventory</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Pre-Kindergarten and Kindergarten teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Student instructional resources - 199 32 Pre K - \$1,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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Student Learning


Problem Statement 1: Students in grades 1st-5th have academic gaps in instruction from the previous school year. **Root Cause:** Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning.


Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

<p>Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD)</p> <p>Evidence that Demonstrates Success: Meeting Notes/Agenda</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Mentor teacher Coordinator of Advanced Academics & Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teacher leaders will present current strategies being used in their classroom at staff meetings for others to learn. A minimum of one instructional strategy shared per month either electronically or face to face.</p> <p>Evidence that Demonstrates Success: A minimum of one instructional strategy share from a variety of staff each month. Strategy shares can come in written or face-to-face format.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach Team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices.</p> <p>Evidence that Demonstrates Success: Agendas/Sign in sheets from meetings Lesson Plans Lead4ward - Leading Learning Series</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4ward Leading Learning Series - 211 Title I - \$1,520</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

<p>Strategy 1: Partner with local businesses through our campus site based committee to increase involvement and student participation within the community.</p> <p>Evidence that Demonstrates Success: Track the events in which we partnered with the community using a calendar of district and campus events.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Site Based Committee</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college</p>	Reviews			
<p>Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: Student produced products</p> <p>Staff Responsible for Monitoring: Campus GT Specialist</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: GT Supplies - 199 21 GT - \$1,500</p>	Formative			Summative
<p>Strategy 3: Utilize the ROE Makerspace and STEAM Studio to foster creativity and integration.</p> <p>Evidence that Demonstrates Success: Makerspace calendar Social Media</p> <p>Staff Responsible for Monitoring: Librarian Learning Lab Teacher Instructional Coach GT specialist Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Nov	Jan	Mar	June
	Reviews			
	Formative			Summative
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	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.





Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

<p>Strategy 1: Provide on-going school professional development that gives teachers with the tools to incorporate the technology provided at Red Oak Elementary. Support teachers during virtual learning with additional resources such as ThinkUp!, NearPod, Seesaw and Google Classroom.</p> <p>Evidence that Demonstrates Success: Teachers and students use of technology in the classroom. Observation and walk-through data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Team Lead All professional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administrators will commit to four walkthroughs for all teacher staff.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator during the year.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.








Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

<p>Strategy 1: Counselor lessons on character each 6 weeks. Lessons include: COVID, Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Bucket Filling, Trustworthy/Integrity/Honesty, and Resilience</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Implement Connect With Kids and utilize restorative practices to create and build positive classroom environments and teach behavior expectations.</p> <p>Evidence that Demonstrates Success: Lesson plans Discipline referrals</p> <p>Staff Responsible for Monitoring: Counselor All professional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.</p> <p>Evidence that Demonstrates Success: Volunteer Management system</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Opportunities for Parents, Teachers, and Students to work together to promote instructional partnership, positive character behaviors throughout the campus and build a cohesive relationship with all stakeholders.</p> <p>Evidence that Demonstrates Success: Campus Celebration Assemblies every six weeks PTA Meeting sign ins Parent Survey</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Hold yearly parent-teacher conferences to share beginning of the year data and set goals for the school year. Evidence that Demonstrates Success: Number of parent conferences held Staff Responsible for Monitoring: Principal Classroom teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p> <p>Evidence that Demonstrates Success: Drill Schedule Drill Logs Fall Safety Day Spring Safety Day</p> <p>Staff Responsible for Monitoring: Campus Police Office ROISD Chief of Police Campus Administration</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
<p>Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Special Education Special Education Teachers & Aides</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
<p>Strategy 3: All staff will complete professional development in suicide prevention, child abuse, 504, Special Education, and bullying prior to the end of the first grading period.</p> <p>Evidence that Demonstrates Success: Eduphoria Professional Development Certificates</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative		Summative	
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	


Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

<p>Strategy 1: Communicate with parents on a regular basis through student planners, calendars, newsletters and lesson plans on teacher websites, positive phone calls ,the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Social Media campus website district website positive emails</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor PTA All staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p>Evidence that Demonstrates Success: Twitter feed Photos of events newspaper articles PTA Meetings Events Assemblies Principal's email communication Book Fair Open House Meet the Teacher night Literacy Night Student Performances</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Team Leaders PTA Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Invite local businesses and community members and parents to present their career information to our students.</p> <p>Evidence that Demonstrates Success: Photos of event</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

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



 Continue/Modify

 Discontinue

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

<p>Strategy 1: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness. Review recommendations by SHAC.</p> <p>Evidence that Demonstrates Success: Annual Fitness gram assessment in grades 3-5 Mobile dentist visits Jump Rope for Heart Food for Kids</p> <p>Staff Responsible for Monitoring: PE Teacher Nurse Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p> <p>Evidence that Demonstrates Success: VIP G3 Talon Tickets Hawk Assemblies Partner PE Special Olympics Hawk Hero Day</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social Media Family Nights Santa Shuffle</p> <p>Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.</p> <p>Evidence that Demonstrates Success: Club membership lists VIP Partner PE Garden Club Chess Club Running Club</p> <p>Staff Responsible for Monitoring: All professional staff Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I Program for Red Oak ISD is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The District CNA reveals a need to focus on reading intervention at the 5 elementary campuses. Academic performance for all students in ROISD is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups, students with disabilities and special needs, and LEP students. Campuses analyze results using the same groups and by individual student growth. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

Throughout the planning process the district administration and teachers identify student strengths, needs, and the interventions that are currently in place. They also assess the effectiveness of those interventions and make recommendations for revisions as needed. The planning process is used to guide program development, implementation, and evaluation. Campuses also follow this same process resulting in systemic planning that provides structure and a common vision for school improvement.

Campuses have identified the need for reading interventionists and paras to help with supplemental enrichment on their campuses. In addition, the district level needs assessment indicates that continuing with a Title I accountant one day per week will be necessary. Professional development for all Title I campuses is also an indicated need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During May of 2015, campus principals attended support training at Region 10 and worked intensely on the CNA requirements for Title I campuses. Components were reviewed by principal as well as the entire training cadre, with additional input from contacts at campuses and at the district level. CNA data was taken back to the campuses after training and the review process continued with campus personnel. During July of 2016 a process for including a summary of the CNA and uses of those results was developed by the Title I campus principals and the State/Federal program director. This process is available upon request.

Campuses review their plan and update it each year after consulting with staff, parents, and community members. The compacts and parent involvement policies are reviewed and updated annually in the fall. All programs are reviewed when making decisions about the need for supplemental materials and instructions. General budget, compensatory programs, other Title programs, CTE, nutrition programs, and violence prevention programs (to name a few) are considered as part of the planning process.

2.2: Regular monitoring and revision

The CIP is a living document that is updated each time a CNA or review is conducted and changes are needed to meet the needs of our students.

2.3: Available to parents and community in an understandable format and language

The CIP is available to our parents and community members on the campus and district websites. Printed copies are available to stakeholders upon request to the campus or district office. The CIP is currently available in English, and translators are available if a parent would like to review it in Spanish.

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

2.5: Increased learning time and well-rounded education

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

2.6: Address needs of all students, particularly at-risk

Interventions and programs have been developed to address the needs of our at-risk students, both academically and physically. Our family/community liaison has developed programs to insure our students have food and clothing, with references and assistance available when other needs arise. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities. Our Reading Support Teacher works with students during this time to provide focused intervention on literacy skills.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator. Our counselor is also available to assist our parents and families.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings. We offer opportunities through PTA, Book Fair, Title I Family Literacy and Math Nights, Hawk assemblies every six weeks, fall parent conferences, and Title I Spring Open House. We utilize Title I funds to support parent engagement events. We utilize a Title I parent survey for parental input into opportunities for parental involvement on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Susan Cox	Reading Support	Reading Intervention	.5

Red Oak Independent School District
Russell P. Schupmann Elementary
Campus Improvement Plan
2020-2021



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Needs Assessment Overview

See related data and overview on the previous pages.

Demographics

Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. Russell P. Schupmann Elementary began the 2020-2021 school year with students enrolled. Russell P. Schupmann Elementary School is comprised of the following Ethnic Distribution as of:

African American: 36%

Hispanic: 37%

White: 20%

Other: 7%

Economically Disadvantaged: 58.2%

English Learners: 15%

Special Education: 15%

At - Risk: 37.3%

Mobility Rate: 20%

Demographics Strengths

- The average attendance rates are consistently above the state average. Our goal is 97% or higher. Incentives are provided to individuals, classes, and the campus for meeting our attendance goal.

Student Learning

Student Learning Summary

Russell P. Schupmann Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff.

Accountability System			
	Component Score	RPS	Rating
Overall		87	Met Standard
Student Achievement STAAR		78	Met Standard
Student Progress			Met Standard
Student Growth	80	88	Met Standard
Relative Performance (Eco. Dis. 58.2)	51	81	Met Standard
Closing the Gaps	89	84	Met Standard

Please note: A letter grade was not given in the 2019-2020 school year.

Test	2019			2018		
	Approaches	Meets	Masters	Approaches	Meets	Masters
3 rd Grade Reading	85%	58%	33%	72%	20%	11%
3 rd Grade Math	88%	58%	28%	72%	38%	15%
4 th Grade Reading	63%	32%	16%	46%	23%	13%
4 th Grade Math	73%	38%	20%	54%	25%	9%
4 th Grade Writing	64%	29%	5%	39%	16%	4%
5 th Grade Reading	85%	48%	31%	87%	50%	17%
5 th Grade Math	89%	57%	37%	96%	61%	13%
5 th Grade Science	77%	51%	20%	84%	51%	18%

Student Learning Strengths

Based on 2019:

Russell P. Schupmann Elementary increased our Meets level in 3rd grade reading from 20% to 52%, a 32% difference.

Russell P. Schupmann Elementary increased our Meets level in 3rd grade math from 38% to 55%, a 17% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th writing from 39% to 61%, a 22% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th reading from 46% to 61%, a 15% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th math from 54% to to 72%, a 17% difference.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: RPS was identified as needing targeted assistance (white demographic area). **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.

Problem Statement 2: While majority of students meet the approaching level, students need to be continually challenged to perform at the mastery grade level in all categories. **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom.

Problem Statement 3: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Increasing teacher knowledge on indicators and measurements of success for student groups.

Problem Statement 4: RPS was identified as needing targeted assistance (white demographic area). **Root Cause:** Root Cause Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.

School Processes & Programs

School Processes & Programs Summary

Schupmann Elementary uses our curriculum coordinators, campus level support, and multiple resources to help guide our planning, delivery, and assessment of instruction. The curriculum, instruction, and assessment focus at Russell P. Schupmann Elementary is based on the Texas Essential Knowledge and Skills. The TEKS Resource System includes the scope and sequence and curriculum based assessments that promote critical thinking, problem solving, communication skills, creativity and collaboration.

For all subjects, assessment plays a major role in decision making and takes on many different forms at Russell P. Schupmann Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments will be consistently utilized to allow students to demonstrate their learning through performance, products, presentations, and critical writing samples. By ensuring all grade level skills are taught and that students learn them, Russell P. Schupmann Elementary can demonstrate how the 21st Century Skills are being mastered. Campus level dis-aggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. We utilize TPRI, DRA2, Fontas and Pinnell Guided Reading, campus/ district benchmarks, STAAR, and additional assessments throughout the school year. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

PLC meetings are conducted weekly by campus administrators and instructional coach. The campus focuses on lessons, data review, and collaborative planning for student interventions and enrichment. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets throughout the year, after school, to provide support and academic strategies for teachers to utilize with identified students. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

All decisions regarding professional development, programs, and practices are based upon the needs of identified area in this improvement plan.

School Processes & Programs Strengths

Teachers utilize the TRS system resources to design lessons that are grade level appropriate. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment.

Teachers collaborate in team planning meetings and grade level PLCs to discuss assessments, student data, monitor growth and plans to provide the appropriate level of challenge for each individual student.

- Data Analysis Protocol and Profile Sheets
- Profile Boxes
- Weekly PLC Meetings
- Team Planning
- Vertical Alignment Opportunities (Needs)
- Talon Time

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue refining the process of student goal setting and tracking their own data. **Root Cause:** All grade levels (emphasis on K-2 reading)

Problem Statement 2: While our teachers understand the process of collecting data, there is still a need to better understand how to differentiate learning for all levels of performance. **Root Cause:** Refining instructional practice and intentional small groups.

Problem Statement 3: Increase student performance by utilizing Talon time to intentionally address student needs. **Root Cause:** Increasing teacher awareness of skill based needs and progress monitoring groups.

Problem Statement 4: There is a need to monitor discipline data for all sub-populations across the campus. **Root Cause:** Root Cause SPED discipline data and intentional decisions regarding infractions.

Problem Statement 5: A system for reporting violence and intervention measures is in place. **Root Cause:** Identifying individuals who are in need of assistance and interventions to assist with counseling services.

Problem Statement 6: Attendance will continuously be monitored by an attendance committee each year. **Root Cause:** Virtual attendance is a new addition in the 2020-2021 school year.

Perceptions

Perceptions Summary

Russell P. Schupmann Elementary School is a student-centered learning environment. Students and staff are focused on teamwork, working together to grow as lifelong learners and improving student achievement to impact individual student performance. Student activities, staff leadership roles and the overall safety of the Schupmann campus is driven by the three goals.

Russell P. Schupmann Elementary's theme for the year is Six Houses, One Mission, United!! Our Motto is Anchored in Excellence. The positive and safe environment at Russell P. Schupmann Elementary is very welcoming for students, parents, and staff. The R.E.A.C.H (Respect, Encourage, Appreciate, Communicate, Honor) characteristics are the expectation for students and staff, and students strive to meet these expectations. Student participation in campus activities is wide-spread and promotes a sense of school pride among students.

Student Leadership Summary (TBD based on COVID guideline)

- Spirit Leaders (2020-2021)
- 3rd - 5th student goal setting, Safety Patrol, Flag Patrol, DI, Recycling, and Partner PE, Theater (middle school partners), Student Librarians, and Choir were initiatives on the Schupmann campus to increase student involvement and leadership.
- Students participated in PE events such as Field Day.
- All events and activities TBD based on COVID.

Staff Leadership Summary

- Utilization of teacher leaders to facilitate planning, professional development, vertical teaming sessions on campus.
- Capitalizing on strengths of staff to promote growth in areas of need.

Safe and Orderly Schools Summary

- Campus participated in regular drills, Safety Day, and uses RAPTOR to screen all persons entering the building
- Russell P. Schupmann has a full-time, armed Red Oak ISD PD police officer on campus for safety and support daily.
- Russell P. Schupmann Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

Perceptions Strengths

At Russell P. Schupmann Elementary, we are proud to offer a variety of opportunities to support our staff and students to help them grow, not only academically, but socially and emotionally as well. We are also proud of our ongoing partnership with parents and community members. Our goal is to model the four talons in every area of our school year and through a variety of opportunities.

These opportunities include but are not limited to:

Student Activities

Talon Time

Staff Activities

Parent-Teacher Conferences

Parent/Community Involvement

Family Academic Nights
190

Student Activities	Staff Activities	Parent/Community Involvement
Sign Language Club	Heart of a Teacher	Parent Night
Spirit Leaders	Teacher/ Staff Member of the Year	
Maker Space	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Student Librarians	Team Lead opportunities	
Flag Patrol	Ongoing Professional Development	Music Performances
Safety Patrol	Mentors	Grandparents Day
Schupmann Success Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Red Ribbon Week		Social Media
Chess Club		Reading Under the Stars
UIL		STEAM Night/Multi - Cultural Awareness Night
Guidance Lessons		Black History Month Performance
		Hispanic Heritage
		RPS 101

Parent Survey 2020:

- Welcoming Environment 93%
- Informed about Activities 93%
- Communication (All Ways)
- Reading Instruction has helped my child improve 90%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Russell P. Schupmann Elementary needs to continue to find innovative ways to increase parental and community involvement at the campus. **Root Cause:** COVID Friendly

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Utilize district common assessments, DRA2, TPRI, ESGI, MAP and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p> <p>Evidence that Demonstrates Success: Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and MAP.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2: Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.

Evidence that Demonstrates Success: DRA2 results
 TPRI
 RTI

Staff Responsible for Monitoring: Principal
 Assistant Principal
 Reading Support
 Instructional Coach
 Classroom Teachers
 Special Education Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**

Funding Sources: - 211 Title I

Reviews			
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Strategy 3: ELAR instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing and writing across the contents. Gretchen Bernabei writing strategies. The major activities used to support this strategy include:

- Text Structures
- Target Time
- After school tutoring
- Textbook Adopted Resources
- Writing Across Contents
- Word Wall Activities/Grammar Activities
- Writing
- ELAR Consultant/PD
- District Consultant and Gretchen Bernabei training, paid for by Title I monies.
- Reading A-Z
- RAZ Kids Plus
- Brain Pop Jr.
- Brain Pop ELL

Evidence that Demonstrates Success: Student progress on ELAR/SLAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments,. Student interactive journals and the usage of text structures. Utilization of a student friendly rubric





Staff Responsible for Monitoring: Principal

- Assistant Principal
- Instructional Coach
- ELAR Teachers
- Special Education Teachers
- Dyslexia Therapist
- Reading Support

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Funding Sources: A-Z - 211 Title I - \$990

Reviews			
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<p>Strategy 4: Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Manipulatives Number Talks TEKSing Toward STAAR Lone Star Math Education Galaxy Target Time MAP Think Up Itematica</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments STAAR Testing Pre-Assessments MAP data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Math Vertical Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Think Up Resources - 211 Title I - \$6,200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p> <p>Evidence that Demonstrates Success: Calendar, agenda and minutes.</p> <p>Collaborative meeting/planning document.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Support Instructional Coach Classroom Teachers Special Education Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.





Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: None





Summative Evaluation: None

<p>Strategy 1: Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Talon/ Intervention Time. Additional Targeted Support: Closing the Gaps, Status and Data Tables indicate that the White student group missed target(s) on the STAAR achievement and growth components in reading and math. Monitor performance of targeted student groups such as, (All, Hispanic, White, Eco.Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p> <p>Evidence that Demonstrates Success: Eduphoria (Aware, Axios) RTI progress monitoring</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Instructional Coach Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: - 211 Title I</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with Pre - Kindergarten and Kindergarten teachers in the spring for PreK students to visit kinder classrooms</p> <p>Evidence that Demonstrates Success: TTESS Pre-Kindergarten Report Card Teacher Feedback CLI Pre-Assessment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Instructional Coach Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2020-2021 will be: Balanced Literacy</p> <p>Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS Prior year STAAR Data**/BOY Diagnostic Assessments</p> <p>Evidence that Demonstrates Success: Students and staff will be more aware of their growth through goal setting based B.O.Y. DRA and MAP data. Student data binders and a data wall will be utilized to track continued growth.</p> <p>Staff Responsible for Monitoring: All professional Staff Members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

<p>Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to campus and new to Red Oak ISD) as part of the District New teacher program.</p> <p>Evidence that Demonstrates Success: Meeting Notes/ Agenda</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Coordinator of Advanced Academics & Professional Development</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide teachers opportunities to have ongoing professional development in the areas of Math, Reading, Writing strategies and best practices (includes ELAR consultant and Gretchen Bernabei training).</p> <p>Evidence that Demonstrates Success: None</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Reading Support Team Leads ROISD Curriculum Department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

<p>Strategy 1: Provide opportunities for students to participate in extracurricular activities such as:</p> <p>Spirit Leaders Spanish Club Chess Club Choir GT Thursday Night Lights</p> <p>Evidence that Demonstrates Success: Participation in programs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: Open House Lesson Plans</p> <p>Staff Responsible for Monitoring: GT Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, English as a Second Language students, 504 students, Gifted and Talented (GT) students, and Limited English Proficiency (LEP) students).

Additional Targeted Support: Closing the Gaps Status and Data Tables indicate that one group missed target(s) on the STAAR achievement and growth components in reading and math. Students in the groups will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc.

Evidence that Demonstrates Success: Staff discussions of student growth and needed interventions.


Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.

Staff Responsible for Monitoring: Principal

Assistant Principal
All professional staff members

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**

Reviews			
Formative			Summative
Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

<p>Strategy 1: Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary.</p> <p>Evidence that Demonstrates Success: Teachers and students use of technology in the classroom. Observation and walk-through data 4th Wednesday Learning Opportunities will be provided by Library/Technology Support Staff Member</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Team Lead All professional staff Technology Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize 21st Century tools including interactive boards, Chromebooks and iPads as well as web tools and apps to support Bring Your Own Device (BYOD)/Virtual Learning for engagement of learners and provide instant student feedback.</p> <p>Evidence that Demonstrates Success: Lesson Plans Observation and walk-through data Learning Opportunities</p> <p>Staff Responsible for Monitoring: Campus Administration All teaching staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize mobile technology and classroom computers for instructional purposes.</p> <p>Evidence that Demonstrates Success: Student login data Lesson plans Observation and walkthrough data</p> <p>Staff Responsible for Monitoring: Campus Administrators All teaching staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator once per grading period.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Participation in the Texas Regional Science Collaborative</p> <p>Evidence that Demonstrates Success: Professional Development logs Lessons PLCs</p> <p>Staff Responsible for Monitoring: 5th Grade Science Teachers</p> <p>Principal ROISD Math/Science Coordinator</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Utilization of the Lead4ward resources to provide ongoing professional development and supports</p> <p>Evidence that Demonstrates Success: CBA data Team Lead Agendas Faculty meeting Agendas</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach Leadership Team</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Staff development on this campus in Math includes the following:

- Use of manipulatives
- Math centers
- Number Talks
- Supporting struggling learners
- Horizontal team meetings across the district and/or area
- CAMT Math conference

Evidence that Demonstrates Success: Curriculum Based Assessments
 Benchmarks/ Interim Assessment
 STAAR Testing
 TTESS
 Staff Development Reports

Staff Responsible for Monitoring: Principal
 Assistant Principal
 Instructional Coach
 Curriculum Dept.

Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy

Reviews			
Formative			Summative
Nov	Jan	Mar	June

Strategy 8: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:

- Balanced Literacy Strategies
- Empowering Writers
- Strategies for ELL Learners
- Supporting struggling learners
- Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian
- Lead4ward Intentional Intervention
- Guided Reading
- Literacy Stations
- Grammar and Editing
- Imagine Learning for ELL
- Invitation to Notice
- Gretchen Bernabei Writing training
- Heather Flettes Guided Reading DL
- DRA
- TPRI
- Comprehension Toolkit
- Textbook Resources

Evidence that Demonstrates Success: Curriculum Based Assessments





- Benchmarks/ Interim Assessments
- STAAR Testing
- Staff Development Report

Staff Responsible for Monitoring: Principal

- Assistant Principal
- Instructional Coach
- Reading Support

Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy

Reviews			
Formative			Summative
Nov	Jan	Mar	June

<p>Strategy 9: Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district Training for all teachers who teach Science</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks/ Interim Assessments STAAR Testing Staff Development Reports</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Science teachers Special Education Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

<p>Strategy 1: Assemble a Behavior Committee that will collectively accomplish the following.</p> <p>Create a school-wide House System that builds on the character traits of the four talons, contributes to communal student achievement, encourages student intrinsic motivation and creates schoolwide value placed on good behavior and academic success. Also, strive cultivate a culture of belonging and student realization that good behavior and academic success are praiseworthy.</p> <p>Design a discipline program that is focused on changing behavior, by building relationships, providing behavior interventions and academic support. We will proactively design and implement systems that track behavior and provide a hierarchy of consequences aligned with the Code of Conduct. We will design a system that makes student completion of work mandatory, while providing extra time and more intensive academic support.</p> <p>Classroom Hallways Restrooms Recess Cafe Behavior Committee</p> <p>Evidence that Demonstrates Success: HOUSE DoJo documentation. Positive Office Referral / Regular Office Referral Data No Opt Out Data Stage 1-3 Referral Data</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor All of School Community</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2: Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying SEL - Sanford Harmony Evidence that Demonstrates Success: Lesson plans Staff Responsible for Monitoring: Principal Assistant Principal Counselor Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue student recognition programs and student service groups. Evidence that Demonstrates Success: Monthly Campus Celebration/Assemblies/HOUSE Parties Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Maintain a welcoming campus environment that students, parents, staff and community take pride in. Evidence that Demonstrates Success: Customer Care Hawkstastic Referrals Anchored in Excellence Moments Staff Responsible for Monitoring: All ROISD Staff Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Monitor student attendance to attain targeted 97% campus attendance rate. Assemble an Attendance committee that meets periodically to review weekly attendance data and students in danger of violating the 10% rule Evidence that Demonstrates Success: Incentives Attendance Awards Staff Responsible for Monitoring: Principal Assistant Principal Registrar Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year. Evidence that Demonstrates Success: Campus Administration Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.

Evidence that Demonstrates Success: Surveys

Parent Conference Documentation

Phone Calls/Emails

Class Dojo Reports

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor


PTA


All Staff

Title I Schoolwide Elements: 3.1, 3.2

Reviews			
Formative			Summative
Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p> <p>Evidence that Demonstrates Success: Drill Schedule Drill Logs Fall Safety Day Spring Safety Day</p> <p>Staff Responsible for Monitoring: Campus Police Office ROISD Chief of Police Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event</p> <p>Staff Responsible for Monitoring: Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Fire Department visit with students on fire and life safety one time during the school year.</p> <p>Evidence that Demonstrates Success: Campus Calendar Photos of the event on Social Media Accounts</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.


<p>Strategy 1: Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities.</p> <p>Evidence that Demonstrates Success: Campus attendance Participation sign in sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs Fall Festival Parenting Nights to coincide with Thursday Night Lights tutoring.</p> <p>Evidence that Demonstrates Success: PTA board number of volunteers</p> <p>Staff Responsible for Monitoring: Principal Professional Staff PTA board</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide current data on events and school information on our website and social media outlets.</p> <p>Evidence that Demonstrates Success: Number of posts on website and social media outlets.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

<p>Strategy 1: Provide opportunities for students to do service projects:</p> <p>Sign Language Club Collect Can Food for Food Bank. Collect items for Ronald McDonald House.</p> <p>Evidence that Demonstrates Success: Completion of service projects.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p> <p>Sanford Harmony SEL Curriculum</p> <p>Evidence that Demonstrates Success: Schupmann Success Assemblies SEL instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide opportunities for community members to participate in school events.</p> <p>Evidence that Demonstrates Success: Grandparents celebration Thanksgiving celebration Service opportunities Social media Mentor program Cultural Celebrations</p> <p>Staff Responsible for Monitoring: Professional staff</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social Media Reading Under The Stars - Virtual Version STEAM Night - Virtual Version Curriculum Night - Virtual Version</p> <p>Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Personnel for Russell P. Schupmann Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sheri Adams	Reading Support		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I Program for Red Oak ISD is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The District CNA reveals a need to focus on reading intervention at the 5 elementary campuses. Academic performance for all students in ROISD is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups, students with disabilities and special needs, and LEP students. Campuses analyze results using the same groups and by individual student growth. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

Throughout the planning process the district administration and teachers identify student strengths, needs, and the interventions that are currently in place. They also assess the effectiveness of those interventions and make recommendations for revisions as needed. The planning process is used to guide program development, implementation, and evaluation. Campuses also follow this same process resulting in systemic planning that provides structure and a common vision for school improvement.

Campuses have identified the need for reading interventionists and paras to help with supplemental enrichment on their campuses. In addition, the district level needs assessment indicates that continuing with a Title I accountant one day per week will be necessary. Professional development for all Title I campuses is also an indicated need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During May of 2015, campus principals attended support training at Region 10 and worked intensely on the CNA requirements for Title I campuses. Components were reviewed by principal as well as the entire training cadre, with additional input from contacts at campuses and at the district level. CNA data was taken back to the campuses after training and the review process continued with campus personnel. During July of 2016 a process for including a summary of the CNA and uses of those results was developed by the Title I campus principals and the State/Federal program director. This process is available upon request.

Campuses review their plan and update it each year after consulting with staff, parents, and community members. The compacts and parent involvement policies are reviewed and updated annually in the fall. All programs are reviewed when making decisions about the need for supplemental materials and instructions. General budget, compensatory programs, other Title programs, CTE, nutrition programs, and violence prevention programs (to name a few) are considered as part of the planning process.

2.2: Regular monitoring and revision

The CIP is a living document that is updated each time a CNA or review is conducted and changes are needed to meet the needs of our students.

2.3: Available to parents and community in an understandable format and language

The CIP is available to our parents and community members on the campus and district websites. Printed copies are available to stakeholders upon request to the campus or district office. The CIP is currently available in English, and translators are available if a parent would like to review it in Spanish.

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

2.5: Increased learning time and well-rounded education

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

2.6: Address needs of all students, particularly at-risk

Interventions and programs have been developed to address the needs of our at-risk students, both academically and physically. Our family/community liaison has developed programs to insure our students have food and clothing, with references and assistance available when other needs arise. Every student participates in Target Time each day for 45 minutes of focused intervention, enrichment, and extension activities. Our Literacy Strategist/Reading Support Teacher works with students during this time to provide focused intervention on literacy skills.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator. Our counselor is also available to assist our parents and families.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings. We offer opportunities through PTA, Book Fair, Title I Family Literacy and Math Nights, monthly assemblies, fall parent conferences, and Title I Spring Open House. We utilize a Title I parent survey for parental input into opportunities for parental involvement on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sheri Adams	Reading Support	Title I	.5

Campus Improvement Decision-Making Committee

Committee Role	Name	Position
Administrator	Matt Northcutt	Assistant Principal
Classroom Teacher	MaryAnne Ross	Dyslexia Therapist
Administrator	Ashley Jackson	Principal
Parent	Sancho Bartels	Parent
Non-classroom Professional	Angela Barnes	Instructional Coach
District-level Professional	Nancy Toney	District Level
Non-classroom Professional	Julie Barron	Librarian
Community Representative	Nicole Sebring	Community Member
Parent	Toretta Montgomery	Parent
Classroom Teacher	Rachell Bergman	3-5 Teacher
Classroom Teacher	Roshawn Byrd-Berry	3-5 Teacher
Classroom Teacher	Sheri Smoot	K-2 Teacher
Classroom Teacher	Oscar Lewis	3-5 Teacher
Classroom Teacher	Sheri Adams	Reading Support
Non-classroom Professional	Angela Bartels	Counselor
Community Representative	Lisa Briles	Bus.Community Representative
District-level Professional	Teresa Simpson	ROISD Director of Accounting
Business Representative	Doug Proctor	Business Representative
Business Representative	Brian Kelly	Business Rep

Red Oak Independent School District

Donald T. Shields Elementary

Campus Improvement Plan

2020-2021



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage,
Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shields Elementary currently serves students from ECSE to 5th Grade. Shields Elementary ended the 2018-2019 school year with 576 students enrolled.

Shields Elementary School is comprised of the following ethnic distribution:

African American: 22.1%

Hispanic: 24.9%

White: 48.5%

Asian: 0.01%

American Indian: 0.03%

Pacific Islander: 0.02%

Two or More Races: 2.5%

Economically Disadvantaged: 46.3%

English Learners: 10.6%

At-Risk: 28.5%

Mobility Rate: 13.2%

Demographics Strengths

Attendance rate has been consistently at or above 96%. Our goal is 97% or higher.

Shields Elementary has many strengths. Some of the most notable demographic strengths include:

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- The average attendance rate for 2018-2019 was at or above 96% for each marking period.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- iCount attendance incentives implemented every 6 weeks, such as bicycles and iPads at the end of the year.
- No students were reported for truancy for 2018-2019.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Student Learning

Student Learning Summary

Shields Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on best practices provide opportunities for our children to be well-rounded and focus on leading a healthy lifestyle.

2019 STAAR Approaches GL Percentages:

3rd grade....Reading 79%, Math 75%

4th grade...Reading 82%, Math 83%, Writing 76%

5th grade...Reading 86%, Math 89%, Science 71%

2019 STAAR Meets GL Percentages

3rd grade...Reading 48%, Math 42%

4th grade...Reading 50%, Math 36%, Writing 32%

5th grade...Reading 55%, Math 52%, Science 38%

2019 STAAR Mastered GL Percentages:

3rd grade.... Reading 29%, Math 18%

4th grade....Reading 18%, Math 13%, Writing 10%

5th grade....Reading 28%, Math 25%, Science 13%

Student Learning Strengths

Shields Elementary increased our "Meets" level performance in 3rd, 4th, and 5th grade STAAR reading; and increased our "Masters" level performance in 3rd, 4th, and 5th grade STAAR math; increased our "Approaches" level performance in 4th grade STAAR writing from 61% to 76%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Shields was identified as needing targeted assistance (white demographic area). **Root Cause:** Systems for reviewing student data and protocols for

increasing student performance in the classroom to meet ESSA requirements.

Problem Statement 2: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

Problem Statement 3: Students in 1st and 2nd grades have lost a semester of foundational skills. **Root Cause:** COVID-19 has caused an instructional opportunity gap with all students.

Problem Statement 4: There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating a misbalance of acceleration and enrichment for average and above average students. **Root Cause:** The percentage of students at the meets and masters rating in 4th grade writing indicate a need for vertical alignment, writing across content, and critical writing to be strengthened in all grade levels. 3rd and 4th grade mathematics are significantly underperforming 5th grade mathematics in approaches, meets, and masters ratings.

Problem Statement 5: There is a disproportionality between ethnicity groups and economically disadvantaged students across all subjects in the rating categories of approaches, meets, and masters. **Root Cause:** Different backgrounds both culturally and economically have different priorities, values, and education levels. Title 1 is leveling the playing field for students of all backgrounds.

School Processes & Programs

School Processes & Programs Summary

Shields Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap.

For each content area, assessment plays a vital role in driving instruction and making decisions. Shields Elementary is committed to provide opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, DRA2, Fountas and Pinnell Guided Reading, STEM Scopes, TEKS Resource System, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Fountas and Pinnell LLI Resources for grades 3 through 5. All special courses and programs such as special education, dyslexia, ELL, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs.

Grade level PLCs are held with campus administrators and instructional coach. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets to provide support and academic strategies for teachers to utilize with identified students.

All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

School Processes & Programs Strengths

- The district curriculum based assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data notebooks. The students set goals and track their progress from assessment to assessment in data folders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

Problem Statement 2: There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating a misbalance of acceleration and enrichment for average and above average students. **Root Cause:** The percentage of students at the meets and masters rating in 4th grade writing indicate a need for vertical alignment, writing across content, and critical writing to be strengthened in all grade levels. 3rd and 4th grade mathematics are significantly underperforming 5th grade mathematics in approaches, meets, and masters ratings.

Problem Statement 3: We have a disproportionate number of students in Special Education in disciplinary statements outside of the classroom. **Root Cause:** The district was identified as a Level 3 in the percentage of Special Education students being placed in disciplinary settings outside of the classroom. In looking at Shields data, with ____ students in Special Education, ____ referrals resulted in an out of placement consequence.

Perceptions

Perceptions Summary

Our core values at Shields are hThe culture at Shields Elementary is one that embraces family and high expectations for all. The staff, parents, and students are committed to growth and success in each student as evidenced by our commitment to the 4 Talons. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are taught to make plans, set goals, make adjustments as needed, and most importantly, to never give up. Our staff knows and believes that "Our Students' Success Is Our Success".

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Our attendance rate was 96.7% for the 2018-2019 school year. Students, parents, and staff describe the culture at Shields as being warm, welcoming, and family-oriented. We have programs such as Talon tickets and Shields Showcase, that promote and encourage positive student behaviors.

Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.

Safe and Orderly Schools Strengths

- Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.

Student Leadership Strengths

- Student Council
- Student Ambassadors
- Destination Imagination
- UIL Academic Competitions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Shields Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus **Root Cause:** As Red Oak has grown in size, families have felt disconnected with the growing school community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.








Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: All teachers; including Special Education, Literacy Strategists, Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance.</p> <p>Evidence that Demonstrates Success: Student success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, DRA2, TPRI, CLI, MAP and reduction of students in Tier 2 and Tier 3 intervention groups.</p> <p>Staff Responsible for Monitoring: Administration Leadership Team All Professional Staff Members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Literacy Support - 211 Title I - \$10,000, Literacy Strategist (50% Salary) - 211 Title I - \$35,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: DRA2, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted Professional Development</p> <p>Evidence that Demonstrates Success: Student progress on ELAR CBAs, formative and summative assessments, including DRA2, STAAR tests, TELPAS, writing assessments, and TPRI.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Strategist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Poster Maker to aide instruction - 211 Title I - \$4,000, Think it Up!, Reading A-Z - 211 Title I - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Number Talks Daily Math Fluency Guided Math Xtra Math TEKSing Toward STAAR Education Galaxy Use of Math Manipulatives</p> <p>Evidence that Demonstrates Success: Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Instructional Coach All Math Teachers (SPED included)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Think it Up! Mentoring Minds - 211 Title I - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include: Gifted/Talented/SPED Push-in, Literacy Intervention Push-in, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with GT Teacher, Librarian, Dyslexia, SPED and Literacy Strategist</p> <p>Evidence that Demonstrates Success: Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data</p> <p>Staff Responsible for Monitoring: Administration GT Teacher Literacy Strategist Librarian Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Shields elementary will work to increase the academic growth in targeted areas (white demographics) through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory education.</p> <p>Evidence that Demonstrates Success: Increase in meets and masters performance (all students)</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Literacy Support Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - 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 Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Compensatory Education , Acceleration - 199 24 ACC ED - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

<p>Strategy 1: Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams.</p> <p>DRA2 Literacy Strategist (50% funded with Title I funds) TPRI RtI Education Galaxy Number Talks Daily Math Fluency Guided Math MAP Data TEKsing toward STAAR Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS Think it Up! Science Penguin STAAR 2019 Data</p> <p>Evidence that Demonstrates Success: Students and staff will become more aware of their growth and will set goals for continued growth.</p> <p>Staff Responsible for Monitoring: All professional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room</p> <p>Evidence that Demonstrates Success: TTESS Pre-Kindergarten Report Card Teacher Feedback Frog Street Pre-Assessment CLI Assessment ESGI Assessment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers Support Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished







Continue/Modify



Discontinue

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.


Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.


<p>Strategy 1: Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.</p> <p>Evidence that Demonstrates Success: Highly Qualified Staff Report Successfully filled staff vacancies</p> <p>Staff Responsible for Monitoring: District HR Team Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)</p> <p>Evidence that Demonstrates Success: Meeting Notes Mentor log</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff.</p> <p>Evidence that Demonstrates Success: Teacher-leader presentation during monthly staff meeting</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.


Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Strategy 1: Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5. Evidence that Demonstrates Success: Student products Staff Responsible for Monitoring: GT Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 2: Design and implement professional learning opportunities that grow personal and professional capacities of staff members.

<p>Strategy 1: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Education Galaxy DRA2 TPRI Strategies for ELL Learners Supporting struggling learners Debbie Dillar: Vertical Alignment Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Librarian Reading Support, Dyslexia Therapist, ELAR Teachers (SPED included)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June








<p>Strategy 2: Staff development on this campus in Math includes the following: Minimum 3 hours training in math content area. Math Team Meetings Use of manipulatives Supporting struggling learners Campus/District math planning/training</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Math Teachers (SPED included)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment For Required Staff Development Days for 2020-2021 (18 hours), the following will be required: 9 hours of Content - Principal's choice and 9 hours of teacher choice for professional staff; 6 hours para choice and 12 hours Principal's choice for instructional paraprofessionals; 18 hours for non-instructional staff</p> <p>Evidence that Demonstrates Success: Professional Development Reports Classroom Implementation Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Lead4Ward Science CAST Science Conference</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Science Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Science Penguin - 211 Title I - \$400</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Staff development on this campus in Social Studies includes the following: Academic Vocabulary Thinking Maps DBQ Binders Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team Supporting struggling learners</p> <p>Evidence that Demonstrates Success: Pre-Assessments T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Social Studies Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 6: Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy: Seesaw (K-2) Google Classroom (3-5) Professional Development on integrating technology in the classroom Collaborate with Campus/District Technology Specialists Communicate and implement Lab, COW, tablet, Mimio, projector, and document camera usage expectations</p> <p>Evidence that Demonstrates Success: Walkthroughs Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Campus Lab Specialist District Technology Specialists Campus Technology Trainer Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 Accomplished		
		 Continue/Modify		
		 Discontinue		





Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing and positive learning environment.

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

<p>Strategy 1: Meet with student groups/organizations to allow the opportunity for students to provide feedback to administrators on ways to improve the campus through character guidance lessons, student council, and school ambassadors; promote 4 Talons characteristics</p> <p>Evidence that Demonstrates Success: Decreased reports of bullying, harassment, and cyber safety. Student surveys</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Police Officer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Monitor student attendance to attain targeted 97% campus attendance rate.</p> <p>Evidence that Demonstrates Success: Incentives Attendance Awards</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Registrar Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection.</p> <p>Evidence that Demonstrates Success: Reduced discipline referrals of economically disadvantaged students, increased student achievement of economically disadvantaged students, and strengthened relationships of student families as evidenced in school parent surveys.</p> <p>Staff Responsible for Monitoring: Administration, Leadership Team, Counselor, Fine Arts Teacher: Admin Intern</p> <p>Title I Schoolwide Elements: 2.4, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Ruby Payne Emotional Poverty Seminar, Staff Books for Book Study - 211 Title I - \$600</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

<p>Strategy 1: Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.</p> <p>Evidence that Demonstrates Success: Campus Safety Reports Campus Safety Plan</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Crisis Management Coordinator Campus Police Officer</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Campus staff are trained in the safety management plan.</p> <p>Evidence that Demonstrates Success: Staff Training Sign-in Sheet</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Crisis Management Coordinator Campus Police Officer</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.





Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

<p>Strategy 1: Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, Twitter and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Campus Website District Website Positive E-mails</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors PTA All Staff</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and community activities; Title I Family Literacy and Math Nights; Title I Spring Open House; Work with area businesses to promote opportunities to support students.</p> <p>Evidence that Demonstrates Success: Campus attendance/participation Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to make meaningful relationships and connections that serve communities.

<p>Strategy 1: Provide opportunities for students to do service projects: Student Council Ambassadors Safety Patrol Partner PE Flag Patrol</p> <p>Evidence that Demonstrates Success: Service projects completed during the school year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Police Officer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart, and twirling. Review recommendations by SHAC Committee.</p> <p>Evidence that Demonstrates Success: Attendance in activities Fitness Gram Data</p> <p>Staff Responsible for Monitoring: Principal PE Teacher School Nurse PTA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:</p> <p>PTA Activities Parent Conferences Meet the Teacher Fine Arts Programs Watch DOGS Character Assemblies Shields Showcase Assemblies Title 1 Parent Nights (Family Literacy and Math Nights)</p> <p>Evidence that Demonstrates Success: Parent surveys Parent participation Sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor PTA Board</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Personnel for Donald T. Shields Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Strategist	50% Title 1	211

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I Program for Red Oak ISD is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The District CNA reveals a need to focus on reading intervention at the 5 elementary campuses. Academic performance for all students in ROISD is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups, students with disabilities and special needs, and LEP students. Campuses analyze results using the same groups and by individual student growth. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

Throughout the planning process the district administration and teachers identify student strengths, needs, and the interventions that are currently in place. They also assess the effectiveness of those interventions and make recommendations for revisions as needed. The planning process is used to guide program development, implementation, and evaluation. Campuses also follow this same process resulting in systemic planning that provides structure and a common vision for school improvement.

Campuses have identified the need for reading interventionists and paras to help with supplemental enrichment on their campuses. In addition, the district level needs assessment indicates that continuing with a Title I accountant one day per week will be necessary. Professional development for all Title I campuses is also an indicated need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During May of 2015, campus principals attended support training at Region 10 and worked intensely on the CNA requirements for Title I campuses. Components were reviewed by principal as well as the entire training cadre, with additional input from contacts at campuses and at the district level. CNA data was taken back to the campuses after training and the review process continued with campus personnel. During July of 2016 a process for including a summary of the CNA and uses of those results was developed by the Title I campus principals and the State/Federal program director. This process is available upon request.

Campuses review their plan and update it each year after consulting with staff, parents, and community members. The compacts and parent involvement policies are reviewed and updated annually in the fall. All programs are reviewed when making decisions about the need for supplemental materials and instructions. General budget, compensatory programs, other Title programs, CTE, nutrition programs, and violence prevention programs (to name a few) are considered as part of the planning process.

2.2: Regular monitoring and revision

The CIP is a living document that is updated each time a CNA or review is conducted and changes are needed to meet the needs of our students.

2.3: Available to parents and community in an understandable format and language

The CIP is available to our parents and community members on the campus and district websites. Printed copies are available to stakeholders upon request to the campus or district office. The CIP is currently available in English, and translators are available if a parent would like to review it in Spanish.

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning. Every student participates in Talon Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

Weekly PLCs are held amongst each grade level, and teachers work through student achievement data as well as informal observations to meet the needs of All students allowing students of all abilities to make growth.

2.5: Increased learning time and well-rounded education

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time. Every student participates in Talon Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

The master schedule is strategically organized to utilize instructional time, and allow for maximum instructional time.

2.6: Address needs of all students, particularly at-risk

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time. Every student participates in Talon Time each day for 45 minutes of focused intervention, enrichment, and extension activities.

Grade level PLCs are held each week to address the instructional objectives and to identify the needs of students at risk, approaching grade level, meeting grade level requirements, and mastering grade level requirements.

RTI processes are in place to provide support and identification of students at risk academically, emotionally, or behaviorally.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator. Our counselor, Teresa Kent, is also available to assist our parents and families.

3.2: Offer flexible number of parent involvement meetings

Parent involvement has changed due to COVID protocols, but the school is making an effort to involve parents virtually. Live virtual office hours are available for all at home learners and their parents daily. We also have held parent information zoom meetings virtually to answer questions, along with virtual and in person meet the teacher. Teachers and administration respond to parent and student needs on a regular basis. We also offer opportunities through PTA, Book Fair, Title I, Shields Showcase assemblies, fall parent conferences, and Title I Spring Open House in a virtual capacity. We utilize a Title I parent survey for parental input into opportunities for parental involvement on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Strategist	50% Title 1	211

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Bailey Jenkins	Kindergarten Teacher
Classroom Teacher	Mendi Scott	5th Grade Teacher
Administrator	Angela Griffin	Assistant Principal
Business Representative	Nick Pandey	Business Member
Classroom Teacher	Tammy Worsham	1st Grade Teacher
Classroom Teacher	Jamie McGinty	4th Grade Teacher
Classroom Teacher	Jana Franco	SPED Teacher
Community Representative	Michael Elrod	Community Member
Classroom Teacher	Dana Sosebee	Fine Arts Teacher
Parent	Tiffany Munoz	2nd Grade Teacher
Administrator	Allyson Bell	Principal
Business Representative	Alan Baker	Business Representative
Classroom Teacher	Amanda Simone	3rd Grade
Non-classroom Professional	Denise Behrmann	Instructional Coach
Non-classroom Professional	Teresa Kent	Counselor
Community Representative	Ray Smith	Community Member
District-level Professional	Shondra Jones	Student and Family Services

Red Oak Independent School District
H.A. Wooden Elementary School
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor
(R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"Realizing Our Individual Students' Dreams"

Value Statement

We believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wooden Elementary is a Title I campus currently serving 487 students from PK to 5th grade. This is currently a 16% drop in enrollment from 2018-2019 when Wooden Elementary had an enrollment of 578 students. In the 2020-21 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary has 7 bilingual classrooms with 3 bilingual para-professionals. There are 31 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia, and 1 instructional coach. Teachers are trained in and utilize guided reading, Number Talks, Lead4Ward, Fundamental 5, Professional Learning Communities, and the TEKS Resource System. Wooden utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day.

Wooden Elementary is comprised of the following Ethnic Distribution:

African American: 6.4%

Hispanic: 58.3%

White: 30.4%

American Indian: .7%

Asian: .5%

Two of More Races: 3.6%

English Language Learners: 36.5%

At-Risk: 56.2%

Mobility Rate: 11.6%

Data used was from 2018-19 due to Covid-19

Demographics Strengths

Our attendance rate has consistently been above 95%.

27 of 31 teachers are ESL certified.

28 of 31 teachers have completed the GT certification process.

In 2018-19, Wooden has 16 teachers with 10 or more years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

Student Learning

Student Learning Summary

Wooden Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle.

2018-19 data was used as it is the most current STAAR data due to Covid-19 that occurred during the 2019-20 school year.

2019 STAAR Approaches GL Percentages:

3rd Grade Math - 71%

3rd Grade Reading - 66%

4th Grade Math - 85%

4th Grade Reading - 73%

4th Grade Writing - 77%

5th Grade Math - 92%

5th Grade Reading - 91%

5th Grade Science - 71%

2019 STAAR Meets GL Percentages:

3rd Grade Math - 37%

3rd Grade Reading - 36%

4th Grade Math - 64%

4th Grade Reading - 44%

4th Grade Writing - 43%

5th Grade Math - 58%

5th Grade Reading - 46%

5th Grade Science - 39%

2019 STAAR Mastered GL Percentages:

3rd Grade Math - 16%

3rd Grade Reading - 26%

4th Grade Math - 42%

4th Grade Reading - 24%

4th Grade Writing - 19%

5th Grade Math - 39%

5th Grade Reading - 23%

5th Grade Science - 19%

Student Learning Strengths

4th Math

Approaches Grade Level - 85%

Masters Grade Level - 42%

5th Grade Math

Approaches Grade Level - 92%

Masters Grade Level - 39%

5th Grade Reading

Approaches Grade Level - 91%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While our students performed well in the approaching grade level reporting category, students need to be continually challenged to perform at the the meets grade level and mastered grade level category.

School Processes & Programs

School Processes & Programs Summary

Wooden Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The TEKS Resource System's scope and sequence and curriculum based assessments were utilized as a guide to providing and promoting critical thinking and problem solving skills, communication, creativity, and collaboration. Each week, grade level PLCs met for intensive data analysis and planning sessions to review the skills that had been taught, the skills that would be coming up in the next weeks, and to map out strategies and activities for reteaching to fill in the gap.

For each content area, assessment plays a vital role in driving instruction and making decisions. Wooden Elementary is committed to provide opportunities for students to interact collaboratively, with hands-on activities, performance based assessments, open-ended questions and responses, and promoting the 21st Century Skills to ensure mastery. Students are encouraged and allowed to demonstrate their learning through authentic assessments, including project-based learning, student-created products, and presentations (group and individual). We utilize TPRI, MAP Assessment, Stem Scopes, TEKS Resource System, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Fountas and Pinnell LLI Resources for grades 3 through 5. All special courses and programs such as special education, dyslexia, ELL, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our ELL students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated, analyzed, and fine-tuned to drive instructional needs.

Grade level PLCs are held with campus administrators and instructional coach. The PLCs focus is on upcoming lessons, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee has ongoing meetings, after school, to provide support and academic strategies for teachers to utilize with identified students.

All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

School Processes & Programs Strengths

- The district curriculum bases assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Every week teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using goal setting and data binders. The students set goals and track their progress from assessment to assessment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While we are working on our PLC process we need to continue to identify the essential TEK that needs to be taught and to utilize data for intervention and enrichment.

Perceptions

Perceptions Summary

The culture at Wooden Elementary is one of family and learning. The staff and students are committed to growth in each student. The school is a safe environment where students feel they can freely express themselves. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement.

Parents indicated in the Title I survey given in 2019-20 that "Wooden does an excellent job at making us fell welcome and loved like family." Parents noted that staff are very friendly and personable. Wooden Elementary welcomes parents to volunteer at school and reaches out to parents to request their assistance. Parents feel like they are well informed of activities and events held by the campus.

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the student council and guitar club. Our attendance rate was above 96% for the 2017-2018 school year. Students and staff describe the culture at Wooden as family oriented. We have programs such as Wooden Warrior and Personal Best that promote and encourage positive student behaviors. Student leadership opportunities include Flag Patrol, Student Council, and Partner PE. Student discipline referrals are low. Discipline policies and procedures are both proactive and reactive. We use a program called R-time to reduce bullying and promote social skills.

- Safety drills are conducted monthly on our campus. The are orderly, well-coordinated, and well-supervised.
- Accountability is fast and accurate.
- Having an armed police officer on campus daily helps everyone feel more secure so that we can continue to educate our students without worry.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Wooden Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Discipline records

Employee 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





Parent/Community Data

- Parent surveys and/or other feedback

Goals





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

<p>Strategy 1: Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p> <p>Evidence that Demonstrates Success: PLC notes, Student success on CBAs, formative and summative assessments, TPRI, DRA, and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Admin, team leaders, and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Teachers will have access to resources, including online resources, to promote engagement in the classroom. Resources will include Education Galaxy online, Mentoring Minds in Reading and Math, and Raz Kids Leveled Literacy Program, and Near-pod.</p> <p>Evidence that Demonstrates Success: Students and staff will utilize the programs to show growth.</p> <p>Staff Responsible for Monitoring: Administrators will monitor through planning and WT's.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Near-pod - 211 Title I, Mentoring Minds - 211 Title I, Raz Kids - 211 Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize campus Title I funds to split-fund a paraprofessional to work with students.</p> <p>Evidence that Demonstrates Success: Paraprofessional will work with a variety of students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

<p>Strategy 1: 1) Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams to increase the number of students at the meets and exceeds expectations.</p> <p>Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP</p> <p>Evidence that Demonstrates Success: Students and staff will be more aware of their growth and will set goals for continued growth.</p> <p>Staff Responsible for Monitoring: All professional staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: 2) Implement Student Learning Objectives to focus teachers on a specific fundamental skill.</p> <p>Evidence that Demonstrates Success: TTESS</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

<p>Strategy 1: Teacher leaders will present current strategies being used in their classrooms at staff meetings for others to learn. A minimum of one presenter per staff meeting.</p> <p>Evidence that Demonstrates Success: A minimum of one "teacher share" per month during staff meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration Librarian Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide a campus mentor/support for first and second year teachers (new to Red Oak and new to Wooden).</p> <p>Evidence that Demonstrates Success: Meeting Notes/ Agenda</p> <p>Staff Responsible for Monitoring: Campus Administration Director of Human Resources</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Administrators will commit to three walkthroughs/observations per week.</p> <p>Evidence that Demonstrates Success: T-TESS documentation, Fundamental Five documentation, and ongoing communication with each professional staff member.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

<p>Strategy 1: Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: Student produced products Open House and/or curriculum nights</p> <p>Staff Responsible for Monitoring: Campus GT Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: General education and special education teachers collaborate to implement the individual learning plans based on student needs.</p> <p>Evidence that Demonstrates Success: Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs to each student at any given time including general education students, LEP students, 504 students, and GT students.</p> <p>Evidence that Demonstrates Success: Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.</p> <p>Staff Responsible for Monitoring: Campus Administrators All professional staff members</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Students will participate in the Fitnessgram assessment each Spring to promote overall health and function.</p> <p>Evidence that Demonstrates Success: 75 % of students will meet the minimum requirements</p> <p>Staff Responsible for Monitoring: Campus Administration PE teacher and aide</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.








Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

<p>Strategy 1: Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement.</p> <p>Evidence that Demonstrates Success: Teacher use of strategies during walk-through data.</p> <p>Staff Responsible for Monitoring: Campus Administration Librarian All professional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administrators will use the T-Tess evaluation system to conduct goal progress monitoring of staff. Goal progress will be monitored and communicated between the staff member and administrator during the year.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Utilize 21st Century tools including interactive boards, Chrome-books, and Ipads along with web tools and apps to support engagement of learners. Begin plans to support online assessments in preparation for online testing.</p> <p>Evidence that Demonstrates Success: Lesson plans Observations and walk-through data Faculty Meetings</p> <p>Staff Responsible for Monitoring: Campus Administration All teaching staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair/ Respectful & Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.





Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

<p>Strategy 1: Wooden Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.</p> <p>Evidence that Demonstrates Success: Bullying Reports Red Ribbon Week Project Success Classroom Observations Guidance Lessons Assemblies</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers ROISD Police Dept</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue student recognition programs and student service groups.</p> <p>Evidence that Demonstrates Success: 6 week Campus Celebration Assemblies</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.</p> <p>Evidence that Demonstrates Success: District Safety Audits PEIMS Reports</p> <p>Staff Responsible for Monitoring: Superintendents Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Maintain a welcoming campus environment that students, parents, staff, and community take pride in. Evidence that Demonstrates Success: Safety Patrol Customer Care Staff Responsible for Monitoring: All Wooden Staff Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Monitor student attendance to attain targeted 97% campus attendance rate. Evidence that Demonstrates Success: Attendance Incentives and Awards Staff Responsible for Monitoring: Campus Administrators Counselor Registrar Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize restorative practices to create and build positive classroom environments and teach behavior expectations. Reduce the number of out of placements for all students. Evidence that Demonstrates Success: Discipline referrals Staff Responsible for Monitoring: Campus Administration Teachers Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Hold yearly parent-teacher conferences utilizing a digital sign up to allow for parents to select their own time slot. Evidence that Demonstrates Success: Parent conferences held Staff Responsible for Monitoring: Campus Administration Classroom teachers Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Utilize the House System to create a positive climate and culture for students and staff. Evidence that Demonstrates Success: None Staff Responsible for Monitoring: Campus Administration Campus Staff ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 3: Demonstrates Fair/ Respectful & Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.</p> <p>Evidence that Demonstrates Success: Drill Schedule After action reports</p> <p>Staff Responsible for Monitoring: ROISD Chief of Police Campus Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Have Red Oak Fire Department present to the Wooden Elementary students on fire and life safety one time during the school year.</p> <p>Evidence that Demonstrates Success: Campus Calendar Photos of the event on social media</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Certificates and Documentation of Training uploaded in Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administration District Trainer Director of Special Ed</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Implement Connect with Kids program to address violence prevention and intervention.</p> <p>Evidence that Demonstrates Success: Discipline reports</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom teachers Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

<p>Strategy 1: Communicate with parents on a regular basis through student planners, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Campus Website District Website Positive E-mails</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors PTA All Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p>Evidence that Demonstrates Success: Facebook Photos of events Newspaper Articles PTA Meetings Events Virtual Assemblies Principal's Newsletter Book Fair Open House Parent Info Nights Meet the Teacher Night Literacy Night</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Team Leaders PTA Staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.

Strategy 1: 1) Provide opportunities for students to do service projects: Student Council Partner PE Evidence that Demonstrates Success: Students will complete service projects during the school year. Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create opportunities for families and staff to socialize and connect outside of school hours. Evidence that Demonstrates Success: Social Media Family Nights Staff Responsible for Monitoring: Campus Administration Team Leaders Counselor Title I Schoolwide Elements: 2.4, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences. Evidence that Demonstrates Success: Partner PE Guitar Club Student Council Staff Responsible for Monitoring: Campus Administration All professional staff Title I Schoolwide Elements: 2.4, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I Program for Red Oak ISD is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The District CNA reveals a need to focus on reading intervention at the 5 elementary campuses. Academic performance for all students in ROISD is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups, students with disabilities and special needs, and LEP students. Campuses analyze results using the same groups and by individual student growth. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

Throughout the planning process the district administration and teachers identify student strengths, needs, and the interventions that are currently in place. They also assess the effectiveness of those interventions and make recommendations for revisions as needed. The planning process is used to guide program development, implementation, and evaluation. Campuses also follow this same process resulting in systemic planning that provides structure and a common vision for school improvement.

Campuses have identified the need for reading interventionists and paras to help with supplemental enrichment on their campuses. In addition, the district level needs assessment indicates that continuing with a Title I accountant one day per week will be necessary. Professional development for all Title I campuses is also an indicated need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During May of 2015, campus principals attended support training at Region 10 and worked intensely on the CNA requirements for Title I campuses. Components were reviewed by principal as well as the entire training cadre, with additional input from contacts at campuses and at the district level. CNA data was taken back to the campuses after training and the review process continued with campus personnel. During July of 2016 a process for including a summary of the CNA and uses of those results was developed by the Title I campus principals and the State/Federal program director. This process is available upon request.

Campuses review their plan and update it each year after consulting with staff, parents, and community members. The compacts and parent involvement policies are reviewed and updated annually in the fall. All programs are reviewed when making decisions about the need for supplemental materials and instructions. General budget, compensatory programs, other Title programs, CTE, nutrition programs, and violence prevention programs (to name a few) are considered as part of the planning process.

2.2: Regular monitoring and revision

The CIP is a living document that is updated each time a CNA or review is conducted and changes are needed to meet the needs of our students.

2.3: Available to parents and community in an understandable format and language

The CIP is available to our parents and community members on the campus and district websites. Printed copies are available to stakeholders upon request to the campus or district office. The CIP is currently available in English, and translators are available if a parent would like to review it in Spanish.

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning. Through weekly PLC meetings the teachers and administration discuss how to work collaboratively to provide all students with either intervention or enrichment opportunities during embedded Talon Time (45 minutes daily).

2.5: Increased learning time and well-rounded education

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time. This time is 45 minutes daily for each grade level.

2.6: Address needs of all students, particularly at-risk

Interventions and programs have been developed to address the needs of our at-risk students, both academically and physically. We offer daily intervention through our Target Time with personnel such as our Reading Support Teacher who is paid with Title I funds. This time is build into our schedule for each grade level for 45 minutes each day. Our family/community liaison has developed programs to insure our students have food and clothing, with references and assistance available when other needs arise.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings as allowed by current Covid restrictions. We offer at least one academic night, such as Math or Reading Night as well as other volunteer options throughout the year. We also work with our PTA to provide as many opportunities as possible. We also utilize a Title I Parent Survey in order to gain parent input on needs and wants for the school.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fatima Nadzan	Paraprofessional	Bilingual / ESL and Title I	.5 Title I and .5 Title III
Julie Cottrell	Literacy Strategist	Reading Improvement	.5

Campus Instructional Leadership Team

Committee Role	Name	Position
Classroom Teacher	Andrea Swords	2nd Grade Teacher
Classroom Teacher	Rosa Salinas-Sletmoen	GT Teacher
Administrator	Amy Weis	Principal
Administrator	Aimee Friesenhahn	Assistant Principal
Classroom Teacher	Taylor Morris	5th teacher
Classroom Teacher	Donna Little	4th Teacher
Classroom Teacher	Erica Edwards	3rd Grade Teacher
Counselor	Jill Bowers	Counselor
Classroom Teacher	Mackenzie Sanborn	1st Grade
Classroom Teacher	Shirley Jones	Kinder Teacher
Classroom Teacher	Angela Hayes	Resource Teacher
Classroom Teacher	Kim Nanashe	Fine Arts
Paraprofessional	Fatima Nadzan	paraprofessional
District-level Professional	Catrina Reeves	District Representative
Parent	Michelle Carson	Parent
Community Representative	Anna Santoyo	Community

Red Oak Independent School District

Red Oak Middle School

Campus Improvement Plan

2020-2021



Mission Statement

The mission of Red Oak Middle School is to create life-long learners who are academically and socially prepared to be productive citizens by providing a safe environment with strong parental and community involvement where all children are challenged through stimulating learning experiences to meet the community goal of “Realizing Our Individual Student’s Dreams.”

Vision

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Loving Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

Red Oak Middle School works with the district Curriculum Department to ensure that student needs are met through a rigorous TEKS based instructional program. A robust menu of Staff Development Offerings is put together for teachers to participate in the summer and to prepare for the upcoming school year. Teachers participate in weekly Professional Learning Community meetings where we focus on studying the TEK and planning the lesson as well as post instruction meetings where we analyze the data to further inform our instructional decisions. Student progress is monitoring will look different with dual components of Asynchronous and Face to Face instruction. We will continue to incorporate and progress monitor Curriculum Based Assessments, Pre-Assessments and teacher created tests. Lead4ward's STAAR4ward series is followed closely by our Campus Instructional Team as we turn around instructional strategies, vocabulary development and other instructional tools. Our Goal is to meet each student where they are at socially and academically, through our Talon Time with support from our instructional coaches.

School Processes & Programs Strengths

Teachers and administrators continue to work with the planning and assessment process and using CBA's, formative assessment and teacher made tests to inform and guide instruction. Teachers have input into the development of CBA's or campus based assessments and use that data to drive instruction. Both the pre and post PLC are used to monitor individual student growth and determine the appropriate level of challenge for each individual student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers continue the basic elements of the PLC, formal professional learning community training was conducted over the summer.

Perceptions

Perceptions Summary

Our core values and beliefs at Red Oak Middle School are to embrace the 4 talons of the Graduate Profile by:

Embracing 21st Century Technology

Creating supportive, healthy and positive relationships

Fostering individuality; one size does not fit all

ROMS embraces building relationships while holding students accountable for academic excellence. Our campus strives to "Capture Kids Hearts" as we know that students will learn most willingly from people who genuinely care about their well-being.

Perceptions Strengths

Student Leadership Summary

Red Oak Middle School has a strong student leadership program guided by teachers who work to both model and cultivate leadership characteristics in our students. A list of these programs can be found below:

Student Leadership Class

Student Council

Civil Air Patrol, CAP Program

Career Teach Course

6th Grade Leadership Class through Capturing Kids Hearts and Leadworthy

Renaissance Program

Band Council

Drill Team and Cheerleader Officers

National Junior Honor Society

Book Club

Chess Club

Coding Club

Robotics Club

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Employee Data

- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data





Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 1: Through implementation of the district curriculum as well as strategies and professional development to strengthen the instructional core, STAAR performance will increase 12% for approaches (78%) 11% for meets and 7% for Masters





Evaluation Data Sources: Approaches, meets and masters Grade level standards.

Summative Evaluation: None

<p>Strategy 1: Continue to utilize digital content options to provide individualized practice and timely feedback to teachers.</p> <p>Evidence that Demonstrates Success: Teacher lesson plans Digital content logs</p> <p>Staff Responsible for Monitoring: Content Area Teachers Librarian Instructional Coaches Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue to provide targeted instruction and enrichment to students through Talon Time (built-in time in the school day).</p> <p>Evidence that Demonstrates Success: Student growth on CBAs, formative assessments, summative assessments, and STAAR tests.</p> <p>Staff Responsible for Monitoring: Content Area Teachers Instructional Coaches Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster measurable growth in students and staff.

<p>Strategy 1: Staff will create assessments and monitor student data to track progress.</p> <p>Evidence that Demonstrates Success: BOY Testing for 2020-21 CBA's CFA's Teacher made test Bench marks demonstrating performance goals and growth.</p> <p>Staff Responsible for Monitoring: Content Area Teachers Instructional Coaches Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Conduct a dedicated Professional Learning Community (PLC) once every seven days.</p> <p>Evidence that Demonstrates Success: Professional Learning Community Meeting notes.</p> <p>Professional Learning Community training logs.</p> <p>Staff Responsible for Monitoring: Content Area Teachers Instructional Coaches Campus Administrators District Curriculum Department Leaders</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

<p>Strategy 1: Provide a campus mentor/support for new teachers (new to Red Oak and new to Red Oak Middle School).</p> <p>Evidence that Demonstrates Success: New Teacher survey results</p> <p>Department head meeting notes</p> <p>Staff Responsible for Monitoring: Department Heads Instructional Coaches Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator once per semester. Assistant Principals will be curriculum leaders/specialists through their specified subject areas.</p> <p>Evidence that Demonstrates Success: T-TESS appraiser meeting notes</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Recognize efforts and accomplishments of staff members through monthly awards.</p> <p>Evidence that Demonstrates Success: District parent newsletters Campus parent newsletters-SMORE Campus weekly newsletter-Principal's Pinnacle of the Week Social media posts</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide leadership and internship opportunities to teacher leaders.</p> <p>Evidence that Demonstrates Success: Meeting logs Intern Counselor Internship activity logs</p> <p>Staff Responsible for Monitoring: Teachers Department Heads Campus Administrators District Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.





Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

<p>Strategy 1: Students will participate in a variety of projects through all core content and elective classes.</p> <p>Evidence that Demonstrates Success: In Person and Asynchronous Students produced products</p> <p>Open House and/or curriculum nights, contingent upon Covid guidelines.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: The Dean of Specialized Learning will supervise and verify that a comprehensive educational plan for our specialized learning students are received. General education and special education teachers collaborate through Professional Learning Communities (PLC) to implement learning plans based on student needs.</p> <p>Evidence that Demonstrates Success: Professional Learning Community meeting notes</p> <p>Increased performance on assessments</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coaches Dean of Specialized Learning Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide Limited English Proficient students with additional support through a designated ESL elective class.</p> <p>Evidence that Demonstrates Success: Participating student report cards</p> <p>Increased performance on assessments</p> <p>Staff Responsible for Monitoring: ESL Teacher Counselors Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: A Dean of Specialized Learning position has been created to provide and streamline to provide a comprehensive educational plan. Servicing SPED/504/LEP populations.</p> <p>Evidence that Demonstrates Success: None</p> <p>Staff Responsible for Monitoring: Dean of Specialized Learning ESL Teachers LEP 504</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.





Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

<p>Strategy 1: Red Oak Middle School will utilize the leadworthy program from the Flippin Group, capturing kids hearts. New Character program, the Connect With Kids Network.</p> <p>Renaissance conference by Josten</p> <p>Evidence that Demonstrates Success: None</p> <p>Staff Responsible for Monitoring: Teachers Counselors Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue student recognition programs and student service groups.</p> <p>Evidence that Demonstrates Success: Monthly Student of the Month recognition in each class</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Ensuring a learning environment that is safe, drug-free and conducive to learning.</p> <p>Evidence that Demonstrates Success: District Safety Audit PEIMS 425 Report</p> <p>Staff Responsible for Monitoring: Teachers Counselors Campus Administrators Campus Police Officers District level administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Maintain a welcoming campus environment that students, parents, staff and community take pride in.</p> <p>Evidence that Demonstrates Success: Leadership student ambassadors Customer Care</p> <p>Staff Responsible for Monitoring: All Red Oak Middle School staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Monitor student attendance to attain targeted 96% campus attendance rate.</p> <p>Evidence that Demonstrates Success: iCount and Talon Incentives Awards</p> <p>Staff Responsible for Monitoring: Teachers Counselors Attendance clerk Campus administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: Teach students conflict resolution and reduce school violence. ESF Levers: Lever 3: Positive School Culture Funding Sources: Reduce school violence - 289 Title IV - \$13,500	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

<p>Strategy 1: Review campus crisis plans and ensure that various drills are conducted in accordance with local and state requirements.</p> <p>Evidence that Demonstrates Success: Safety Day Drill Schedules Drill reports/logs</p> <p>Staff Responsible for Monitoring: Campus Administrators ROMS Campus Officers ROISD Chief of Police</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide Crisis Prevention Intervention (CPI) training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Eduphoria documentation of training</p> <p>Documentation of CPI event</p> <p>Staff Responsible for Monitoring: Special Education Teachers & Aides Campus Administrators District Behavior Specialists Directors of Special Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

<p>Strategy 1: Due to COVID-19 this may not be possible. Contingent on COVID-19 restrictions throughout the year. Provide opportunities for parents and the community to visit, volunteer, and celebrate with students and staff.</p> <p>Evidence that Demonstrates Success: Events Calendar Photos of events Newspaper articles PTA Meetings ZOOM Open House Book Fair Parent Teacher Conferences Hispanic Heritage Month and African American History celebration nights. Coffee with the Principal ZOOM 8/13/2020 6 Grade family fair.</p> <p>Talent showcase in March.</p> <p>Silent auction with art.</p> <p>STUCO movie nights.</p> <p>School dances.</p> <p>Staff Responsible for Monitoring: All staff PTA Department Heads Counselors Campus Administrators</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.


Performance Objective 2: Provide opportunities for all Red Oak ISD students to develop meaningful relationships and connections that serve communities.


<p>Strategy 1: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social media posts and comments Zoom Open House due to Covid. Extra-curricular events</p> <p>Staff Responsible for Monitoring: Department Heads Librarian Coaches, Directors, and/or Group Sponsors Counselors Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide curriculum/program for students to develop leadership and good character.</p> <p>Evidence that Demonstrates Success: Talon Cards Student Council Leadership club</p> <p>Staff Responsible for Monitoring: All teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Provide opportunities for Red Oak Middle School clubs and organizations to participate in a variety of service projects.</p> <p>Evidence that Demonstrates Success: Club/Organization service project participation logs</p> <p>Social media posts/comments</p> <p>Appreciation notes/notifications</p> <p>Staff Responsible for Monitoring: Coaches, Directors, and/or Group Sponsors Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 5: Provide comprehensive support for students not meeting the STAAR component target percentage. EL and White Students will meet passing percentages set by the State for closing the gap.


Performance Objective 1: Utilize available data to identify, monitor individual student academic growth and provide RTI.

Strategy 1: Provide tutoring services before and after school towards targeted students Evidence that Demonstrates Success: Participating student report cards Increased performance on assessment Staff Responsible for Monitoring: College student tutors Teachers Campus Administrators ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Tutoring services - 199 24 ACC ED - Compensatory Funds - \$15,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Fabian Garcia	Principal
Administrator	Erika Dillard	Assistant Principal
Classroom Teacher	Ruthie Burke	Teacher
Classroom Teacher	Paul Moten	Teacher
Classroom Teacher	Cicily Samuels	Teacher
Classroom Teacher	Marla Nichols	Teacher
Non-classroom Professional	Megan Whitford	Instructional Coach
Classroom Teacher	Angela Bixby	Teacher
Parent	Veronica Saucedo	Parent
Business Representative	Jonathan Burke	Business Representative
Parent	Carmalisa Maples	Parent
Classroom Teacher	Hannah Schwieger	Teacher
Classroom Teacher	Brandie Anderson	Teacher

Red Oak Independent School District

Red Oak High School

Campus Improvement Plan

2020-2021



Mission Statement

The Mission of Red Oak High School

4 Talons of the Hawk:

Exhibits Academic Readiness: 1% Better Daily & Love Tough

Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity (G.R.I.T.)

Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage, Appreciate, Communicate, Honor (R.E.A.C.H.)

Leaves a Legacy Through Service: "We Before Me"

Vision

"R realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

African American 484

Hispanic 651

White 685

American Indian 11

Asian 18

Pacific Islander 3

Two or More Races 33

Economically Disadvantaged 772

English Learners (EL) 120

At-Risk 610

Section 504 Students 130

Students w/ Disciplinary Placements 114

Students w/ Dyslexia 105

Special Education 230 (Very High For Campus our size)

Mobile Students 192

Demographics Strengths

ROHS growing diversity mirrors the city of Red Oak, providing our students opportunity to grow and learn with and from one another.

I have an increasingly recruited a diverse staff that can relate to our evolving demographic.

305

Teachers are trained to embrace relationships with kids, while students consistently hear a message of love and acceptance on our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our underrepresented students consistently score lower on CBA and EOC exams. **Root Cause:** Students often enter high school lacking the foundation skills needed to perform at the level of their affluent peers.

Problem Statement 2: There is often a lack of understanding and communication between Staff and the common Students **Root Cause:** There is a lack of relationships between staff and students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data




Goals


Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.


Performance Objective 1: District-wide performance on STAAR testing by reporting category will meet 2019 overall results and be used as a baseline data point moving forward during or exiting the COVID-19 academic environment.


Evaluation Data Sources: 2021 Spring Interim Assessment
Curriculum-Based Assessments
TAPR Report
School report card


Summative Evaluation: None

Strategy 1: Conduct Data analysis meetings after CBA's Evidence that Demonstrates Success: Data meetings will show needs and Staff Responsible for Monitoring: Principal Associate Principal Assistant principals Lead Learners IC's ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

 No Progress


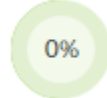
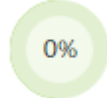




 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster student/ teacher achievement and growth.

<p>Strategy 1: Administrators will monitor the PLC process and Data analysis meetings after each CBA.</p> <p>Evidence that Demonstrates Success: PLC's are focused on student achievement and CBA data will show steady progress.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principals</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: The percent of students that score on grade level or above in ELA on the EOC Assessment will increase 3% at the approaches and Masters level.

At Approaches Grade Level or Above

ELA/Reading :

2019 (State) 75% (Campus) 66% (Points below State) 9%

2018 (State) 74% (Campus)69% (Points below State) 6%

At Masters Grade Level

2019 (State) 21% (Campus) 5% (Points below State) 16%

2018 (State)19% (Campus) 3% (Points below State) 16%

Evaluation Data Sources: TRS pacing guides, Performance assessments, CBA's and EOC's.

Summative Evaluation: None

Strategy 1: Ensure teachers are following the Pacing guide. Evidence that Demonstrates Success: PLC meeting Staff Responsible for Monitoring: Principal Associate Principal Assistant principals	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Hire a ELAR and Math retired teacher to conduct SOAR classes and provide intervention for EOC retesters. Evidence that Demonstrates Success: Improved passing rates for Dec. EOC Staff Responsible for Monitoring: Principal Associate Principal Assistant principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Paying staff to tutor SOAR classes - 199 Local Funds - Campus Compensatory Ed Funds - \$38,000	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 4: The percent of graduates that meet the criteria for CCMR Outcome Bonuses will increase from 48% to 70% by June 2024.
 Yearly Target Goals: 48% by 2020; 53% by 2021; 58% by 2022; 64% by 2023; and 70% by 2024.

The percent of annual graduates that meet criteria for College, Career, Military Readiness will increase from 67% to 68% based on the College, Career, Military Readiness criteria.
 62% to 63% African Americans
 63% to 64% Hispanic
 59% to 60% Economically Disadvantaged
 57% to 58% English Learner - Current








<p>Strategy 1: Implement the Texas College Bridge program to increase TSI success rates. This is a user-friendly platform that provides individualized support to help students strengthen their math and English skill prior to enrolling in college. Students receive additional college support to help them complete college transition milestones.</p> <p>Evidence that Demonstrates Success: Improvement in TSI and CCMR rates.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principals</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress	Accomplished	Continue/Modify	Discontinue	

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Provide students the opportunity to learn from failure and build a level of GRIT that makes them resilient.

Evaluation Data Sources: Participation in the new program Grade saving tutoring. The results would be less students enrolled in grade repair and passing rates increased at semester.

Summative Evaluation: None

<p>Strategy 1: Conduct Grade Save tutoring in the learning commons on Tuesdays and Thursdays from 4:15 -5:15.</p> <p>Evidence that Demonstrates Success: Less students enrolled in grade repair and credit recovery.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principals</p>	Reviews				
	Formative			Summative	
	Nov 	Jan 	Mar 	June	
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 2: Design and implement professional learning opportunities that grow the personal and professional capacities of staff members.

Evaluation Data Sources: Completion of the Remote Learning Educator Certification by TCEA by all core teachers.

Agenda from PD Staff days

Summative Evaluation: None






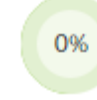




Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Provide a safe and positive environment to establish transparent, open, honest, and trusting relationships. Parents, students, teachers, and staff are valued and equipped with strategies necessary to overcome challenges.

Evaluation Data Sources: Capturing kids Hearts











- Life Saver award
- Staff of the month
- Student of the month
- Parent teacher conferences
- Staff and parent newsletters

Summative Evaluation: None

<p>Strategy 1: Train all staff in Capturing kids hearts</p> <p>Evidence that Demonstrates Success: Social contracts developed in all classrooms.</p> <p>Improved relationships between staff and students.</p> <p>Decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principals</p> <p>ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p> <p>Funding Sources: Funds to pay for training staff in Capturing kids hearts program - 289 Title IV - \$36,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Recognize the small successes that turn into larger ones</p> <p>Evidence that Demonstrates Success: Awards and social media post presented to students and staff.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



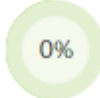




Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Strategy 1: Conduct Safety day to train students and staff in campus wide emergency procedures. Evidence that Demonstrates Success: Successful completion of safety day Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Conduct monthly safety drills in accordance with district requirements. Evidence that Demonstrates Success: Monthly drill logs and calendar. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

Strategy 1: Student groups such as STUCO doing local service projects Evidence that Demonstrates Success: Food drives Blood drives Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	



BOARD REPORT
EASTRIDGE ELEMENTARY SCHOOL

Date: October 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	13	9
KINDERGARTEN	69	19
1 ST GRADE	61	5
2 ND GRADE	72	17
3 RD GRADE	76	12
4 TH GRADE	60	6
5 TH GRADE	81	7



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Approximately 70 students returned to in person learning after the first six weeks. Everyone helped to make it a great first day for these students and assisted in making several adjustments to schedules and lunches.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- The campus is working on having every student learn their math facts with automaticity. Students are using a math fact program called Xtra Math. Students earn certificates as they master each operation (addition, subtraction, multiplication, and division). There are incentives along the way to encourage students to continue learning their facts.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Students were recognized for showing GRIT, REACH, and LEGACY. Students are recognized each 6 weeks in these areas. Students can also earn Talon cards by exemplifying the 4 talons throughout the day.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- Students learned about germs and personal safety in their monthly guidance lessons with the counselor.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Our teachers held conferences with parents on Parent-Teacher Conference Day. Teachers shared information with parents on academics, behavior and any additional information they felt necessary to share.



BOARD REPORT
RED OAK ELEMENTARY SCHOOL

Date: October 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	16	28
KINDERGARTEN	72	15
1 ST GRADE	74	14
2 ND GRADE	87	1
3 RD GRADE	70	18
4 TH GRADE	104	6
5 TH GRADE	105	15
TLC	17	
ECSE	24	



MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- ROE teachers are continuing to increase the success of students and present instruction to both virtual and in person students.
- ROE teachers are focusing on using multiple strategies in math classes across the campus. Students are using Number Talks to practice their mental math skills.

MY CAMPUS SHOWED GROWTH BY:

- ROE students have completed all beginning of the year assessments including MAP, TPRI and DRA. Students and teachers will use this information to determine end of the year goals.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- ROE Early Childhood Special Education classes have created learning opportunities to encourage students through hands-on activities and experiences.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Parent conferences were held on September 25. Teachers and parents are partnering to support all students and set goals for the school year.
- Red Oak Elementary is supporting the community by collecting socks for a SOCKTOBER service project. Socks will be donated to the Red Oak Rehabilitation Center.



BOARD REPORT

RUSSELL P. SCHUPMANN ELEMENTARY SCHOOL

Date: October 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS	BIL TOTAL STUDENTS	BIL REMAINING SPOTS
PK	20	2	7	15
KINDERGARTEN	59	7	14	8
1 ST GRADE	67	-1	19	3
2 ND GRADE	73	15*	8	14
3 RD GRADE	70	18	11	11
4 TH GRADE	69	19	9	13
5 TH GRADE	83	-8**	7	18

*Hired an additional teacher

** Utilizing para and bilingual teacher co-teaches



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- In the 2020-2021 school year, we are continuing the data analysis process to target individual students with teacher data profile boxes. The data profile boxes include teacher profile sheets that provide a snapshot of student progress. During our summer planning and data/assessment committee meeting, a campus overview was created. Goals were established based on academic needs of the campus.
- The staff worked together to create an environment that is productive for both virtual and in person learners.
- We are overcoming obstacles due to the pandemic and other contributing factors for the 2020-2021 school year.
- Teachers and staff are learning new ways to engage students with technology and instructional strategies.
- The RPS Counselor implements morning announcements with a focus on character traits that teaches students how to treat others (Character Traits: Caring, Acceptance, Truthfulness, etc.).

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- In the 2020-2021 school year, we are continuing the data analysis process to target individual students with teacher data profile boxes. The data profile boxes include teacher profile sheets that provide a snapshot of student progress. During our summer planning and data/assessment committee meeting, a campus overview was created. Goals were established based on academic needs of the campus.
- We will continue our use of authentic assessments that allow students to demonstrate their learning with use of FUN 5 high yield strategies.
- Our CIP emphasizes the use of small group instruction, ongoing professional development, Leveled Literacy System (LLI), Talon Time and additional support and intervention as needed.
- Tight and Loose guidelines are emphasized in lessons, instructional delivery, planning sessions, and throughout the PLC process.

- We are being intentional, when possible, to pull for specials services during Target Time in order to maximize our students' academic time/Tier 1 instruction in the classroom.
- Additional planning time was allotted for teachers during the 1st and 2nd Wednesday of September and October. Vertical and team planning time is provided to all teachers at RPS.

MY CAMPUS SHOWED GROWTH BY:

- The staff continues to show GRIT while learning a new platform for online learning and overcoming the challenges of teaching both virtual and in person learners.
- B.O.Y. screeners and assessments have been completed to determine individual student levels (DRA and MAP). TPRI interventions in TANGO are being utilized to help students make individual progress.
- A campus reading plan was created by the members of the Data and Assessment committee. Reading pull out groups are being conducted by our reading support crew at RPS (including an additional retired teacher).
- Talon Time is scheduled throughout the day to implement interventions with students.
- Professional development opportunities are centered around campus needs and teacher needs.

MY CAMPUS SHOWED RESILIENCE BY:

- The staff and students transitioned to Seesaw (K-2) and Google Classroom for (3-5).
- Our Professional Learning Communities (PLC) are focusing on the four critical questions centered around student learning.
- A long-range plan for PLC and LO meetings (includes alignment of instruction, assessments, and tools to support ongoing growth).

MY CAMPUS SHOWED INTEGRITY BY:

- Staff members completed annual compliance and campus compliance courses to increase awareness of protocols and guidelines for the 2020-2021 school year. All compliance items were due on September 25th.
- Red Ribbon week is approaching and themed days are scheduled for campus participation.

MY CAMPUS SHOWED TENACITY BY: 325

- Teachers are able to manage student engagement for in person and virtual learners.
- Beginning of the year assessments were administered to determine the needs of the students.

MY CAMPUS SHOWED RESPECT FOR OTHERS BY:

- Following the school-wide discipline program that focuses on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor) to provide our students with structure and awareness.
- Following district guidelines for Personal Protective Equipment throughout the campus.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- Mutual accountability and respect are practices that we continue to emphasize at Schupmann Elementary School.
- Students and staff members are able to give shout outs through anchored and excellence moments. We also encourage each other through positive bombardments of appreciation messages.
- The House System has been established to promote a positive culture and climate for all students and staff. Points are given through DOJO to help encourage students academically and behaviorally.
- The GREEN House (Isibindi) won the house competition for the first round and will receive additional recognition opportunities.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- A virtual assembly will be conducted each six weeks to highlight our students.
- Positive referrals for students and other incentives to promote positive behavior across the campus are implemented at RPS.
- House competitions help to increase the competitive spirit for academics and behavior across the campus.

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- Campus-wide DOJO is used to communicate with parents, provide classroom incentives, collect data for RTI and campus review.

- LMS platforms are used for communication of activities, assignments, assessments, and messaging information (Seesaw and Google Classroom).
- The Campus has utilized Facebook, Twitter, Dojo, phone blasts, and email blasts to communicate school-wide information to parents.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- The campus will choose a Heart of the Teacher for the month of October.
- A teacher and student of the month will also be chosen to honor individuals that go over and beyond each day starting in October.
- Our Hispanic Heritage committee is preparing an art contest for students and a showcase of talent on October 15th.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- The campus will continue highlighting acts of service demonstrated by teachers and students on our social media page and through our campus newsletter.
- Communicating with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher learning platforms systems, DOJO and positive phone calls.



BOARD REPORT
Donald T. Shields Elementary School

Date: October 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	17	5
KINDERGARTEN	64	2
1 ST GRADE	70	18
2 ND GRADE	70	18
3 RD GRADE	87	23
4 TH GRADE	83	5
5 TH GRADE	88	n/a (current counts 22 per unit)



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- We welcomed over 70 new face to face students on October 12. Our staff worked together to create new routines, cover morning and dismissal duties, create new schedules, and be prepared for our new students!

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- Students wrote thoughtful notes and cards to our administrators. The drawings and words were so meaningful to Mrs. Bell and Mrs. Griffin!

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Each six weeks our “Shields Mobile” visits each teacher and shares a special treat as an act of appreciation for all of the work the teachers and staff put forth. The first six-week treat was donuts! “DONUT GIVE UP!”

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- We held our first “Shields Showcase” via zoom. It was a special celebration and the parents, students, and staff all came together to honor students who show the 4 Talons.



BOARD REPORT
Donald T. Shields Elementary School

Date: October 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS
PK	17	5
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BOARD REPORT
RED OAK MIDDLE SCHOOL

Date: October 2020
ENROLLMENT: 1,517

Grade Level	Asynchronous	In-Person	Total Students
6 th Grade	172	311	483
7 th Grade	213	317	530
8 th Grade	188	316	505



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Weekly Newsletter “The Principal’s Pinnacle of the Week” shares important information and dates, resources for teachers, and staff appreciation.
- Announcements Made by Student Council: On Diversity and 1 of 4 talons and 1 reach.

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- The Talon Time schedule using data to deliver 40 minutes of intervention and enrichment for each student.
- A stand-alone dedicated PLC time period honing in with TEKS, Online Tutoring, and real-time student data.
- Getting 1% better, teachers are conceptualizing and differentiating lesson plans to students' needs.
- Staff members providing one-on-one tech support.

MY CAMPUS SHOWED GROWTH BY:

- Everyday our teachers are improving and streamlining asynchronous instruction and technology.

MY CAMPUS SHOWED RESILIENCE BY:

- Our school counselors have continued to create a Master Schedule Program that promotes academic excellence for all students; asynchronous and in-person.
- Teachers are continuing to work with all students and families, capturing attendance for all our asynchronous learners.
- Working patiently with parents and students through the frustrations and learning the intricacies of asynchronous learning.

MY CAMPUS SHOWED INTEGRITY BY:

- Selected September Students of the Month from each grade level.
- Teachers have worked on building relationships with their students, and really honing in with student grades over the first 6 weeks grades.
- ROMS has overcome tremendous milestones with Zoom and all the technical difficulties and challenges to engage our asynchronous learners. Teachers are continuing to build relationships and rapport with in-person learners.

MY CAMPUS SHOWED TENACITY BY:

- Compliance with COVID Safety Guidelines and safeguard enforcement.
- ROMS has shown tenacity with determination for a smooth transition with new COVID-19 safety protocols and by striving for excellence in working out the bugs for asynchronous and in-person instruction.³³³

MY CAMPUS SHOWED RESPECT FOR OTHERS BY:

- Red Oak ISD came together to wear the color green in support of Waxahachie High School, for the loss of a student in September.
- Teachers are building stronger relationships with our in-person students due to the smaller class sizes.

MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:

- Thankful Thursday Teacher Appreciation. Administrators deliver a small token of appreciation. Thankful Thursday is for all staff bi-monthly. Principal and Assistant Principals deliver treats to staff during 6th period. Our goal is to do this every Thursday throughout the year.
- Every instruction day, Mr. Garcia checks in with every teacher at ROMS to see how they are adjusting to the new normal and how he can be of support.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- HAWK of the Week: On Thursday October 1, 2020 the Campus Culture Committee was excited to announce our "*Hawk Wings*" recipient. Each week we will highlight a staff member/teacher who is *SOARing* above and beyond any challenges and obstacles to meet the needs of our Red Oak Middle School community. We appreciate all that you do! The recipient will pass the wings to someone *SOARing* above and beyond the next Friday.
- We have established a Campus Culture Committee with School Counselor Alzada Benton as the committee chair. The first meeting was held Wednesday, September 2 via Zoom. The objective of the ROMS Campus Culture is to create a support group at ROMS where students and staff feel safe, loved, and successful.
- Campus Culture Committee started Walking Wednesdays on September 16.

MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:

- Principal's Pinnacle of the Week, a weekly newsletter to teachers and staff.
- RO: IN THE KNOW, the student news website of Red Oak Middle School.
- Monthly Newsletter to Parents.
- Daily 6th Center Newsletter for staff.
- Daily announcements by Student Council.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:

- Celebrating Hispanic Heritage Month-Student Council created an amazing bulletin board.
- We show honor with our CAP Program, Civil Air Patrol-they model characteristics of the talon by raising and lowering the flag daily.
- We show honor in Unity and We Before Me.

MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:

- Lt. C. Smalley delivered cookies to teachers.

MY CAMPUS DEMONSTRATED “WE BEFORE ME” BY:

- Capturing Kids Hearts is one of the cornerstones of our school program. This is exhibited by teachers incorporating the following into their day-to-day lessons: Greeting students at the door (following social distancing guidelines), Good Things, and Classroom Social Contracts created with students.
- Campus is working as a Team with a unified front.
- Counselors and administrators covering classes for elective teachers.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- GRIT, not giving up on a student who may have difficulties with Asynchronous Instruction.
- Getting kids to interact with teachers through Zoom and completing assignments on canvas.

MY CAMPUS SHOULD BE RECOGNIZED FOR:

- Perseverance for the new normal of teaching
- Commitment to help staff and students
- Care for staff and students

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- We have procedures in place to encourage the importance of social distancing with our students.
- College Day (every Wednesdays staff only)
To promote higher education to our students at ROMS, we will have college “polo” shirt every Wednesday. Show off your college alma mater, school colors and pride. Participation is optional.
- ROMS Student Council is on the move!
The ROMS Student Council convened before the start of the school year on a Zoom meeting with their families and StuCo (lead) adviser Ms.Griffith. The group of 20-plus students agreed to move full speed ahead.



BOARD REPORT
RED OAK HIGH SCHOOL

Date: October 2020

Enrollment Data

GRADE LEVEL	TOTAL STUDENTS
9TH GRADE	490
10TH GRADE	542
11TH GRADE	494
12TH GRADE	442



MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:

- Conducted a first-ever drive-thru pep rally to bring the Red Oak school community together!

MY CAMPUS EXHIBITED ACADEMIC READINESS BY:

- Created a new program, called Grade Saving Tutoring, in which students will receive timely intervention. This will be held in the Learning Commons on Tuesday and Thursday from 4:15 pm – 5:15 pm.

MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:

- Awarded staff members with perfect attendance for the month along with passing the Lifesaver Award to the most deserving staff member each week.

MY CAMPUS DID A GREAT JOB IN THE AREA OF:

- Adjusting to meet the needs of face to face and asynchronous learners. This is a very hard task that requires a tremendous amount of planning time beyond the school day.

OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:

- The students and staff have shown a tremendous amount of resiliency through the COVID-19 pandemic. They take a glass half full approach and see the positive in all situations. I am proud to serve them.



BOARD REPORT
LITTLE HAWKS LEARNING CENTER

Date: October 2020

CURRENT PROJECTS, EVENTS, AND BRAGS:

We lost our extracurricular classes due to COVID policies, so we have had several staff members volunteer to teach special classes for our 3 and 4-year old's. We have started with art and music and it has been such an enriching experience for the children.

IMPORTANT UPCOMING DATES:

Fundraiser for new playground equipment begins the end of October to accompany the grant we received from Texas Rising Star.

STAFFING:

LHLC is fully staffed.

ATB is fully staffed.



Red Oak Independent School District
District Improvement Plan
2020-2021



Mission Statement

The Mission of Red Oak ISD

4 Talons of the Hawk:

Exhibits Academic Readiness: 1% Better Daily & Love Tough

**Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity
(G.R.I.T.)**

**Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage,
Appreciate, Communicate, Honor (R.E.A.C.H.)**

Leaves a Legacy Through Service: "We Before Me"

Vision

The Vision of Red Oak ISD:

"Realizing Our Individual Students' Dreams"

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2020

Demographics

Demographics Summary

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are seven campuses: One 5A high school, one middle school (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

TOTAL STUDENT ENROLLMENT 2019–20

6,054

STUDENT ENROLLMENT BY RACE/ETHNICITY 2019-2020

- AFRICAN AMERICAN- 26.4%
- ASIAN- 0.8%
- HISPANIC- 37.3%
- AMERICAN INDIAN- 0.4%
- PACIFIC ISLANDER- 0.0%
- TWO OR MORE RACES- 3.2%
- WHITE- 31.9%

STUDENT ENROLLMENT BY TYPE

- Economically Disadvantaged- 48.%
- English Language Learner- 12.1%
- Students Receiving Special Education Services- 11.9%

Source: <https://txschools.gov/districts/070911/profile>

Demographics Strengths

Red Oak ISD continues to become more diverse and provides our students with the opportunity to develop an understanding for others on a local, state,

national and global level. The overall district report card grade of "B" from the 2019 School Report card indicates there are academic strengths exhibited by our students as a whole.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Forty-eight percent of Red Oak ISD students qualify as economically disadvantaged, 11.9% receive special education services, and 12.1% are English Language Learners. Research reports that these three indicators correlate with academic performance. **Root Cause:** ROISD is part of a major metropolitan area where poverty has become evident by Title I, II, and III assistance and includes increased numbers of English as a second language students. Our staff training to assist students in these groups is being evaluated and revised to meet the needs of these students.

Student Learning

Student Learning Summary

Red Oak ISD is pleased to report that in 2019 the district received the rating of B (88) with 5 campuses receiving a rating of B and 2 campuses receiving a rating of C on the TEA Accountability rating for 2019. Our "C" campuses had scores of 77 and 78. Accountability reporting was suspended in 2020 due to COVID-19.

District Overall Score: 88 B

Student Achievement: 89

School Progress: 88

Closing the Gaps: 84

Student Learning Strengths

Campuses in Red Oak ISD received a total of twelve distinctions on the TEA Accountability Summary for 2019.

Red Oak High School: Mathematics, Science, Social Studies

Red Oak Middle School: Mathematics

Red Oak Elementary: Science

Eastridge Elementary: ELA/Reading, Mathematics, Academic Growth, Postsecondary Readiness, Closing the Gaps

Schupmnn Elementary: Academic Growth, Closing the Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Red Oak Middle School is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: ELL Students: STAAR Academic Achievement in Reading and Growth in Reading. White Students: Academic Achievement in Reading. Academic Growth in Reading, Mathematics, and Student Success.

344

Problem Statement 2: Red Oak High School is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: Special Education Students: EOC Academic Achievement in Reading, Mathematics, and the Federal Graduation Rate. ELL Students: EOC Academic Achievement in Reading. White Students: EOC Academic Achievement in Reading and Mathematics.

Problem Statement 3: Russell P. Shupmann Elementary is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Mathematics and Student Success.

Problem Statement 4: Shields Elementary is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Growth in Mathematics, and Student Success.

Problem Statement 5: Red Oak Elementary is identified for Additional Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below or met the percentage ESSA score used to identify a campus for Comprehensive Support: Special Education Students: Academic Achievement in Reading and Math.

Problem Statement 6: TEA Results Driven Accountability (RDA) intervention plans are required because of the Red Oak ISD Discipline Removal Rate. **Root Cause:** The following RDA Performance Levels (PL) require intervention plans: Special Education Total Disciplinary Removal Rate.

District Processes & Programs

District Processes & Programs Summary

ROISD staff members have been formally trained and receive ongoing support on how to operate as professional learning communities with a on focus collaboration, student learning, and results in order to increase student achievement. The ROISD teaching/learning model has been developed to assist with the PLC process. ROISD uses the TEKS Resource System as its curriculum management system.

ROISD adopted an asynchronous learning model during COVID-19. This model uses CANVAS and GOOGLE Classroom as learning platforms. Time is scheduled to provide students synchronous instruction and support for special programs.

District Processes & Programs Strengths

The asynchronous learning model has begun the year successfully educating ROISD students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Indicators show that training for the use and implementation of the TEKS Resource System has to improve. **Root Cause:** Interviews and observations indicate that teachers and administrators do not understand the importance of maintaining the fidelity of the curriculum management system.

Perceptions

Perceptions Summary

Our Vision in Red Oak ISD is to **Realize Our Individual Students' Dreams (ROISD)** and our Mission is to incorporate and instill the 4 Talons of the Hawk for each and every one of our students.

Our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of the Hawk in our students and who they become because of that. Seeing evidence of how our students live it out not only in their time as a student with us, but as an adult and a great contributor to our community and society as a whole is our measure of success. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential.

Four Talons of the Hawk are 1) exhibits academic readiness, 2) seeks challenges of learning, 3) strives to be fair, respectful & well rounded, and 4) leaves a legacy through service.

We are on a mission for our students' success.

Perceptions Strengths

Our strength is our belief and commitment to all student's academic and social-emotional growth and development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: ROISD does not have a reliable system to measure stakeholder perceptions. **Root Cause:** ROISD will need to identify key metrics and tools to measure stakeholder perceptions.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance 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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.



















Performance Objective 1: District-wide performance on STAAR testing by reporting category will meet 2019 overall results and be used as a baseline data point moving forward during the COVID-19 academic environment and until the Texas Education Agency requires STAAR testing.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 Spring Interim Assessment
Curriculum-Based Assessments
TAPR Report
School report card

Summative Evaluation: None

<p>Strategy 1: Implement district-wide training for asynchronous instruction.</p> <p>Evidence that Demonstrates Success: Observations of teacher asynchronous lessons posted on the learning management systems. Quarterly principal meeting collaboration and reporting of observations.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction directors, coordinators and campus leadership teams.</p> <p>Funding Sources: Dr. Barbara Oakley video conference - 199 11 Reg Ed - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Expand the current use of instructional technology through the use of CANVAS at secondary level and modeling best practices for its integration as a learning tool.</p> <p>Evidence that Demonstrates Success: Training Sessions, Meetings, Agendas</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum Coordinators Instructional Coaches Librarians and Lab Managers</p> <p>Funding Sources: Canvas software - 199 Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Implement district-wide TEKS Resource System training & monitoring of TRS curriculum implementation fidelity.</p> <p>Evidence that Demonstrates Success: Teachers use of the TRS and tracking the Year at a Glance (YAG). Coordinator PLC meeting observations. Teacher lesson plans. Campus-wide classroom T-TESS observations. Training logs.</p> <p>Staff Responsible for Monitoring: Campus T-TESS administrators Curriculum & Instruction Coordinators & Directors</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Nov	Jan	Mar	June														
<p>Strategy 4: Title I funds will be utilized to provide additional academic support in the elementary classroom for students.</p> <p>Evidence that Demonstrates Success: Assigned schedule to provide support.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Campus Administrators</p> <p>Funding Sources: - 211 Title I</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 5: Utilize Title III funds to supplement the available resources for advancing the academic achievement of English Language Learners (ELL) students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used.</p> <p>Provide classroom instructional practices using the Gomez & Gomez model.</p> <p>Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison.</p> <p>Evidence that Demonstrates Success: TAPR Report ESSA Report Aware Reports TELPAS Results LPAC Reports</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Executive Director of Assessment and Accountability Director of C&I Director of Specialized Learning Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1</p> <p>Funding Sources: - 263 Title III</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 6: Bilingual programs at Wooden and Schuppman Elementary schools in order to improve English language proficiency.</p> <p>Evidence that Demonstrates Success: Student enrollment, TELPAS improvement, STAAR improvement for elementary students and include: Title III funds to supplement the available resources for advancing the academic achievement of EL students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/ Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used. Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison.</p> <p>Provide classroom instructional practices using the Gomez & Gomez model.</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Executive Director of Accountability Director of Specialized Learning Campus principals</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 7: Gifted and Talented students will receive: GT pullout instruction at the elementary schools GT trained teachers on secondary campuses Accelerated classes on secondary campuses Outside of school enrichment- Destination Imagination Program</p> <p>Evidence that Demonstrates Success: Campus schedules and rosters</p> <p>Staff Responsible for Monitoring: Director of C&I Elementary and Secondary GT Coordinators Principals</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 2: Utilize a variety of processes to monitor and foster student/ teacher achievement and growth.

Evaluation Data Sources: 2021 Spring Interim Assessment





Curriculum-Based Assessments

TAPR Report

School report card

Summative Evaluation: None

<p>Strategy 1: Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).</p> <p>Evidence that Demonstrates Success: Completed Intervention Plans, Student Data from Aware, etc. Summer Intervention Response To Intervention (RTI)</p> <p>Talon/Target Time, Tutoring Snap and Read access, Co-Writer access,</p> <p>Staff Responsible for Monitoring: Executive Director C&I Director of Specialized Learning Director of C&I Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Support and intervene with identified struggling readers. Utilize Title I campus-level allocation at elementary schools to provide a Reading Support / Literacy Strategist at each campus.</p> <p>Evidence that Demonstrates Success: Implementation of Leveled Literacy Intervention, observations, feedback from trained teachers, reading assessment growth at the local and state level. Running Records, DRA Reports Diagnostic Screener Reports.</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability Director of C&I Director of Specialized Learning Campus Administrators Teachers</p> <p>Funding Sources: Literacy Strategist - 211 Title I - \$182,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Implement the Fundamental Five walk-through system to monitor and give feedback to teachers on best instructional practices and assess professional development needs.</p> <p>Evidence that Demonstrates Success: Cumulative Powerwalk data.</p> <p>Staff Responsible for Monitoring: Campus Administrators, C&I Department</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June








<p>Strategy 4: Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.</p> <p>Evidence that Demonstrates Success: Training records</p> <p>Staff Responsible for Monitoring: Director of C&I GT Coordinators</p> <p>Funding Sources: Professional Development for GT service providers - 199 21 GT - 199-13-6400 - \$8,000, Contracted Professional Development for GT service providers - 199 21 GT - 199-13-62... - \$3,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 3: Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Sources: Staff Retention Rate

Summative Evaluation: None

Strategy 1: Title II funds used for Masters Degree stipends. Evidence that Demonstrates Success: Staff retention Number of staff with Masters Degrees Staff Responsible for Monitoring: Director of Human Resources Funding Sources: - 255 Titile II	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Exhibits Academic Readiness: Equip all students for high levels of academic achievement and continuous growth and development.

Performance Objective 4: The ROISD State Compensatory Education program will improve at-risk student success [TEC 29.081], [TEC 11.251-11.253].

Targeted or ESF High Priority

Evaluation Data Sources: Class failure reports

Curriculum Based Assessments

TEA Interim Assessments

Benchmarks

TAPR

Intervention reports

Summative Evaluation: None














<p>Strategy 1: The Executive Director of Accountability & Assessment will coordinate with campus principals to ensure that students who are identified as at-risk receive systematic supplemental accelerated instruction.</p> <p>Evidence that Demonstrates Success: Records of interventions Student success on subsequent STAAR administrations Class failure reports Curriculum Based Assessments TEA Interim Assessments Benchmarks TAPR Intervention reports</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability & Assessment Campus principals</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
No Progress		Accomplished		Continue/Modify	Discontinue

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 1: Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)].

Evaluation Data Sources: Naviance usage
Master Schedules
Counselors schedules

Summative Evaluation: None

<p>Strategy 1: Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Naviance career software program.</p> <p>Evidence that Demonstrates Success: Naviance logs</p> <p>Staff Responsible for Monitoring: Director of CTE College & Career Readiness Coordinator Counselors</p> <p>Funding Sources: Naviance software - 199 Local Funds - 31-6399-00-999-0-22-000 - \$28,155</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Nov	Jan	Mar	June														
<p>Strategy 2: Provide ROMS and ROHS students, teachers, parents and counselors information about: Higher education admissions and financial aid opportunities; such as TEXAS and TEACH for TEXAS grant programs; Individual Graduation Plan advisement; Sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-D)].</p> <p>Evidence that Demonstrates Success: College & Career Counselor program records Skyward completion of IGP's</p> <p>Staff Responsible for Monitoring: Director of School and Family Services ROHS College and Career Readiness Coordinator Secondary Counselors</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Formative			Summative														
Nov	Jan	Mar	June														
																	
<p>Strategy 3: Continue to strengthen Career and Technical course offerings to meet the needs of the job market.</p> <p>Utilize TSTC course options, certification pathways, and supplemental activities as permitted by Perkins Grant guidelines</p> <p>Evidence that Demonstrates Success: Course Enrollment, Workforce Data showing market demand Student certifications Perkins Fund Compliance Report Staff Development records</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Formative			Summative														
Nov	Jan	Mar	June														
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>																	

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

Performance Objective 2: Execute drop out prevention strategies [TEC 11.255].

Evaluation Data Sources: Drop out records

Campus information related to:

graduation rates

HS equivalency certificate rates, enrolled, drops, complete but do not take the exam, complete but cannot pass the exam

4+ years graduates

9th and 10th grade students academic hours earned, retention rates, placements in DAEP, expulsions

Annual review of ROHS drop out prevention program

Summative Evaluation: None

<p>Strategy 1: Compile data from ROHS to assess the strategies.</p> <p>Evidence that Demonstrates Success: A report that can be used to execute effective strategies.</p> <p>Staff Responsible for Monitoring: Executive Director of Assessment and Accountability Director of PEIMS</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				





Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 1: Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].

Evaluation Data Sources: Audit of ROISD's alignment with the Texas Comprehensive School Counseling Program.





Summative Evaluation: None

<p>Strategy 1: Increase awareness of substance abuse and healthy choices across the district by participation in Red Ribbon Week in order to reduce drug related disciplinary offenses on campuses.</p> <p>Evidence that Demonstrates Success: PEIMS 425 report Staff Responsible for Monitoring: Campus Administrators Campus Counselors Director of School and Family Services Student and Family Services Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Increase awareness of bullying and harassment and promote positive behavior to reduce reports of bullying and harassment through the implementation of Leadership classes (from Capturing Kids Hearts) at ROMS , trained staff in Capturing Kids Hearts at ROHS, Connect With Kids Network Character Education Program, restorative practices, and campus guidance plans at ROISD elementary schools [TEC 37.0832]</p> <p>Evidence that Demonstrates Success: Participation Records, PEIMS 425 Report, counselor reports. Staff Responsible for Monitoring: Campus Administration Campus Counselors Director of School and Family Services Funding Sources: Capturing Kids Hearts programs and support materials - 289 Title IV - \$32,000, Red Ribbon Week / Campus Guidance Plans - 199 Local Funds</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Communicate with students, parents, staff, and community in a consistent and timely manner, including maintaining district and campus websites, mobile app, and continuation of the community advisory group. Continue increasing social media connections through Twitter, FaceBook, and Instagram.</p> <p>Evidence that Demonstrates Success: Likes, followers, posts, etc. (Social Media, app, and website analytics) Advisory group attendance records. Staff Responsible for Monitoring: Communications Department</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Establish a systematic procedure to identify and support students in need of resources and services (ie. homeless, family loss, illness, etc.) Evidence that Demonstrates Success: Program Reports Student Family Services Staff Responsible for Monitoring: Campus Administration Counselors Homeless/Foster Liaison Funding Sources: Transportation for Homeless and Foster Students in some circumstances, tutoring for foster / homeless students, other obstacles removed such as supplies for homeless students. - 211 Title I - \$9,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Establish a dating violence policy and adopt/implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(3)(E)], [TEC 37.083(a)] Evidence that Demonstrates Success: School Board Policy FFG Local and FFH Local. The policies are also located in the Student Handbook. Staff Responsible for Monitoring: Director of Student and Family Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide trauma-informed care training to district and campus staff . Evidence that Demonstrates Success: Required Suicide Prevention Training for employees Staff Responsible for Monitoring: Director of School and Family Services	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 2: Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Strategy 1: Complete 100% participation relative to lockdown training, secure the building training, fire & tornado drills. Evidence that Demonstrates Success: District Safety Audit ROISD PD Training Documents Staff Responsible for Monitoring: Red Oak ISD Police Chief	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implementation and on-going evaluation of the District Emergency Operation Plan. Evidence that Demonstrates Success: District Safety Audit/ Plan Notes ROISD PD Emergency Reponse Protocol Staff Responsible for Monitoring: Red Oak ISD Police Chief	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Support ethical uses of technology including Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students. Evidence that Demonstrates Success: Training Session Feedback Staff Responsible for Monitoring: Executive Director of Technology Education Technology Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Provide all students with a safe, secure, nurturing, and positive learning environment.

Performance Objective 3: Prevention program of unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E)], [TEC 37.083(a)]; dating violence [TEC 37.0831], sexual abuse, sex trafficking, and other maltreatment of children [TEC 38.0041(a)], [TEC 11.252(c)(9)].





Evaluation Data Sources: Training records

Summative Evaluation: None

<p>Strategy 1: Staff and students will receive training to prevent unwanted physical and verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children.</p> <p>Evidence that Demonstrates Success: Training records. Incident reports.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents of HR and Operations Director of Student Services Director of School and Family Services</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Leaves a Legacy Through Service: Actively engage all stakeholders to model and support servant-leadership.

Performance Objective 1: Foster partnerships with businesses, community organizations, local government, and higher education institutions.

<p>Strategy 1: Provide opportunities to foster positive relationships between parents, community, and schools to include: Grandparent's Day, Community Partners Academy, District Advisory Committee, Education Foundation events, Senior Citizen Luncheon, Community Advisory Council, and Family Movie Night.</p> <p>Evidence that Demonstrates Success: Local Partnerships Increased number of community events and community/parent participation</p> <p>Staff Responsible for Monitoring: Communications Department Red Oak Education Foundation</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Enhance and strengthen partnerships with institutions of Higher Education.</p> <p>Evidence that Demonstrates Success: Memorandums of Understanding (MOU) with colleges Dual Credit Crosswalks Graduate School Offerings for staff</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Director of CTE Advanced Academics Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Continue internships at Baylor Medical Center, and build partnerships that create student internships, mentorships, and job-shadow opportunities.</p> <p>Evidence that Demonstrates Success: Student experiences and business partnerships</p> <p>Staff Responsible for Monitoring: Director of CTE</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Create and expand reciprocal relationships with existing businesses; such as Hawks Perks.</p> <p>Evidence that Demonstrates Success: Local Partnerships Increased number of community events and community/parent participation</p> <p>Staff Responsible for Monitoring: Communications Department Red Oak Education Foundation</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I Program for Red Oak ISD is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The District CNA reveals a need to focus on reading intervention at the 5 elementary campuses. Academic performance for all students in ROISD is analyzed in detail by student groups, including economically disadvantaged students; major ethnic and racial groups, students with disabilities and special needs, and LEP students. Campuses analyze results using the same groups and by individual student growth. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

Throughout the planning process the district administration and teachers identify student strengths, needs, and the interventions that are currently in place. They also assess the effectiveness of those interventions and make recommendations for revisions as needed. The planning process is used to guide program development, implementation, and evaluation. Campuses also follow this same process resulting in systemic planning that provides structure and a common vision for school improvement.

Campuses have identified the need for reading interventionists and several have paras to help with supplemental enrichment on their campuses. In addition, the district level needs assessment indicates that continuing with a Title I accountant one day per week will be necessary. Professional development for all Title I campuses is also an indicated need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

During May of 2015, campus principals attended support training at Region 10 and worked intensely on the CNA requirements for Title I campuses. Components were reviewed by principal as well as the entire training cadre, with additional input from contacts at campuses and at the district level. CNA data was taken back to the campuses after training and the review process continued with campus personnel. During July of 2016 a process for including a summary of the CNA and uses of those results was developed by the Title I campus principals and the State/Federal program director. This process is available upon request.

Campuses review their plan and update it each year after consulting with staff, parents, and community members. The compacts and parent involvement policies are reviewed and updated annually in the fall. All programs are reviewed when making decisions about the need for supplemental materials and instructions. General budget, compensatory programs, other Title programs, CTE, nutrition programs, and violence prevention programs (to name a few) are considered as part of the planning process.

2.2: Regular monitoring and revision

The CIP is a living document that is updated each time a CNA or review is conducted and changes are needed to meet the needs of our students.

2.3: Available to parents and community in an understandable format and language

The CIP is available to our parents and community members on the campus and district websites. Printed copies are available to stakeholders upon request to the campus or district office. The CIP is currently available in English, and translators are available if a parent would like to review it in Spanish.

2.4: Opportunities for all children to meet State standards

All students are held to rigorous academic standards with students being met at their current level of performance and then provided instruction meant to challenge and engage them while learning.

2.5: Increased learning time and well-rounded education

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time.

2.6: Address needs of all students, particularly at-risk

Interventions and programs have been developed to address the needs of our at-risk students, both academically and physically. Our family/community liaison has developed programs to insure our students have food and clothing, with references and assistance available when other needs arise.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Parent and Family Engagement Policy is available in English on each campus website. Printed copies are available in the campus office upon request, as is a translator.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Saundra King	Accountant	Title I	.2

District Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Dana Sosebee	
Classroom Teacher	Donna Sutherland	
Classroom Teacher	Lauri Taylor	
Classroom Teacher	Kaitlin Giallanza	
Classroom Teacher	Lori Mentzel	
Classroom Teacher	Victoria Jackson	
Counselor	Angela Bartels	
Classroom Teacher	Rachelle Bergman	
Administrator	Matt Northcutt	
Classroom Teacher	April Garcia	
Classroom Teacher	Elizabeth Sanden	
District-level Professional	Scott Rogers	
District-level Professional	Nancy Toney	
Classroom Teacher	Christine Mullins	
Classroom Teacher	Paul Moten	
Classroom Teacher	Maggie Sibley	
Classroom Teacher	Charles Moon	
Administrator	Sandi Grady	
Community Representative	Jeremy Trojacek	
Parent	Donnie Lutrick	
District-level Professional	Shondra Jones	
Paraprofessional	Denise Lawrence	
District-level Professional	Tessie Domingue	
District-level Professional	Lynn Dockery	
Community Representative	Amber Reed	
Administrator	Fabian Garcia	

RED OAK ISD

Daily Enrollment & Attendance Analysis for the Day ending:

RED OAK HIGH SCHOOL - 001					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
12th Grade	443	468	444	455	436
11th Grade	498	432	458	439	450
10th Grade	543	511	438	458	461
9th Grade	496	540	511	456	467
Total Enrollment	1980	1951	1851	1808	1814

Total Absences:	102
Daily ADA	% of Attendance
1878.00	94.85
Yearly ADA	% of Attendance
1875.40	95.41

1ST SW ADA Percentage		
ROHS	9-25 Only	08-20 THRU 9-25
12th Grade	94.13	95.57
11th Grade	95.98	95.48
10th Grade	94.66	95.49
9th Grade	94.56	95.12

RED OAK MIDDLE SCHOOL - 041					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
8th Grade	502	470	503	478	434
7th Grade	528	514	447	480	455
6th Grade	483	529	487	433	481
Total Enrollment	1513	1513	1437	1391	1370

Total Absences:	43
Daily ADA	% of Attendance
1470.00	97.16
Yearly ADA	% of Attendance
1480.24	98.44

1ST SW ADA Percentage		
ROMS	9-25 Only	08-20 THRU 9-25
8th Grade	96.61	98.26
7th Grade	97.16	98.63
6th Grade	97.72	98.4

RED OAK ELEMENTARY - 102					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
5th Grade	106	98	113	113	98
4th Grade	108	116	100	106	108
3rd Grade	72	103	101	91	88
2nd Grade	93	78	94	101	94
1st Grade	75	94	81	90	92
Kinder	81	72	79	71	70
Pre-K	19	46	36	34	35
EE	11	15	15	14	19
Total Enrollment	565	622	619	620	604

Total Absences:	19.5
Daily ADA	% of Attendance
536.50	96.49
Yearly ADA	% of Attendance
534.22	95.88

1ST SW ADA Percentage		
ROE	9-25 Only	08-20 THRU 9-25
PK-5	96.49	95.88

WOODEN ELEMENTARY - 102					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
5th Grade	86	118	97	93	84
4th Grade	83	97	112	94	84
3rd Grade	71	96	96	100	89
2nd Grade	78	83	98	91	91
1st Grade	89	85	78	91	85
Kinder	52	98	73	67	84
Pre-K	26	0	29	17	17
EE	1	1	3	4	3
Total Enrollment	486	578	586	557	537

Total Absences:	10.5
Daily ADA	% of Attendance
461.50	97.78
Yearly ADA	% of Attendance
454.22	97.13

1ST SW ADA Percentage		
HAW	9-25 Only	08-20 THRU 9-25
PK-5	97.78	97.13

EASTRIDGE ELEMENTARY - 103		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	81	67	89	80	86
4th Grade	60	75	61	91	78
3rd Grade	78	56	79	67	89
2nd Grade	72	70	62	73	66
1st Grade	61	78	76	65	67
Kinder	69	64	64	63	57
Pre-K	13	32	14	21	14
EE	2	2	1	3	2
Total Enrollment	436	444	446	463	459

Total Absences:	6.5
Daily ADA	% of Attendance
421.50	98.48
Yearly ADA	% of Attendance
412.24	97.53

1ST SW ADA Percentage		
EES	9-25 Only	08-20 THRU 9-25
PK-5	98.48	97.53

SHIELDS ELEMENTARY - 105		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	88	104	116	106	88
4th Grade	84	91	95	111	103
3rd Grade	85	85	88	90	103
2nd Grade	68	93	75	84	87
1st Grade	70	73	89	70	74
Kinder	63	78	70	83	66
Pre-K	17	35	25	16	21
EE	7	10	15	11	2
Total Enrollment	482	569	573	571	544

Total Absences:	12
Daily ADA	% of Attendance
457.50	97.44
Yearly ADA	% of Attendance
452.02	97.17

1ST SW ADA Percentage		
DTS	9-25 Only	08-20 THRU 9-25
PK-5	97.44	97.17

SCHUPMANN - 107		EOY	EOY	EOY	EOY
	CY	2019-20	2018-19	2017-18	2016-17
5th Grade	87	74	75	82	62
4th Grade	77	75	60	69	73
3rd Grade	81	68	71	61	67
2nd Grade	81	69	63	63	68
1st Grade	81	62	65	63	65
Kinder	73	68	49	61	62
Pre-K	27	22	11	19	17
EE	4	3	2	5	3
Total Enrollment	511	441	396	423	417

Total Absences:	12
Daily ADA	% of Attendance
482.50	97.57
Yearly ADA	% of Attendance
467.62	96.87

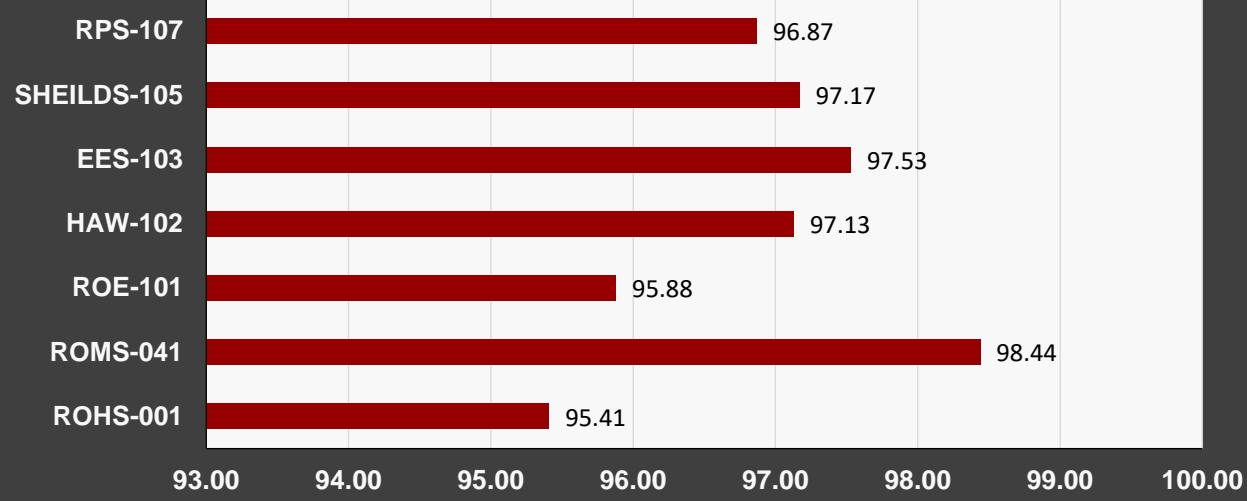
1ST SW ADA Percentage		
RPS	9-25 Only	08-20 THRU 9-25
PK-5	97.57	96.87

ROISD Enrollment/Grade Level					
	CY	EOY 2019-20	EOY 2018-19	EOY 2017-18	EOY 2016-17
12th Grade	443	468	444	455	436
11th Grade	498	432	458	439	450
10th Grade	543	511	438	458	461
9th Grade	496	540	511	456	467
8th Grade	502	470	503	478	434
7th Grade	528	514	447	480	455
6th Grade	483	529	487	433	481
5th Grade	448	461	490	474	418
4th Grade	412	454	428	471	446
3rd Grade	387	408	435	409	436
2nd Grade	392	393	392	412	406
1st Grade	376	392	389	379	383
Kinder	338	380	335	345	339
Pre-K	102	135	115	107	104
EE	25	31	36	37	29
Total Enrollment	5973	6118	5908	5833	5745

Total Absences:	205.5
Daily ADA	% of Attendance
5707.50	96.52
Yearly ADA	% of Attendance
5675.96	96.78

ROISD Campus YRLY SUM					
	CY	EOY 2018-19	EOY 2018-19	EOY 2017-18	EOY 2016-2017
ROHS-001	1980	1951	1851	1808	1814
ROMS-041	1513	1513	1437	1391	1370
ROE-101	565	622	619	620	604
HAW-102	486	578	586	557	537
EES-103	436	444	446	463	459
DTS-105	482	569	573	571	544
RPS-107	511	441	396	423	417
Total Enrollment	5973	6118	5908	5833	5745

CAMPUS ADA PERCENTAGE - YTD



RPS-107	96.87
SHEILDS-105	97.17
EES-103	97.53
HAW-102	97.13
ROE-101	95.88
ROMS-041	98.44
ROHS-001	95.41



Monthly Financial Report

HAWKS *Unite*
2020-21

October 2020

Red Oak ISD - General Fund
Revenue/Expenditure Detail
September 30, 2020

	Original Budget	2020-2021 YTD Actuals (Unaudited)	Outstanding Encumbrances	Balance	% Expended to Budget	2019-2020 YTD Actuals (Unaudited)	YTD Actuals Variance
Revenues							
57xx Local	\$ 23,697,814	\$ 376,368	\$ -	\$ 23,321,446	1.59%	\$ 536,634	\$ (160,266)
58xx State	38,173,562	7,597,408	-	30,576,154	19.90%	7,363,689	233,719
59xx Federal	950,000	6,060	-	943,940	0.64%	53,679	(47,619)
TOTAL	\$ 62,821,376	\$ 7,979,836	\$ -	\$ 54,841,540	13%	\$ 7,954,002	\$ 25,834
Expenditures							
11 Instruction	\$ 31,569,702	\$ 3,341,222	\$ 386,691	\$ 27,841,789	11.81%	\$ 5,647,417	\$ (2,306,195)
12 Instr. Resources & Media Services	886,065	124,260	22,462	739,343	16.56%	146,441	(22,181)
13 Curriculum & Staff Development	1,583,564	234,411	48,831	1,300,323	17.89%	409,039	(174,629)
21 Instructional Leadership	838,392	193,074	802	644,516	23.12%	251,130	(58,056)
23 School Leadership	3,460,137	732,383	5,319	2,722,436	21.32%	794,128	(61,746)
31 Guidance, Counseling & Evaluation	2,552,797	445,257	79,632	2,027,908	20.56%	550,659	(105,401)
32 Social Work Services	102,820	29,195	50	73,575	28.44%	24,466	4,729
33 Health Services	738,027	82,203	582	655,242	11.22%	145,439	(63,236)
34 Student Transportation	3,014,290	634,739	122,067	2,257,484	25.11%	756,191	(121,452)
36 Co-Curricular/Extracurricular Activities	2,285,182	434,598	181,602	1,668,981	26.97%	669,320	(234,722)
41 General Administration	2,678,885	609,695	59,702	2,009,488	24.99%	705,800	(96,105)
51 Plant Maintenance & Operation	6,961,516	1,944,465	1,350,065	3,666,986	47.32%	1,709,354	235,111
52 Security & Monitoring Services	1,162,999	169,323	27,019	966,658	16.88%	346,902	(177,580)
53 Data Processing Services	1,503,028	769,910	644,447	88,671	94.10%	504,568	265,342
61 Community Services	1,938,972	284,256	10,573	1,644,143	15.21%	462,364	(178,108)
71 Debt Service	475,000	94,743	-	380,257	19.95%	-	94,743
81 Facilities Acquisition & Construction	850,000	152,973	18,091	678,936	20.13%	631,013	(478,040)
99 Other Intergovernmental	220,000	54,117	159,883	6,000	97.27%	52,624	1,493
TOTAL	\$ 62,821,376	\$ 10,330,824	\$ 3,117,818	\$ 49,372,734	21%	\$ 13,806,855	\$ (3,476,031)
Other Resources/(Uses)							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ 2,816,434	\$ (2,816,434)
	\$ 0	\$ -	\$ -	\$ 0	0%	\$ 2,816,434	\$ (2,816,434)
Revenue Over (Under) Expenditures	\$ 0	\$ (2,350,988)	\$ (3,117,818)	\$ 5,468,806		\$ (3,036,419)	\$ 685,431

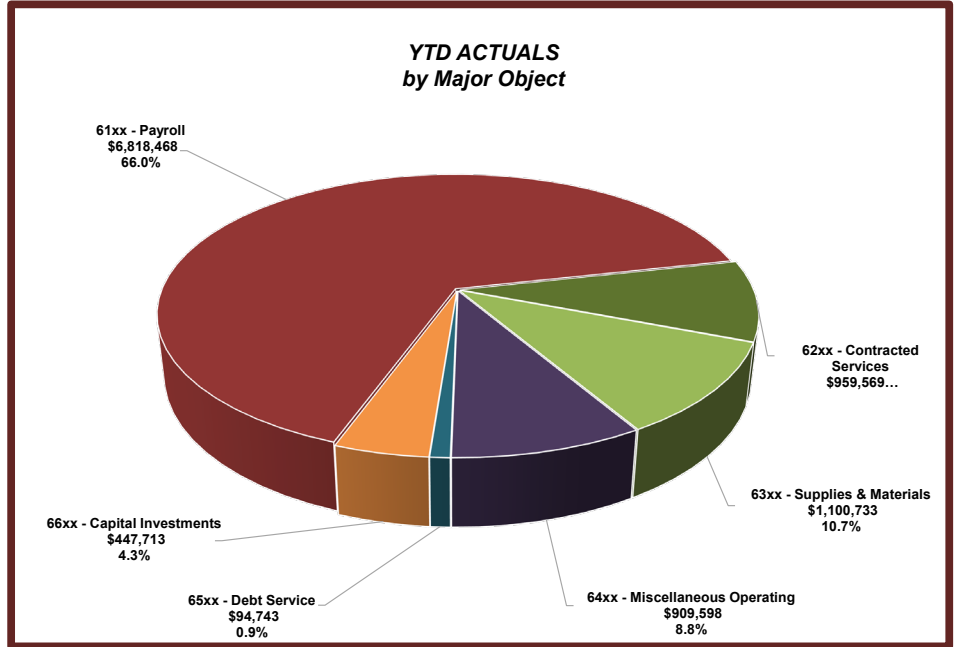
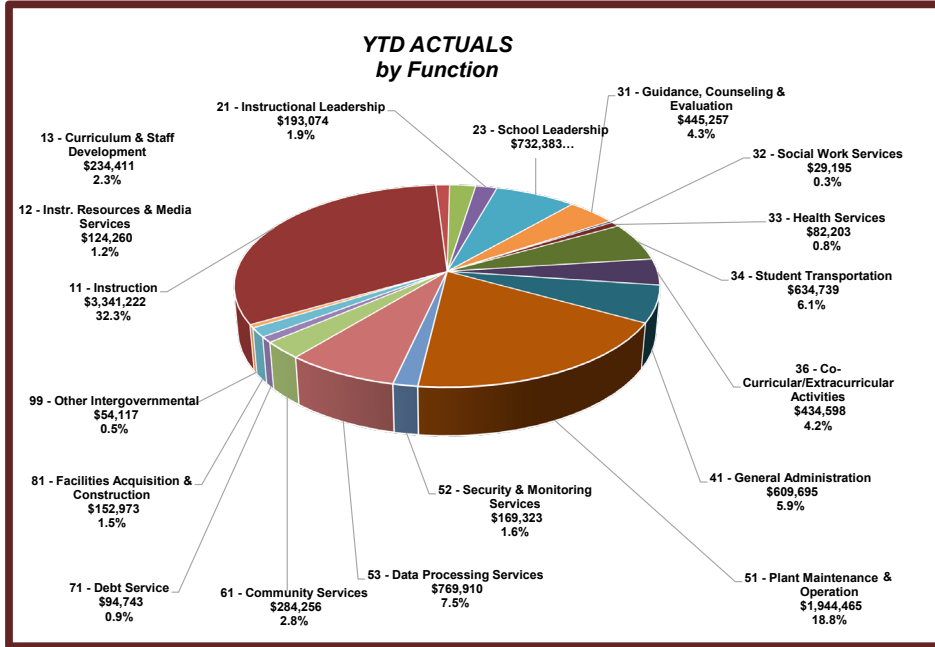
*The District reports on the modified accrual basis.

At year end, revenues are recognized when earned, not when received. Therefore, state revenue and local taxes received in July and August were earned and recorded as of June 30, 2020.

At year end, expenditures are recognized when incurred, not when paid. Therefore, teacher salaries paid in July & August were incurred and reported as of June 30, 2020.

This is strictly an accounting transaction which will clear by August 31, 2020 and does not affect actual cash flow.

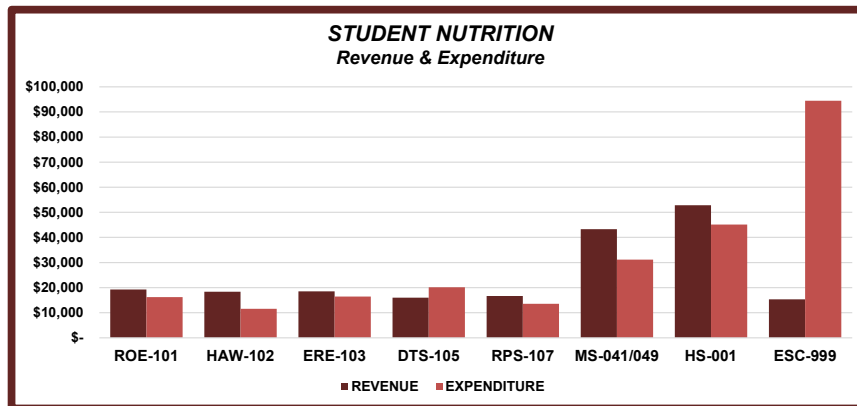
Red Oak ISD - General Fund
Revenue / Expenditure Detail
 September 30, 2020



Red Oak ISD - Student Nutrition
Revenue / Expenditure Detail
 September 30, 2020

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL
Average Daily Participation (ADP):									
Breakfast	0	0	0	0	0	0	0	0	0
Lunch	0	0	0	0	0	0	0	0	0
Afterschool	0	0	0	0	0	0	0	0	0

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL	ORIGINAL BUDGET	% EXP TO BUDGET
57xx Local Revenue	\$ 5,379	\$ 4,667	\$ 5,600	\$ 4,739	\$ 3,667	\$ 12,610	\$ 29,575	\$ 5,142	\$ 71,378	\$ 1,297,500	6%
58xx State Matching	-	-	-	-	-	-	-	10,189	\$ 10,189	45,341	22%
5921 Federal - Breakfast	3,189	2,141	3,107	2,960	3,569	5,043	2,738	-	\$ 22,746	210,000	11%
5922 Federal - Lunch	10,710	11,589	9,834	8,297	9,470	25,616	20,549	-	\$ 96,066	880,000	11%
5923 USDA Commodities	-	-	-	-	-	-	-	-	\$ -	120,000	0%
TOTAL REVENUE	\$ 19,277	\$ 18,397	\$ 18,541	\$ 15,996	\$ 16,706	\$ 43,269	\$ 52,862	\$ 15,332	\$ 200,380	\$ 2,552,841	8%
61xx Payroll	\$ 9,715	\$ 5,678	\$ 8,469	\$ 9,594	\$ 8,196	\$ 16,677	\$ 30,462	\$ 78,706	\$ 167,497	\$ 1,298,803	13%
62xx Contracted Services	1,204	1,083	1,593	2,642	1,207	3,198	3,311	2,215	\$ 16,453	46,193	36%
63xx Supplies	5,329	4,788	6,370	7,923	4,171	11,323	11,397	13,421	\$ 64,722	1,196,780	5%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	90	\$ 90	11,065	1%
66xx Capital Outlay	-	-	-	-	-	-	-	-	\$ -	0	0%
TOTAL EXPENDITURES	\$ 16,248	\$ 11,548	\$ 16,432	\$ 20,159	\$ 13,574	\$ 31,198	\$ 45,171	\$ 94,432	\$ 248,762	\$ 2,552,841	10%
Other Sources (Uses)											
Operating Transfers In											
Revenue Over (Under) Expenditures	\$ 3,029	\$ 6,848	\$ 2,109	\$ (4,163)	\$ 3,132	\$ 12,071	\$ 7,691	\$ (79,100)	\$ (48,381)	\$ (0)	



*Not included in above totals--COVID19 Family Meal Distribution--YTD Revenue \$67,226 and YTD Expenses \$46,931

*The District reports on the modified accrual basis.

At year end, revenues are recognized when earned, not when received. Therefore, state revenue and local taxes received in July and August were earned and recorded as of June 30, 2020.

At year end, expenditures are recognized when incurred, not when paid. Therefore, teacher salaries paid in July & August were incurred and reported as of June 30, 2020.

This is strictly an accounting transaction which will clear by August 31, 2020 and does not affect actual cash flow.

Red Oak ISD - Debt Service Fund
Revenue / Expenditure Detail
 September 30, 2020

	Original Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
Revenues					
57xx Local	\$ 8,155,382	\$ 83,360	\$ -	\$ 8,072,022	1.02%
58xx State	239,183	-	-	239,183	0.00%
TOTAL	\$ 8,394,565	\$ 83,360	\$ -	\$ 8,311,205	0.99%
Expenditures					
71 Debt Service	\$ 7,757,479	5,300,064	\$ -	\$ 2,457,415	68.32%
TOTAL	\$ 7,757,479	\$ 5,300,064	\$ -	\$ 2,457,415	68.32%
Other Resources/(Uses)					
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
Premium/Discount	-	-	-	-	0.00%
Escrow	-	-	-	-	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
Revenue Over					
(Under) Expenditures	\$ 637,086	\$ (5,216,704)	\$ -	\$ 5,853,790	

Red Oak Independent School District
Investment Summary Report
As of September 30, 2020

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 09/01/20	DEPOSITS	WITHDRAWALS	INTEREST FOR MONTH	ENDING BALANCE 09/30/20	INTEREST RATE	INTEREST YEAR TO DATE
TEXSTAR							
General Fund	\$ 9,726.03	\$ -	\$ -	\$ 1.12	\$ 9,727.15	0.1339%	\$ 4.06
TEXPOOL							
General Fund	2,461.45	-	-	0.30	2,461.75	0.1474%	0.92
Money Market	1,420.03	-	-	0.30	1,420.33	0.1474%	0.92
FIRST PUBLIC-GOV.OVERNIGHT							
General Fund	13,973,227.38	8,664,693.24	6,001,710.85	919.64	16,637,129.41	0.0900%	4,111.92
Debt Service	1,310,949.95	7,469.60	-	93.47	1,318,513.02	0.0900%	1,284.87
Construction	935,513.90	-	311,500.00	45.14	624,059.04	0.0900%	329.70
Food Service	400,934.60	-	50,000.00	27.35	350,961.95	0.0900%	121.96
TOTAL INVESTMENT POOLS	\$ 16,634,233	\$ 8,672,163	\$ 6,363,211	\$ 1,087	\$ 18,944,273		5,854.35

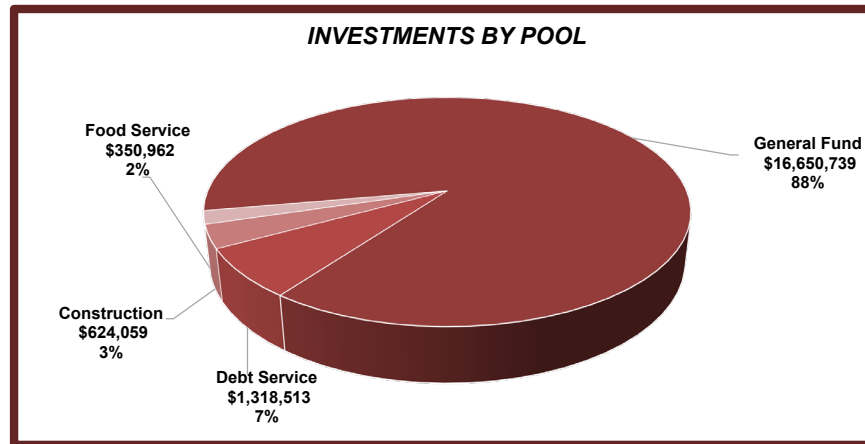
We, the approved Investment Officers of Red Oak ISD, hereby certify the Investment Report represents the investment portion of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Policy CDA

(signature on file)

 William Johnston, Ed.D., CPA
 Assistant Superintendent of Business Services/CFO

(signature on file)

 Saundra King, RTSBA
 Finance Coordinator



RED OAK ISD-TAX COLLECTIONS

Monthly Tax Collections

09/01/20 THROUGH 09/30/20

GENERAL FUND				
	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	9,896	186,508	21,398,866	0.87%
DELINQUENT TAX COLLECTED	4,222	19,358	200,000	9.68%
PENALTIES AND INTEREST COLLECTED	6,248	35,506	150,000	23.67%
TOTAL FUNDS COLLECTED	20,367	241,373	21,748,866	1.11%
 DEBT SERVICE				
	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	3,427	64,604	8,015,382	0.81%
DELINQUENT TAX COLLECTED	1,126	5,914	50,000	11.83%
PENALTIES AND INTEREST COLLECTED	1,570	11,544	30,000	38.48%
TOTAL FUNDS COLLECTED	6,123	82,062	8,095,382	1.01%
 TOTAL TAX COLLECTIONS	 26,490	 323,435	 29,844,248	 1.08%

Questions



Bill Johnston

Chief Financial Officer

972-617-4005

bill.johnston@redoakisd.org



BOARD REPORT

FINE ARTS

Date: October 2020

CURRENT EVENTS/CELEBRATIONS:

High School

Band: The Band is learning the drill to the marching show and all region band auditions are coming quickly (auditions will be virtual). The students are doing amazing with all the new adjustments!

Choir: The Choir has 16 students auditioning for the first round of the Texas All-State Choir this week.

Theatre: Students are currently working on shows for November. The second senior directed One Act plays "Moon Over Buffalo" and "Hybrid" performances will be directed by Mrs. Keener. The Theatre 1-4 students are working hard on an array of fun activities to keep all engaged and connected.

Drill Team: The students are working hard on their next halftime performance. They are getting quality time together to bond and develop their technique as they navigate the year, and work towards potential shows and contests.

Cheer: Cheer has set their competition schedule for the season. They will participate in (4) total, which includes UIL and Nationals. We are preparing for the first competition, which will be held on November 21 at Italy High School.



Red Oak ISD
 Recommendations for Proclamation 2021
 Pre-Kindergarten English and Spanish Materials
 IMA Committee

Campus	Subject	Committee Recommendations
Donald T. Shields Elementary	Pre-Kindergarten English & Spanish Materials	<ul style="list-style-type: none"> • Pam Nobles
Eastridge Elementary	Pre-Kindergarten English & Spanish Materials	<ul style="list-style-type: none"> • Michelle Hatch
H. A. Wooden Elementary	Pre-Kindergarten English & Spanish Materials	<ul style="list-style-type: none"> • Jessica Loya • Randa Richardson
Red Oak Elementary	Pre-Kindergarten English & Spanish Materials	<ul style="list-style-type: none"> • Lisa Floyd
Russell P. Schupmann Elementary	Pre-Kindergarten English & Spanish Materials	<ul style="list-style-type: none"> • Jeanette Moffett
Curriculum Department	All subjects considered	<ul style="list-style-type: none"> • Lisa Menton • Margaret Wolf • Rebecca Waller • Lynn Dockery

Red Oak ISD

Proclamation 2021 Instructional Materials Adoption Timeline

September/October 2020:

- School Board presentation of district committee recommendations and timeline
- ROISD website opens materials adoption webpage including links to publishers' materials for community viewing and input through online comment form
- District committee initial meeting

October/November 2020:

- Campuses begin reviewing materials on-site
- Publicize ROISD materials adoption webpage to community
- District committee members meet to discuss voting procedures

December/January 2020/2021:

- Publisher's presentations scheduled for district staff *

January/February 2021:

- Open lab nights held for community to view print and digital materials from the top district choices for each subject*
- District committee meets to discuss publishers' presentations and community input from open lab nights

February/March 2021:

- Decision is made on adoption materials that district committee recommends for each subject

April 2021:

- District committee decision finalized and submitted to School Board
- School Board approval of final choices for each subject
- Board Secretary & President sign the TEA Board of Trustee Certification Form

May 2021:

- Contact publisher of materials chosen by District for each subject/course to begin order procedures

*Due to COVID19, demonstrations and product presentations may be done virtually only. Dates are subject to vendor and demo product availability.