

**AGENDA OF RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, October 23, 2023**

Notice is hereby given that a Regular Meeting of the Board of Trustees of the Red Oak Independent School District will be held on Monday, October 23, 2023 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
Elias Cortez, 5th Grade Student from Red Oak Elementary School
4. RECOGNITIONS
 - A. Top Hawks
Brenda Sanford, Superintendent
 - B. Hawk Staff Spotlight
Brenda Sanford, Superintendent
 - C. National Principals Month
John Anderson, Board President
5. SUPERINTENDENT'S REPORT
 - A. Red Oak ISD Preventative Behavior Framework
Angela Fitzgerald, Director of Counseling and Family Services and Melody Hawkins, Student Support Specialist
 - B. District Update
Brenda Sanford, Superintendent
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7. ACTION ITEMS
 - A. Consent Agenda
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 2. Minutes from School Board Regular Meeting on September 18, 2023 8
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 4. RFP #23-07-01 - ROISD - Special Education Services and Materials 16
 5. Red Oak ISD Board of Trustees Standard Operating Procedures Manual 18
 - B. Consideration and Approval of Financial Audit 19
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer
 - C. Consideration and Approval of Annual Investment Report 113
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer
 - D. Consideration and Approval of New Middle School Bid Package 01: Earthwork and Utilities 157
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / CFO and Julie Phillips, Director of Purchasing

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9. CLOSED SESSION	
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.	
1. Personnel Matters	
2. Superintendent and District Goals	
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 SESSION	
11. 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 October 20, 2023 at 4:30 p.m.

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 (please print) _____

Address _____

ROISD Campus Your Child(ren) attends _____

School District of Residence _____ Telephone _____

Topic/ Agenda Item _____

Limit on Participation	Audience participation at a Board meeting is limited to the portion of the meeting designated to receive public comment in accordance with this policy. At all other times during a Board meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer.
Public Comment	At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.
Regular Meetings	
Special Meetings	At all other Board meetings, public comment shall be limited to items on the agenda posted with notice of the meeting.
Procedures	Individuals who wish to participate during the portion of the meeting designated for public comment shall sign up with the presiding officer or designee before the meeting begins as specified in the Board's procedures on public comment and shall indicate the agenda item or topic on which they wish to address the Board. Public comment shall occur at the beginning of the meeting. Except as permitted by this policy and the Board's procedures on public comment, an individual's comments to the Board shall not exceed two minutes per meeting.
Meeting Management	When necessary for effective meeting management or to accommodate large numbers of individuals wishing to address the Board, the presiding officer may make adjustments to public comment procedures, including adjusting when public comment will occur during the meeting, reordering agenda items, deferring public comment on nonagenda items, continuing agenda items to a later meeting, providing expanded opportunity for public comment, or establishing an overall time limit for public comment and adjusting the time allotted to each speaker. However, no individual shall be given less than one minute to make comments.
Board's Response	Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting.
Complaints and Concerns	The presiding officer or designee shall determine whether an individual addressing the Board has attempted to solve a matter administratively through resolution channels established by policy. If not, the individual shall be referred to the appropriate policy to seek resolution: <ul style="list-style-type: none">• Employee complaints: DGBA• Student or parent complaints: FNG• Public complaints: GF
Disruption	The Board shall not tolerate disruption of the meeting by members of the audience. If, after at least one warning from the presiding officer, any individual continues to disrupt the meeting by his or her words or actions, the presiding officer may request assistance from law enforcement officials to have the individual removed from the meeting.

**MINUTES OF THE
SCHOOL BOARD SPECIAL MEETING
RED OAK INDEPENDENT SCHOOL DISTRICT
Thursday, September 14, 2023**

A Special Meeting of the Board of Trustees of Red Oak ISD was held Thursday, September 14, 2023, beginning at 6:00 PM at the Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER / ESTABLISH QUORUM

The Special Meeting of the School Board was called to order by John Anderson, President of the School Board, at 6:15 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; Michelle Porter, Secretary; Sean Kelly; Donna Knight; Johnny Knight; and Brian Sebring.

The following Board members were absent: None.

2. INVOCATION

Mr. Sebring led the invocation.

3. PLEDGES OF ALLEGIANCE

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

4. OPEN FORUM

No one spoke in Open Forum.

5. TEAM OF EIGHT TRAINING

Superintendent Brenda Sanford introduced Kim Caston, a school board trustee consultant from Region 10, who led the Team of Eight Training.

6. CLOSED SESSION

The Board did not convene into Closed Session.

- 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; or to hear a complaint or charge against an 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.
7. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION

The Board did not convene into Closed Session.

8. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 9:03 p.m.

John Anderson, Board President

Michelle Porter, Board Secretary

**MINUTES OF THE
RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, September 18, 2023**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, September 18, 2023, beginning at 7:00 PM at the Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER / ESTABLISH QUORUM

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; Michelle Porter, Secretary; Sean Kelly; Donna Knight; Johnny Knight; and Brian Sebring.

The following Board members were absent: None.

2. INVOCATION

Jared Douglas, Lead Pastor of First Baptist Church Red Oak, led the invocation.

3. PLEDGES OF ALLEGIANCE

Lyric Taplin, 5th Grade Student from Eastridge Elementary School, led the Pledges of Allegiance to the American and Texas flags.

4. SUPERINTENDENT'S REPORT

A. Curriculum Update

Michelle Owen, Executive Director of Instructional Leadership and Megan Corns, Chief Technology Officer

Ms. Owen and Ms. Corns gave the Board a Curriculum Update that included: 2022-2023 Assessment Updates; STAAR / EOC Performance Labels; STAAR 3-8 Summary Data; EOC Summary Data; District Goal by 2028; ROISD Identified Strengths; ROISD Identified Gaps; and Next Steps.

B. Safety Week Update

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

Phillip Prasifka, Chief of Police, Red Oak ISD Police Department, gave an update on Safety Week that was held the week of September 11.

- C. District Update
Brenda Sanford, Superintendent

Congratulations to ROHS student Dakota Weimar on his promotion to Cadet Second Lieutenant at the General Billy Mitchell Ceremony. Cadets who receive the Billy Mitchell Award are also eligible for advanced placement to the grade of E-3 (Airman First Class) should they choose to enter the US Air Force. Only 15% of Civil Air Patrol cadets will obtain the General Billy Mitchell Award.

The Red Oak High School Naval JROTC observed Patriot's Day by hosting a flag-raising ceremony in front of the high school followed by a pinning ceremony inside. The pinning ceremony included acknowledgment of JROTC cadet officers and cadets being pinned by family members and officers as new members of the NJROTC unit.

The Red Oak NJROTC (Navy Junior Reserve Officers Training Corps) was established at Red Oak High School in the summer of 2009. Since that time, the program has developed into one of the top-rated units in North Texas. The cadets in the unit compete in Armed and Unarmed Drill, Color Guard, Academics, Orienteering, and Air Rifle. The unit has earned the NJROTC Achievement Award and lead the way in community and school service.

All Red Oak ISD elementary schools celebrated Grandparent's Day on September 6. Grandparents and loved ones were welcomed and everyone had a wonderful time.

Google is building a new data center in Red Oak and announced a \$150,000 grant to Red Oak ISD, which was secured by the Red Oak ISD Education Foundation. This grant will fund STEM expansion for secondary students including Project Lead the Way engineering, robotics and science initiatives. In addition, funds will purchase Suite360 which includes lessons on positive behaviors, effective communication, growth mindset, relationship skills, responsible decision-making, and self-management as well as guided interventions for all students across ROISD. Some funds will also be allocated for Learning Commons (library) upgrades at Red Oak High School.

Red Oak ISD hosted the North Texas Food Bank School Pantry Program on September 14. We want to thank the Omega Psi Phi fraternity and Board Secretary Michelle Porter, who volunteered to help.

Several ROISD groups participated in the Red Oak Founders Day Parade this past Saturday. Everyone had a great time.

September is Firefighter Appreciation month and we want to thank all the firefighters in our area for their service and support of ROISD and our communities.

Red Oak ISD is celebrating National Hispanic Heritage Month from September 15 through October 15. All campuses have activities and events planned throughout the month.

5. OPEN FORUM

No one spoke in Open Forum.

6. ACTION ITEMS

A. Consent Agenda

1. Minutes from School Board Special Meeting on August 9, 2023
2. Minutes from School Board Regular Meeting on August 21, 2023
3. Payment of Current Bills Over \$50,000
4. Central Texas Purchasing Alliance Interlocal Agreement
5. Prevailing Wage Rates
6. RFP #23-07-01 - ROISD - Special Education Services and Materials

Ms. Petersen made a motion to approve the Consent Agenda as presented. Ms. Porter seconded the motion. The motion passed 7 – 0.

- B. Consideration and Approval of Purchase of District Vehicle
Kevin Freels, Assistant Superintendent of District Operations, Brent Stanford, Executive Director of Support Services and Jennifer Jeter, Director of CTE

Mr. Knight made a motion to approve the purchase of the 2024 RAM 3500 truck, for the Agricultural Science program, from the 2023-2024 budget year. Mr. Sebring seconded the motion. The motion passed 7 – 0.

- C. Consideration and Approval of Purchase of School Bus
Kevin Freels, Assistant Superintendent of District Operations and Brent Stanford, Executive Director of Support Services

Mr. Knight made a motion to approve the purchase of one (1) 77 passenger bus with the appropriate three-point seat belts from the 2023-2024 budget year. Ms. Petersen seconded the motion. The motion passed 7 – 0.

- D. Consideration and Approval of Legal Services Agreement and Resolution for Legal Proceedings Against the Commissioner of Education Regarding the A-F Accountability Ratings
Brenda Sanford, Superintendent

Ms. Petersen made a motion to adopt Resolution to join litigation challenging the Commissioner of Education’s failure to provide Texas School Districts advanced notice of measures, methods, and procedures to be used in the 2022-2023 and 2023-2024 school years prior to the start of each of these school years in violation of State Law. Mr. Sebring seconded the motion. The motion passed 7 – 0.

7. INFORMATION ITEMS

- A. Enrollment Report
- B. Finance Report

8. CLOSED SESSION

The Board convened into Closed Session at 8:08 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; or to hear a complaint or charge against an officer or employee.
 - 1. Personnel Matters
- E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
 - 1. District Safety and Security Audit Update 2020-2023
- 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.

9. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION

The Board reconvened into Open Session at 9:01 p.m.

10. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 9:02 p.m.

John Anderson, Board President

Michelle Porter, Board Secretary

CHECK		ACCOUNT	
NUMBER	VENDOR	AMOUNT	NUMBER
222814	LONGHORN BUS SALES,	265,758.00	199 E 34 6631 00 991 0 99 000
222814	LONGHORN BUS SALES,	400.00	199 E 34 6631 00 991 0 23 000
222814	LONGHORN BUS SALES,	128,185.00	199 E 34 6631 00 991 0 23 000
		394,343.00	Totals for 222814
223590	ELLIS APPRAISAL DIST	87,201.10	199 E 99 6213 00 703 0 99 000
		87,201.10	Totals for 223590
223785	TXU ENERGY	25,544.94	199 E 51 6259 02 001 0 99 000
223785	TXU ENERGY	22,750.20	199 E 51 6259 02 041 0 99 000
223785	TXU ENERGY	5,938.18	199 E 51 6259 02 101 0 99 000
223785	TXU ENERGY	5,139.84	199 E 51 6259 02 102 0 99 000
223785	TXU ENERGY	3,543.41	199 E 51 6259 02 103 0 99 000
223785	TXU ENERGY	6,802.74	199 E 51 6259 02 105 0 99 000
223785	TXU ENERGY	5,151.85	199 E 51 6259 02 999 0 99 000
223785	TXU ENERGY	8,305.47	198 E 51 6259 02 999 0 99 000
223785	TXU ENERGY	3,192.81	199 E 51 6259 02 870 0 99 000
223785	TXU ENERGY	1,223.08	199 E 51 6259 02 996 0 99 000
223785	TXU ENERGY	1,749.62	199 E 51 6259 02 995 0 99 000
223785	TXU ENERGY	5,821.41	199 E 51 6259 02 001 0 22 000
		95,163.55	Totals for 223785
223835	PIONEER VALLEY BOOKS	114,075.00	283 E 11 6399 00 999 2 24 000
		114,075.00	Totals for 223835
223997	GRAPEVINE DODGE CHRY	133.13	199 E 51 6631 00 995 0 99 000
223997	GRAPEVINE DODGE CHRY	166.87	199 E 11 6631 01 001 0 22 000
223997	GRAPEVINE DODGE CHRY	29,866.87	199 E 51 6631 00 995 0 99 000
223997	GRAPEVINE DODGE CHRY	37,437.13	199 E 11 6631 01 001 0 22 000
		67,604.00	Totals for 223997
224073	STAPLES BUSINESS ADV	59,104.50	199 A 00 1310 00 000 0 00 000
224073	STAPLES BUSINESS ADV	-4,504.50	199 A 00 1310 00 000 0 00 000
		54,600.00	Totals for 224073
		812,986.65	Totals for checks

CHECK			ACCOUNT									
NUMBER	VENDOR		AMOUNT	NUMBER								
17772	LABATT	FOOD SERVICE	3,086.10	240	E	35	6341	01	001	0	99	000
17772	LABATT	FOOD SERVICE	313.22	240	E	35	6342	01	001	0	99	000
17772	LABATT	FOOD SERVICE	686.86	240	E	35	6341	01	001	0	99	000
17772	LABATT	FOOD SERVICE	185.25	240	E	35	6342	01	001	0	99	000
17772	LABATT	FOOD SERVICE	118.86	240	E	35	6341	01	001	0	99	000
17772	LABATT	FOOD SERVICE	217.00	240	E	35	6342	01	001	0	99	000
17772	LABATT	FOOD SERVICE	521.84	240	E	35	6341	01	001	0	99	000
17772	LABATT	FOOD SERVICE	101.78	240	E	35	6342	01	001	0	99	000
17772	LABATT	FOOD SERVICE	353.13	240	E	35	6341	01	001	0	99	000
17772	LABATT	FOOD SERVICE	34.68	240	E	35	6342	01	001	0	99	000
17772	LABATT	FOOD SERVICE	493.73	240	E	35	6341	01	001	0	99	000
17772	LABATT	FOOD SERVICE	119.96	240	E	35	6342	01	001	0	99	000
17772	LABATT	FOOD SERVICE	337.39	240	E	35	6341	01	001	0	99	000
17772	LABATT	FOOD SERVICE	33.97	240	E	35	6342	01	001	0	99	000
17772	LABATT	FOOD SERVICE	2,651.01	240	E	35	6341	00	001	0	99	000
17772	LABATT	FOOD SERVICE	10,134.32	240	E	35	6341	00	001	0	99	000
17772	LABATT	FOOD SERVICE	723.70	240	E	35	6342	00	001	0	99	000
17772	LABATT	FOOD SERVICE	8,651.47	240	E	35	6341	00	001	0	99	000
17772	LABATT	FOOD SERVICE	885.01	240	E	35	6342	00	001	0	99	000
17772	LABATT	FOOD SERVICE	54.64	240	E	35	6342	00	001	0	99	000
17772	LABATT	FOOD SERVICE	119.30	240	E	35	6341	00	001	0	99	000
17772	LABATT	FOOD SERVICE	8,796.84	240	E	35	6341	00	001	0	99	000
17772	LABATT	FOOD SERVICE	812.05	240	E	35	6342	00	001	0	99	000
17772	LABATT	FOOD SERVICE	83.81	240	E	35	6341	00	001	0	99	000
17772	LABATT	FOOD SERVICE	10,648.28	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	1,382.01	240	E	35	6342	00	041	0	99	000
17772	LABATT	FOOD SERVICE	7,555.07	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	125.01	240	E	35	6342	00	041	0	99	000
17772	LABATT	FOOD SERVICE	779.26	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	817.55	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	5,127.67	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	1,191.75	240	E	35	6342	00	041	0	99	000
17772	LABATT	FOOD SERVICE	95.55	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	284.43	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	6,929.23	240	E	35	6342	00	041	0	99	000
17772	LABATT	FOOD SERVICE	6,820.66	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	97.49	240	E	35	6342	00	041	0	99	000
17772	LABATT	FOOD SERVICE	445.80	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	297.10	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	474.82	240	E	35	6342	00	041	0	99	000
17772	LABATT	FOOD SERVICE	2,053.99	240	E	35	6341	00	041	0	99	000
17772	LABATT	FOOD SERVICE	656.31	240	E	35	6342	00	041	0	99	000
17772	LABATT	FOOD SERVICE	4,876.32	240	E	35	6341	00	101	0	99	000
17772	LABATT	FOOD SERVICE	564.91	240	E	35	6342	00	101	0	99	000
17772	LABATT	FOOD SERVICE	69.10	240	E	35	6341	00	101	0	99	000
17772	LABATT	FOOD SERVICE	3,354.55	240	E	35	6341	00	101	0	99	000
17772	LABATT	FOOD SERVICE	259.80	240	E	35	6342	00	101	0	99	000
17772	LABATT	FOOD SERVICE	352.28	240	E	35	6341	00	101	0	99	000
17772	LABATT	FOOD SERVICE	3,498.43	240	E	35	6341	00	101	0	99	000
17772	LABATT	FOOD SERVICE	478.34	240	E	35	6342	00	101	0	99	000
17772	LABATT	FOOD SERVICE	6,461.70	240	E	35	6341	00	102	0	99	000
17772	LABATT	FOOD SERVICE	1,026.89	240	E	35	6342	00	102	0	99	000
17772	LABATT	FOOD SERVICE	364.77	240	E	35	6341	00	102	0	99	000
17772	LABATT	FOOD SERVICE	4,807.48	240	E	35	6341	00	102	0	99	000
17772	LABATT	FOOD SERVICE	527.07	240	E	35	6342	00	102	0	99	000
17772	LABATT	FOOD SERVICE	1,499.98	240	E	35	6341	00	102	0	99	000

CHECK		ACCOUNT										
NUMBER	VENDOR	AMOUNT	NUMBER									
17772	LABATT FOOD SERVICE	241.85	240 E 35 6342 00 102 0 99 000									
17772	LABATT FOOD SERVICE	5,127.45	240 E 35 6341 00 103 0 99 000									
17772	LABATT FOOD SERVICE	431.48	240 E 35 6342 00 103 0 99 000									
17772	LABATT FOOD SERVICE	262.24	240 E 35 6341 00 103 0 99 000									
17772	LABATT FOOD SERVICE	3,390.49	240 E 35 6341 00 103 0 99 000									
17772	LABATT FOOD SERVICE	1,232.38	240 E 35 6341 00 103 0 99 000									
17772	LABATT FOOD SERVICE	405.58	240 E 35 6342 00 103 0 99 000									
17772	LABATT FOOD SERVICE	1,928.10	240 E 35 6341 00 103 0 99 000									
17772	LABATT FOOD SERVICE	431.40	240 E 35 6342 00 103 0 99 000									
17772	LABATT FOOD SERVICE	5,669.64	240 E 35 6341 00 105 0 99 000									
17772	LABATT FOOD SERVICE	306.97	240 E 35 6342 00 105 0 99 000									
17772	LABATT FOOD SERVICE	418.99	240 E 35 6341 00 105 0 99 000									
17772	LABATT FOOD SERVICE	3,749.42	240 E 35 6341 00 105 0 99 000									
17772	LABATT FOOD SERVICE	803.09	240 E 35 6342 00 105 0 99 000									
17772	LABATT FOOD SERVICE	46.48	240 E 35 6341 00 105 0 99 000									
17772	LABATT FOOD SERVICE	408.06	240 E 35 6342 00 105 0 99 000									
17772	LABATT FOOD SERVICE	2,252.06	240 E 35 6341 00 105 0 99 000									
17772	LABATT FOOD SERVICE	668.52	240 E 35 6342 00 105 0 99 000									
17772	LABATT FOOD SERVICE	5,601.21	240 E 35 6341 00 107 0 99 000									
17772	LABATT FOOD SERVICE	641.65	240 E 35 6342 00 107 0 99 000									
17772	LABATT FOOD SERVICE	364.77	240 E 35 6341 00 107 0 99 000									
17772	LABATT FOOD SERVICE	5,544.76	240 E 35 6341 00 107 0 99 000									
17772	LABATT FOOD SERVICE	1,087.32	240 E 35 6341 00 107 0 99 000									
17772	LABATT FOOD SERVICE	1,058.61	240 E 35 6342 00 107 0 99 000									
17772	LABATT FOOD SERVICE	118.71	240 E 35 6341 00 107 0 99 000									
17772	LABATT FOOD SERVICE	111.59	240 E 35 6341 00 107 0 99 000									
17772	LABATT FOOD SERVICE	3,106.08	240 E 35 6341 00 107 0 99 000									
17772	LABATT FOOD SERVICE	775.69	240 E 35 6342 00 107 0 99 000									
17772	LABATT FOOD SERVICE	1,783.26	240 E 35 6341 00 001 0 99 000									
17772	LABATT FOOD SERVICE	678.90	240 E 35 6342 00 001 0 99 000									
17772	LABATT FOOD SERVICE	148.72	240 E 35 6342 00 001 0 99 000									
17772	LABATT FOOD SERVICE	148.72	240 E 35 6342 00 041 0 99 000									
17772	LABATT FOOD SERVICE	148.72	240 E 35 6342 00 101 0 99 000									
17772	LABATT FOOD SERVICE	148.71	240 E 35 6342 00 102 0 99 000									
17772	LABATT FOOD SERVICE	148.71	240 E 35 6342 00 103 0 99 000									
17772	LABATT FOOD SERVICE	148.71	240 E 35 6342 00 105 0 99 000									
17772	LABATT FOOD SERVICE	148.71	240 E 35 6342 00 107 0 99 000									
17772	LABATT FOOD SERVICE	287.20	240 E 35 6341 00 001 0 99 000									
17772	LABATT FOOD SERVICE	22.33	240 E 35 6342 00 001 0 99 000									
17772	LABATT FOOD SERVICE	851.87	240 E 35 6341 00 001 0 99 000									
		164,288.67	Totals for 17772									
		164,288.67	Totals for checks									

Special Education Contracted Services and Materials 2023-2024

Presented for:

Board Action X Report/Review Only

Supporting documents:

None Attached X Provided Later

Contact Person:

Julie Phillips, Director of Purchasing
Shana Owen, Director of Specialized Learning

Background Information:

Increased need for student testing and staff position vacancies have increased the need for contracted service providers in the area of Special Education/Specialized Learning. The increased need will likely exceed the spending threshold in various Special Ed categories including, but not limited to Diagnostician services, Speech Therapy, and contracted Teacher positions.

Texas Education Code 44.031(a) states that contracts valued at \$50,000 or more in the aggregate for each 12-month period are to be made by the method that provides the best value to the district. A Request for Proposal (RFP 23-07-01) for ROISD-Special Education Services & Materials was properly posted and released with an extended due date.

Fiscal Implications:

The following responses were received for the month of October, 2023:

FUNSPIRED PEDIATRIC THERAPY SERVICES, PLLC
INSIGHT TESTING AND CONSULT LLC
MATTINGLY LOW VISION, INC
PRESENCE LEARNING, INC.
ROUNDTREE GROUP, PLLC
SLP NOW, LLC
TEACHING AND LEARNING CONNECTIONS
THERAPY WORKS COUNSELING SERVICES, PLLC
THERAPY TRAVELERS, LLC & 3CHORDS INC.

All responses have been evaluated by a committee of 3 Specialized Learning Department professionals. The Committee recommends that all responding vendors be awarded.

Administrative Recommendation:

Administration recommends the Board approve and award on Red Oak ISD RFP 23-07-01, all responding vendors as presented to provide services and materials related to Special Education/Specialized Learning.

SUMMARY EVALUATION FORM

PROJECT:
23-07-01 SPECIAL
EDUCATION SERVICES &
MATERIALS

		VENDOR	VENDOR	VENDOR	VENDOR	VENDOR	VENDOR	VENDOR	VENDOR	VENDOR
PARAMETERS:	MAX POINTS	FUNSPIRED PEDIATRIC THERAPY SERVICES, PLLC	INSIGHT TESTING AND CONSULT LLC	MATTINGLY LOW VISION INC	PRESENCE LEARNING, INC.	ROUNDTREE GROUP, PLLC	SLP NOW, LLC	TEACHING AND LEARNING CONNECTIONS	THERAPY COUNSELING SERVICES, PLLC	THERAPY TRAVELERS LLC & 3CHORDS INC.
(1) The purchase price	20	20	20	20	20	20	20	20	20	20
(2) The reputation of the vendor and vendor's goods or services	20	20	20	20	20	20	20	20	20	20
(3) The quality of the vendor's goods or services	20	20	20	20	20	20	20	20	20	20
(4) The extent to which the goods or services meet the district's needs	20	20	20	20	20	20	20	20	20	20
(5) The vendor's past relationship with the district	5	5	5	5	5	5	5	5	5	5
(6) The impact on the district to comply with laws and rules relating to historically underutilized businesses	1	1	1	1	1	1	1	1	1	1
(7) The total long-term cost to the district to acquire the vendor's goods or services	4	4	4	4	4	4	4	4	4	4
(8) For a contract for goods or services, other than goods or services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner: (A) Has its principal place of business in this state; and (B) Employs at least 500 persons in this state	0	0	0	0	0	0	0	0	0	0
(9) Any other relevant factor specifically listed in this request for bids or proposals	10	10	10	10	10	10	10	10	10	10
	100	100	100	100	100	100	100	100	100	100

RED OAK ISD SHALL CONSIDER ALL EXISTING LAWS, INCLUDING ANY CRITERIA RELATED TO HISTORICALLY UNDERUTILIZED BUSINESSES.

RED OAK ISD SHALL CONSIDER AND APPLY ANY EXISTING LAWS, RULES, OR APPLICABLE MUNICIPAL CHARTERS, INCLUDING LAWS APPLICABLE TO LOCAL GOVERNMENTS, RELATED TO THE USE OF WOMEN, MINORITY, SMALL, OR DISADVANTAGED BUSINESSES

Red Oak ISD Board of Trustees Standard Operating Procedures Manual

Presented for:

Board Action X

Report/Review Only

Supporting documents:

None

Attached X

Provided Later

Contact Person:

John Anderson, Board President

Background Information:

Fiscal Implications:

None.

Administrative Recommendation:

Consensus of the Board.

Independent Auditors' Report

Red Oak Independent School District
Red Oak, Texas

Opinion

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Red Oak Independent School District as of and for the year ended June 30, 2023 and the related notes to the financial statements, which collectively comprise Red Oak Independent School District's basic financial statements as listed in the table of contents.

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, 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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 Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financials section of our report. We are required to be independent of Red Oak Independent School District and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Red Oak Independent School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with general accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit 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 Red Oak Independent School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Red Oak Independent School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

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 Teacher Retirement System schedules on page 54 through 62 be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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.

Supplementary 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, the required TEA schedules listed in the table of contents, and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 18, 2023 on our consideration of Red Oak Independent School District's internal control over financial reporting and on our tests of the compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 the effectiveness of Red Oak Independent School District's 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 & Scarborough, LLC
 Hankins, Eastup, Deaton, Tonn, Seay & Scarborough, LLC
 Denton, Texas
 October 18, 2023

RED OAK INDEPENDENT SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT FOR THE
YEAR ENDED JUNE 30, 2023

RED OAK INDEPENDENT SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT
FOR THE YEAR ENDED JUNE 30, 2023

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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, 2023, at a meeting of the Board of Trustees of such school district on the 23rd day of October, 2023.

Signature of Board Secretary

Signature of Board President

Independent Auditors' Report

Red Oak Independent School District
Red Oak, Texas

Opinion

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Red Oak Independent School District as of and for the year ended June 30, 2023 and the related notes to the financial statements, which collectively comprise Red Oak Independent School District's basic financial statements as listed in the table of contents.

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, 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

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 Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financials section of our report. We are required to be independent of Red Oak Independent School District and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Red Oak Independent School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with general accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit 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 Red Oak Independent School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Red Oak Independent School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

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 Teacher Retirement System schedules on page 54 through 62 be presented to supplement the basic financial statements. Such information is the responsibility of management and, 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.

Supplementary 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, the required TEA schedules listed in the table of contents, and the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The 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 18, 2023 on our consideration of Red Oak Independent School District's internal control over financial reporting and on our tests of the compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 the effectiveness of Red Oak Independent School District's 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 & Scarborough, LLC
 Hankins, Eastup, Deaton, Tonn, Seay & Scarborough, LLC
 Denton, Texas
 October 18, 2023

**RED OAK INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023
(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, 2023. Please read it in conjunction with the District's financial statements which follow this section.

FINANCIAL HIGHLIGHTS

- The assets and deferred outflows of resources exceeded its liabilities and deferred inflows of resources of the District at the close of the most recent fiscal year by \$11,780,746 (*net position*).
- The District's total net position increased by \$10,983,951 during the current fiscal year from the result of current year operations.
- The General Fund reported an ending fund balance of \$21,452,243, an increase of \$869,131 from the prior year.
- The unassigned fund balance in the General Fund as of June 30, 2023 was \$21,428,528, which is 32.8% of the total general fund expenditures for the fiscal year.
- The District reported total ending Governmental Funds fund balances of \$36,680,429, an increase of \$3,621,388. The amount available for spending at the government's discretion is \$21,428,528 (58.4%).

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, 2023.

Fiduciary fund statements provide information about the financial relationships in which the District acts solely as a *trustee or custodian* 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.

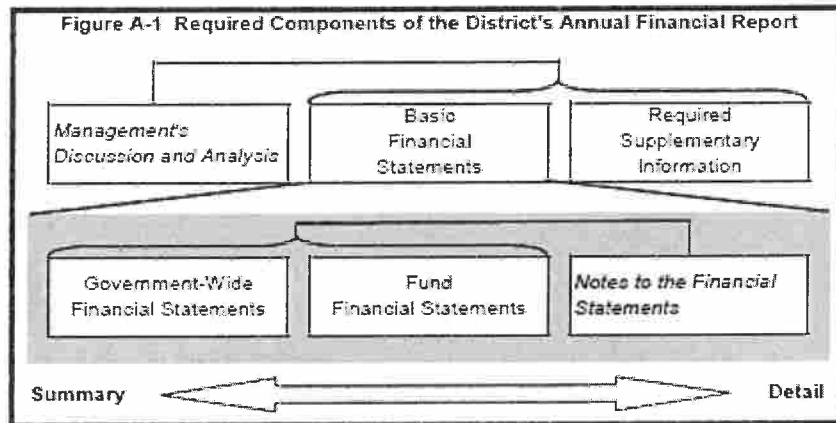


Figure A-2 summarizes the major features of the District's financial statements, including the portion of the District government they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and contents of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

Type of Statements	Government-wide	Governmental Funds	Proprietary Funds	Fiduciary Funds
<i>Scope</i>	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 custodian for someone else's resources
<i>Required financial statements</i>	*Statement of net position	*Balance Sheet	*Statement of net position	*Statement of fiduciary net position
	*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	*Statement of changes in fiduciary net position
<i>Accounting basis and measurement focus</i>	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
<i>Type of asset/liability information</i>	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
<i>Type of inflow/outflow information</i>	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 money raised by student activities. The District's custodial activity is reported in a separate Statement of Fiduciary Net Position and Statement of Changes in Fiduciary Net Position on pages 24 and 25. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in this fund are used for their intended purposes.

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position

Net position of the Districts' governmental activities increased from \$796,795 to \$11,780,746. 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 (\$9,018,743) at June 30, 2023. See Table I and Table II for more detail.

Table I
NET POSITION

	Governmental Activities	
	June 30, 2023	June 30, 2022
Current and other assets	\$ 45,228,085	\$ 41,354,547
Capital assets, net	99,985,817	101,662,052
Total assets	<u>145,213,902</u>	<u>143,016,599</u>
Deferred outflows of resources	15,652,589	12,455,431
Total assets and deferred outflows of resources	<u>160,866,491</u>	<u>155,472,030</u>
Long-term liabilities	121,777,403	123,860,661
Other liabilities	8,081,108	8,630,045
Total liabilities	<u>129,858,511</u>	<u>132,490,706</u>
Deferred inflows of resources	19,227,234	22,184,529
Total liabilities and deferred inflows of resources	<u>149,085,745</u>	<u>154,675,235</u>
Net Position:		
Net investments in capital assets	10,805,788	5,691,351
Restricted	9,993,701	7,356,903
Unrestricted	<u>(9,018,743)</u>	<u>(12,251,459)</u>
Total Net Position	<u>\$ 11,780,746</u>	<u>\$ 796,795</u>

Table II
CHANGES IN NET POSITION

	Governmental Activities	
	Year Ended	
	June 30, 2023	June 30, 2022
Revenues:		
Program Revenues:		
Charges for services	\$ 2,706,554	\$ 1,120,882
Operating grants and contributions	15,714,733	14,094,404
General Revenues:		
Maintenance and operations taxes	30,938,775	25,368,625
Debt service taxes	11,413,403	9,646,913
State aid - formula grants	29,063,927	31,908,072
Grants and contributions not restricted	7,990	12,630
Investment earnings	1,211,889	54,515
Miscellaneous	438,355	965,244
Total Revenue	91,495,626	83,171,285
Expenses:		
Instruction, curriculum and media services	41,549,022	38,571,304
Instructional and school leadership	5,145,386	4,448,684
Student support services	7,311,742	6,772,896
Food services	3,919,360	3,182,252
Extracurricular activities	3,221,938	2,781,261
General administration	3,024,801	2,629,338
Plant maintenance, security and data processing	11,215,703	10,107,835
Community services	1,748,970	1,435,970
Debt service	3,024,643	3,339,729
Facilities acquisition, construction	15,565	-
Payments to Juvenile Justice Alt. Ed. Program	-	324
Other intergovernmental charges	334,545	264,363
Total Expenses	80,511,675	73,533,956
Increase (decrease) in net position	10,983,951	9,637,329
Net position at beginning of year	796,795	(8,840,534)
Net position at end of year	\$ 11,780,746	\$ 796,795

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 increased by \$10,983,951 during the current fiscal year.

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 2022-23 fiscal year decreased approximately \$2.84 million due to an increase in local property values and local tax collections offset by an increase in average daily attendance.
- Attendance numbers increased 1.55% from the prior year.
- General Fund expenditures increased 7.2% primarily due to increased salaries and an increase in instructional expenditures.
- Local property tax values increased 20.5%. Therefore, tax collections increased even though the maintenance and operations tax rate decreased \$0.0174 because of tax rate compression required by state funding legislation.

The total cost of all governmental activities for the current fiscal year was \$80,511,675. Of this, \$29,063,927 was provided by the state funding formula. Other governments and organizations contributed \$15,714,733. The amount financed by taxpayers was \$42,352,178. The balance of \$4,364,788 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 \$36.7 million.

Approximately \$21.4 million of this total amount constitutes unassigned fund balance. The remainder of fund balance is *nonspendable* (inventories - \$23,715), *restricted* (grant restrictions and retirement of long term debt - \$10,702,453) and *committed* (miscellaneous purposes - \$4,525,733).

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 state program revenues.

After revenues and appropriations were amended as described above, the actual revenues in the General Fund were \$0.3 million more than budgeted revenues. Expenditures for the General Fund were \$3.6 million less than budgeted amounts. This was primarily due to cost savings achieved across all functions during the year.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2023, the District had \$99,985,817 (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 \$1,676,235 (1.6%) from last year.

More detailed information about the District's capital assets is presented in Note 4 to the financial statements.

Debt Administration

The District had \$91,639,128 in bonds and notes outstanding as of June 30, 2023. This was a decrease of \$7,475,237 from the prior 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 2023 increased approximately 13.04%.
- The District's Maintenance and Operations tax rate will be reduced to \$0.7575 per \$100 valuation from \$0.9429 per \$100 valuation. The Debt Service tax rate remained \$0.3481 per \$100 valuation from \$0.3653 per \$100 valuation.
- The adopted 2023-2024 general fund budget has budgeted revenues of \$72.9 million and budgeted expenditures of \$72.9 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

RED OAK INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2023

EXHIBIT A-1

Data Control Codes	Primary Government Governmental Activities
ASSETS	
1110 Cash and Cash Equivalents	\$ 34,429,306
1220 Property Taxes - Delinquent	1,676,719
1230 Allowance for Uncollectible Taxes	(83,835)
1240 Due from Other Governments	9,061,704
1260 Internal Balances	457
1290 Other Receivables, Net	120,019
1300 Inventories	23,715
Capital Assets:	
1510 Land	5,967,901
1520 Buildings, Net	88,461,241
1530 Furniture and Equipment, Net	3,935,869
1580 Construction in Progress	1,620,806
1000 Total Assets	145,213,902
DEFERRED OUTFLOWS OF RESOURCES	
1701 Deferred Charge on Bond Refundings	2,459,099
1705 Deferred Resource Outflows Related to TRS Pension	8,950,276
1706 Deferred Resource Outflows Related to TRS OPEB	4,243,214
1700 Total Deferred Outflows of Resources	15,652,589
LIABILITIES	
2110 Accounts Payable	526,414
2140 Accrued Interest Payable	1,126,336
2150 Payroll Deductions and Withholdings	21,816
2160 Accrued Wages Payable	5,867,292
2180 Due to Other Governments	90,143
2200 Accrued Expenses	402,158
2300 Unearned Revenue	46,949
Noncurrent Liabilities:	
2501 Due Within One Year: Loans, Note, Leases, etc.	2,975,000
Due in More than One Year:	
2502 Bonds, Notes, Loans, Leases, etc.	88,664,128
2540 Net Pension Liability (District's Share)	19,416,249
2545 Net OPEB Liability (District's Share)	10,722,026
2000 Total Liabilities	129,858,511
DEFERRED INFLOWS OF RESOURCES	
2605 Deferred Resource Inflows Related to TRS Pension	2,100,175
2606 Deferred Resource Inflows Related to TRS OPEB	17,127,059
2600 Total Deferred Inflows of Resources	19,227,234
NET POSITION	
3200 Net Investment in Capital Assets and Right-to-Use Lease Assets	10,805,788
Restricted:	
3820 Restricted for Federal and State Programs	1,841,380
3850 Restricted for Debt Service	8,152,321
3900 Unrestricted	(9,018,743)
3000 Total Net Position	\$ 11,780,746

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, 2023

Data Control Codes	1	Program Revenues		Net (Expense) Revenue and Changes in Net Position	
		3	4	6	
	Expenses	Charges for Services	Operating Grants and Contributions	Primary Gov. Governmental Activities	
Primary Government:					
GOVERNMENTAL ACTIVITIES:					
11	Instruction	\$ 37,976,954	\$ 280,843	\$ 6,092,674	\$ (31,603,437)
12	Instructional Resources and Media Services	750,816	38,501	35,971	(676,344)
13	Curriculum and Instructional Staff Development	2,821,252	124	1,118,398	(1,702,730)
21	Instructional Leadership	904,351	-	57,336	(847,015)
23	School Leadership	4,241,035	107,717	300,910	(3,832,408)
31	Guidance, Counseling, and Evaluation Services	3,261,304	24,250	562,115	(2,674,939)
32	Social Work Services	121,931	-	9,026	(112,905)
33	Health Services	844,502	-	64,046	(780,456)
34	Student (Pupil) Transportation	3,084,005	-	695,859	(2,388,146)
35	Food Services	3,919,360	1,151,092	3,042,204	273,936
36	Extracurricular Activities	3,221,938	285,507	101,051	(2,835,380)
41	General Administration	3,024,801	61	210,560	(2,814,180)
51	Facilities Maintenance and Operations	7,451,122	47,713	450,843	(6,952,566)
52	Security and Monitoring Services	1,764,961	2,288	148,436	(1,614,237)
53	Data Processing Services	1,999,620	-	301,989	(1,697,631)
61	Community Services	1,748,970	768,458	2,168,952	1,188,440
72	Debt Service - Interest on Long-Term Debt	3,020,643	-	354,363	(2,666,280)
73	Debt Service - Bond Issuance Cost and Fees	4,000	-	-	(4,000)
81	Capital Outlay	15,565	-	-	(15,565)
99	Other Intergovernmental Charges	334,545	-	-	(334,545)
	[TP] TOTAL PRIMARY GOVERNMENT:	\$ 80,511,675	\$ 2,706,554	\$ 15,714,733	(62,090,388)
Data Control Codes	General Revenues:				
	Taxes:				
MT	Property Taxes, Levied for General Purposes			30,938,775	
DT	Property Taxes, Levied for Debt Service			11,413,403	
SF	State Aid - Formula Grants			29,063,927	
GC	Grants and Contributions not Restricted			7,990	
IE	Investment Earnings			1,211,889	
MI	Miscellaneous Local and Intermediate Revenue			438,355	
TR	Total General Revenues			73,074,339	
CN	Change in Net Position			10,983,951	
NB	Net Position - Beginning			796,795	
NE	Net Position - Ending			\$ 11,780,746	

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

RED OAK INDEPENDENT SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2023

Data Control Codes	10 General Fund	50 Debt Service Fund	60 Capital Projects
ASSETS			
1110 Cash and Cash Equivalents	\$ 18,818,923	\$ 8,935,533	\$ 4,375,342
1220 Property Taxes - Delinquent	1,237,158	439,561	-
1230 Allowance for Uncollectible Taxes	(61,858)	(21,977)	-
1240 Due from Other Governments	7,410,067	14,903	-
1260 Due from Other Funds	1,052,305	-	-
1290 Other Receivables	26,274	-	-
1300 Inventories	23,715	-	-
1000 Total Assets	<u>\$ 28,506,584</u>	<u>\$ 9,368,020</u>	<u>\$ 4,375,342</u>
LIABILITIES			
2110 Accounts Payable	\$ 244,073	\$ -	\$ 273,613
2150 Payroll Deductions and Withholdings Payable	20,828	-	-
2160 Accrued Wages Payable	5,170,108	-	-
2170 Due to Other Funds	41,374	-	-
2180 Due to Other Governments	-	89,363	-
2200 Accrued Expenditures	402,158	-	-
2300 Unearned Revenue	500	-	-
2000 Total Liabilities	<u>5,879,041</u>	<u>89,363</u>	<u>273,613</u>
DEFERRED INFLOWS OF RESOURCES			
2601 Unavailable Revenue - Property Taxes	1,175,300	417,584	-
2600 Total Deferred Inflows of Resources	<u>1,175,300</u>	<u>417,584</u>	<u>-</u>
FUND BALANCES			
Nonspendable Fund Balance:			
3410 Inventories	23,715	-	-
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	-	-	-
3480 Retirement of Long-Term Debt	-	8,861,073	-
Committed Fund Balance:			
3510 Construction	-	-	4,101,729
3545 Other Committed Fund Balance	-	-	-
3600 Unassigned Fund Balance	21,428,528	-	-
3000 Total Fund Balances	<u>21,452,243</u>	<u>8,861,073</u>	<u>4,101,729</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 28,506,584</u>	<u>\$ 9,368,020</u>	<u>\$ 4,375,342</u>

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

Other Funds	Total Governmental Funds
\$ 2,299,508	\$ 34,429,306
-	1,676,719
-	(83,835)
1,636,734	9,061,704
41,374	1,093,679
93,745	120,019
-	23,715
<u>\$ 4,071,361</u>	<u>\$ 46,321,307</u>
\$ 8,728	\$ 526,414
988	21,816
697,184	5,867,292
1,051,848	1,093,222
780	90,143
-	402,158
46,449	46,949
<u>1,805,977</u>	<u>8,047,994</u>
-	1,592,884
-	1,592,884
-	23,715
1,841,380	1,841,380
-	8,861,073
-	4,101,729
424,004	424,004
-	21,428,528
<u>2,265,384</u>	<u>36,680,429</u>
<u>\$ 4,071,361</u>	<u>\$ 46,321,307</u>

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RED OAK INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE
STATEMENT OF NET POSITION
JUNE 30, 2023

EXHIBIT C-2

Total Fund Balances - Governmental Funds	\$	36,680,429
1 Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund financial statements.		169,999,987
2 Accumulated depreciation is not reported in the fund financial statements.		(70,014,170)
3 Bonds payable and maintenance tax notes payable are not reported in the fund financial statements.		(83,835,000)
4 Property tax revenue reported as unavailable revenue in the fund financial statements is recognized as revenue in the government-wide financial statements.		1,592,884
5 Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due.		(1,126,336)
6 Bond and note premiums are not recognized in the fund financial statements.		(7,804,128)
7 The deferred charge on bond refundings is not recognized in the fund financial statements.		2,459,099
8 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 \$19,416,249, Deferred Inflows of Resources related to TRS Pensions in the amount of \$2,100,175, and Deferred Outflows of Resources related to TRS Pensions in the amount of \$8,950,276. This results in a decrease in Net Position in the amount of \$12,566,148.		(12,566,148)
9 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 \$10,722,026, a Deferred Resource Inflow related to TRS OPEB in the amount of \$17,127,059 and a Deferred Resource Outflow related to TRS OPEB in the amount of \$4,243,214. This amounted to a net decrease in Net Position in the amount of \$23,605,871.		(23,605,871)
19 Net Position of Governmental Activities	\$	11,780,746

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, 2023

Data Control Codes	10 General Fund	50 Debt Service Fund	60 Capital Projects
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 32,621,380	\$ 11,464,603	\$ 110,127
5800 State Program Revenues	33,090,775	354,363	-
5900 Federal Program Revenues	3,357,062	-	-
5020 Total Revenues	<u>69,069,217</u>	<u>11,818,966</u>	<u>110,127</u>
EXPENDITURES:			
Current:			
0011 Instruction	33,248,516	-	-
0012 Instructional Resources and Media Services	691,870	-	-
0013 Curriculum and Instructional Staff Development	1,811,185	-	-
0021 Instructional Leadership	849,599	-	-
0023 School Leadership	3,968,209	-	-
0031 Guidance, Counseling, and Evaluation Services	2,749,971	-	-
0032 Social Work Services	124,624	-	-
0033 Health Services	817,259	-	-
0034 Student (Pupil) Transportation	3,004,280	-	-
0035 Food Services	-	-	-
0036 Extracurricular Activities	2,532,849	-	-
0041 General Administration	3,004,890	-	-
0051 Facilities Maintenance and Operations	6,867,191	-	130,597
0052 Security and Monitoring Services	1,326,650	-	-
0053 Data Processing Services	1,669,232	-	86,206
0061 Community Services	1,751,216	-	-
Debt Service:			
0071 Principal on Long-Term Liabilities	285,000	6,595,000	-
0072 Interest on Long-Term Liabilities	162,500	3,250,237	-
0073 Bond Issuance Cost and Fees	500	3,500	-
Capital Outlay:			
0081 Facilities Acquisition and Construction	-	-	2,472,103
Intergovernmental:			
0099 Other Intergovernmental Charges	334,545	-	-
6030 Total Expenditures	<u>65,200,086</u>	<u>9,848,737</u>	<u>2,688,906</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>3,869,131</u>	<u>1,970,229</u>	<u>(2,578,779)</u>
OTHER FINANCING SOURCES (USES):			
7915 Transfers In	-	-	3,000,000
8911 Transfers Out	(3,000,000)	-	-
7080 Total Other Financing Sources (Uses)	<u>(3,000,000)</u>	<u>-</u>	<u>3,000,000</u>
1200 Net Change in Fund Balances	869,131	1,970,229	421,221
0100 Fund Balance - July 1 (Beginning)	<u>20,583,112</u>	<u>6,890,844</u>	<u>3,680,508</u>
3000 Fund Balance - June 30 (Ending)	<u>\$ 21,452,243</u>	<u>\$ 8,861,073</u>	<u>\$ 4,101,729</u>

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

	Other Funds	Total Governmental Funds
\$	1,907,046	\$ 46,103,156
	319,552	33,764,690
	7,985,564	11,342,626
	10,212,162	91,210,472
	3,278,755	36,527,271
	43,501	735,371
	1,022,952	2,834,137
	12,000	861,599
	173,313	4,141,522
	427,328	3,177,299
	1,000	125,624
	17,635	834,894
	54,250	3,058,530
	3,994,141	3,994,141
	194,050	2,726,899
	41,073	3,045,963
	225,799	7,223,587
	65,492	1,392,142
	236,271	1,991,709
	63,795	1,815,011
	-	6,880,000
	-	3,412,737
	-	4,000
	-	2,472,103
	-	334,545
	9,851,355	87,589,084
	360,807	3,621,388
	-	3,000,000
	-	(3,000,000)
	-	-
	360,807	3,621,388
	1,904,577	33,059,041
\$	2,265,384	\$ 36,680,429

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, 2023

EXHIBIT C-4

Total Net Change in Fund Balances - Governmental Funds	\$	3,621,388
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.		3,388,313
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.		(5,061,708)
Current year long-term debt principal payments on notes payable and bonds payable are expenditures in the fund financial statements, but are shown as reductions in long-term debt in the government-wide financial statements.		6,880,000
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 decrease in accrued interest payable increases the change in net position in the government-wide financial statements.		187,181
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.		613,906
Bond and note premiums are not amortized in the fund financial statements, but are reported net of amortization in the government-wide financial statements.		595,237
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.		(390,324)
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 8/31/2022 caused the change in the ending net position to increase \$376,467. These contributions were replaced with the District's pension expense for the year of \$881,094, 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 \$504,627.		(504,627)
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 8/31/2022 but during the current fiscal year caused the ending net position to increase in the amount of \$59,418. These contributions were replaced with the District's OPEB negative expense for the year of \$1,598,007, which caused an increase in the change in net position. The net effect of both of these is to increase the change in net position by \$1,657,425.		1,657,425
The government-wide financial statements include the removal of the cost and accumulated depreciation on the assets disposed of from the District's capital assets.		(2,840)
Change in Net Position of Governmental Activities	\$	10,983,951

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, 2023

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	\$ 29,446,686	\$ 31,479,218	\$ 32,621,380	\$ 1,142,162
5800 State Program Revenues	38,218,922	36,186,390	33,090,775	(3,095,615)
5900 Federal Program Revenues	1,150,000	1,150,000	3,357,062	2,207,062
5020 Total Revenues	68,815,608	68,815,608	69,069,217	253,609
EXPENDITURES:				
Current:				
0011 Instruction	35,071,770	34,816,083	33,248,516	1,567,567
0012 Instructional Resources and Media Services	1,031,672	831,672	691,870	139,802
0013 Curriculum and Instructional Staff Development	1,936,350	1,916,005	1,811,185	104,820
0021 Instructional Leadership	816,034	892,892	849,599	43,293
0023 School Leadership	4,034,222	4,055,843	3,968,209	87,634
0031 Guidance, Counseling, and Evaluation Services	2,888,265	2,888,265	2,749,971	138,294
0032 Social Work Services	175,548	175,548	124,624	50,924
0033 Health Services	902,216	902,216	817,259	84,957
0034 Student (Pupil) Transportation	3,314,580	3,202,580	3,004,280	198,300
0036 Extracurricular Activities	2,488,881	2,617,296	2,532,849	84,447
0041 General Administration	2,967,403	3,086,255	3,004,890	81,365
0051 Facilities Maintenance and Operations	7,430,882	7,448,876	6,867,191	581,685
0052 Security and Monitoring Services	1,387,310	1,387,310	1,326,650	60,660
0053 Data Processing Services	1,698,076	1,799,783	1,669,232	130,551
0061 Community Services	1,774,578	1,797,163	1,751,216	45,947
Debt Service:				
0071 Principal on Long-Term Liabilities	285,000	385,000	285,000	100,000
0072 Interest on Long-Term Liabilities	165,000	165,000	162,500	2,500
0073 Bond Issuance Cost and Fees	500	500	500	-
Capital Outlay:				
0081 Facilities Acquisition and Construction	52,321	52,321	-	52,321
Intergovernmental:				
0095 Payments to Juvenile Justice Alternative Ed. Prg.	45,000	45,000	-	45,000
0099 Other Intergovernmental Charges	350,000	350,000	334,545	15,455
6030 Total Expenditures	68,815,608	68,815,608	65,200,086	3,615,522
1100 Excess of Revenues Over Expenditures	-	-	3,869,131	3,869,131
OTHER FINANCING SOURCES (USES):				
8911 Transfers Out	-	-	(3,000,000)	(3,000,000)
1200 Net Change in Fund Balances	-	-	869,131	869,131
0100 Fund Balance - July 1 (Beginning)	20,583,112	20,583,112	20,583,112	-
3000 Fund Balance - June 30 (Ending)	\$ 20,583,112	\$ 20,583,112	\$ 21,452,243	\$ 869,131

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

RED OAK INDEPENDENT SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
JUNE 30, 2023

	Total Custodial Funds
<hr/>	
ASSETS	
Cash and Cash Equivalents	\$ 145,894
Other Receivables	383
Total Assets	146,277
LIABILITIES	
Accounts Payable	5,302
Due to Other Funds	457
Total Liabilities	5,759
NET POSITION	
Unrestricted Net Position	140,518
Total Net Position	\$ 140,518

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

RED OAK INDEPENDENT SCHOOL DISTRICT
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FIDUCIARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2023

	Total Custodial Funds
ADDITIONS:	
Contributions to Student Groups	\$ 326,118
Total Additions	<u>326,118</u>
DEDUCTIONS:	
Other Deductions	<u>327,235</u>
Total Deductions	<u>327,235</u>
Change in Fiduciary Net Position	(1,117)
Total Net Position - July 1 (Beginning)	<u>141,635</u>
Total Net Position - June 30 (Ending)	<u><u>\$ 140,518</u></u>

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, 2023

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Red Oak Independent School District's (the "District") is a public educational agency operating under the applicable rules and regulations of the State of Texas. The District's 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 elected by registered voters of the District, 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, 2023

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.
3. **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.

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. **Fiduciary Funds** - These funds are used to account for activities of student groups and other organizational activities on a fiduciary basis. 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. No resources were declared surplus in the current fiscal year.

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, 2023

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, 2023

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, 2023 <u>Fund Balance</u>	
Appropriated Budget Funds – Food Service Special Revenue Fund	\$1,753,484
Nonappropriated Budget Funds	<u>511,900</u>
All Special Revenue Funds	<u>\$2,265,384</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, 2023

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 position (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, 2023 was \$2,459,099.

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 5.7052 years.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023

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, 2023 was \$8,950,276.

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 9.2179 years. The total amount of deferred outflows reported in the governmental activities for deferred OPEB expenses at June 30, 2023 was \$4,243,214.

A deferred inflow of resources is an acquisition of a government's net position (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, 2023 was \$1,592,884.

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 2023, the District reported deferred inflows of resources for pensions in the governmental activities in the amount of \$2,100,175.

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 (9.2179 years for the 2022 measurement year). In fiscal year 2023, the District reported deferred inflows of resources for OPEB in the governmental activities in the amount of \$17,127,059.

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, 2023

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 2023, 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.

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:

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023

- 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, 2023 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.
- 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 \$21,428,528 at June 30, 2023. Inventories of \$23,715 are considered nonspendable fund balance.

Other Major Funds

The Debt Service Fund has restricted funds of \$8,861,073 at June 30, 2023 consisting primarily of property tax collections that are restricted for debt service payments on bonded debt.

The local Capital Projects Fund has \$4,101,729 committed for future construction.

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2023

Other Funds

The fund balance of \$388,329 of the Campus Activity Fund, \$35,672 of the Education Foundation Grants Fund, and \$3 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	\$1,753,484
Summer Feeding Program	58,823
Advanced Placement Incentives	20,313
State Textbook Fund	4,914
Other State Programs	<u>3,846</u>
Total	<u>\$1,841,380</u>

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, 2023, the carrying amount of the District’s deposits (checking accounts and interest-bearing demand accounts) and petty cash was \$1,099,433 and the bank balance was \$2,259,198. The District’s cash deposits at June 30, 2023 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.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
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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, 2023, the District’s cash deposits totaled \$2,259,198. 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, 2023, 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, 2023, 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 fair 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.

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The District's investments at June 30, 2023, are shown below:

<u>Name</u>	<u>Carrying Amount</u>	<u>Fair Value</u>
Lone Star Investment Pool	\$33,461,617	\$33,461,617
TexPool Investment Pool	4,037	4,037
TexSTAR Investment Pool	<u>10,113</u>	<u>10,113</u>
	<u>\$33,475,767</u>	<u>\$33,475,767</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, 2023, was as follows:

	<u>Balance July 1, 2022</u>	<u>Additions/ Completions</u>	<u>Retirement/ Adjustments</u>	<u>Balance June 30, 2023</u>
Governmental Activities:				
Capital assets not being depreciated				
Land	\$ 5,967,901	\$ -	\$ -	\$ 5,967,901
Construction in Progress	<u>112,439</u>	<u>2,504,293</u>	<u>(995,926)</u>	<u>1,620,806</u>
Total Capital assets not being depreciated	<u>6,080,340</u>	<u>2,504,293</u>	<u>(995,926)</u>	<u>7,588,707</u>
Capital assets, being depreciated				
Buildings and Improvements	151,081,455	-	995,926	152,077,381
Furniture and Equipment	<u>10,079,887</u>	<u>884,020</u>	<u>(630,008)</u>	<u>10,333,899</u>
Total capital assets being depreciated	<u>161,161,342</u>	<u>884,020</u>	<u>365,918</u>	<u>162,411,280</u>
Less accumulated depreciation for:				
Buildings and Improvements	(59,263,392)	(4,352,748)	-	(63,616,140)
Furniture and Equipment	<u>(6,316,238)</u>	<u>(708,960)</u>	<u>627,168</u>	<u>(6,398,030)</u>
Total accumulated depreciation	<u>(65,579,630)</u>	<u>(5,061,708)</u>	<u>627,168</u>	<u>(70,014,170)</u>
Total capital assets, being depreciated, net	<u>95,581,712</u>	<u>(4,177,688)</u>	<u>993,086</u>	<u>92,397,110</u>
Governmental activities capital assets, net	<u>\$101,662,052</u>	<u>\$(1,673,395)</u>	<u>\$ (2,840)</u>	<u>\$ 99,985,817</u>

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

Governmental activities:	
Instruction	\$2,239,170
Instructional Resources & Media Services	31,997
Curriculum & Staff Development	31,090
Instructional Leadership	63,613
School Leadership	218,780
Guidance, Counseling & Evaluation Services	157,184
Health Services	30,964
Transportation	560,366
Food Services	124,886
Extracurricular Activities	538,775
General Administration	38,215
Plant Maintenance and Operations	485,816
Security & Monitoring Services	412,038
Data Processing Services	100,687
Community Services	<u>28,127</u>
Total depreciation expense-Governmental activities	<u>\$5,061,708</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, 2023:

<u>Description</u>	<u>Interest Rate Payable</u>	<u>Original Issue Amount</u>	<u>Amounts Outstanding 7/1/22</u>	<u>Additions</u>	<u>Retired</u>	<u>Amounts Outstanding 6/30/23</u>	<u>Due Within One Year</u>
Bonded Indebtedness:							
2013 School Refunding	1.50-4.00%	6,910,000	\$ 4,045,000	\$ -	\$4,045,000	\$ -	\$ -
2014 School Refunding	2.00-4.00%	8,610,000	6,980,000	-	530,000	6,450,000	555,000
2015 School Refunding	1.30-3.75%	8,770,000	7,070,000	-	495,000	6,575,000	515,000
2016 School Refunding	2.00-4.00%	8,780,000	8,600,000	-	25,000	8,575,000	25,000
2017 School Refunding	3.25-5.00%	45,775,000	43,510,000	-	990,000	42,520,000	1,035,000
2019 School Refunding	3.00-4.00%	8,225,000	7,745,000	-	250,000	7,495,000	270,000
2019A School Refunding	3.00-5.00%	8,900,000	<u>8,415,000</u>	<u>-</u>	<u>260,000</u>	<u>8,155,000</u>	<u>275,000</u>
Total Bonded Indebtedness			86,365,000	-	6,595,000	79,770,000	2,675,000
Premiums on Bonds			7,975,323	-	567,455	7,407,868	-
Premium on Maintenance Tax Notes			424,042	-	27,782	396,260	-
Maintenance Tax Notes - 2019	3.00-5.00%		<u>4,350,000</u>	<u>-</u>	<u>285,000</u>	<u>4,065,000</u>	<u>300,000</u>
Total Obligations of District			<u>\$ 99,114,365</u>	<u>\$ -</u>	<u>\$7,475,237</u>	<u>\$91,639,128</u>	<u>\$2,975,000</u>

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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, 2023.

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>
2024	\$ 2,675,000	\$ 3,089,738	\$ 5,764,738
2025	2,770,000	2,968,438	5,738,438
2026	2,900,000	2,844,000	5,744,000
2027	3,010,000	2,715,588	5,725,588
2028	3,870,000	2,563,413	6,433,413
2029-2033	24,755,000	9,764,073	34,519,073
2034-2038	32,855,000	4,295,381	37,150,381
2039-2043	<u>6,935,000</u>	<u>158,913</u>	<u>7,093,913</u>
	<u>\$79,770,000</u>	<u>\$28,399,544</u>	<u>\$108,169,544</u>

NOTE 6. DEFERRED CHARGE ON BOND REFUNDINGS

The District's deferred charge on bond refundings as of June 30, 2023 is as follows:

Balance – June 30, 2022	\$2,849,423
Current year amortization	<u>(390,324)</u>
Balance – June 30, 2023	<u>\$2,459,099</u>

NOTE 7. NOTES PAYABLE

The District issued \$5,225,000 of Maintenance Tax Notes on August 20, 2019. The notes were issued with interest rates from 3.0% to 5.0%. 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>
2024	\$ 300,000	\$ 148,250	\$ 448,250
2025	315,000	133,250	448,250
2026	330,000	117,500	447,500
2027	345,000	104,300	449,300
2028	355,000	90,500	445,500
2029-2033	1,985,000	251,350	2,236,350
2034	<u>435,000</u>	<u>13,050</u>	<u>448,050</u>
	<u>\$4,065,000</u>	<u>\$ 858,200</u>	<u>\$4,923,200</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 2022-23 fiscal period was based on was \$3,327,988,150. 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, 2023, to finance General Fund operations and the payment of principal and interest on general obligation long-term debt were \$0.9429 and \$0.3481 per \$100 valuation, respectively, for a total of \$1.291 per \$ 100 valuation.

Current tax collections for the year ended June 30, 2023 were 96.27% of the June 30, 2023 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, 2023, property taxes receivable, net of estimated uncollectible taxes, totaled \$1,175,300 and \$417,584 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 in 2013 to assist in the development of their new facilities and the economic development of the region. The Agreement limits the appraised value on their property for the maintenance and operations (M&O) taxes on their property and started in the 2016 tax year.

Starting with the 2020 tax year, the taxable assessed value of Triumph was below the limitation thresholds so there was no variance between the M&O taxable value and the I&S taxable value. The same is true for the 2022-2023 tax year. In the spring of 2021, Triumph sold the Red Oak facility to Arlington Capital and the facility was renamed Qarbon Aerospace.

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 Annual Comprehensive Financial Report (ACFR) that includes financial statements and required supplementary information. That report may be obtained on the Internet at <https://trs.texas.gov/pages/aboutpublications.aspx>, by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512)542-6592.

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. Actuarial implications of the funding provided in this manner are determined by the System's actuary.

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>2022</u>	<u>2023</u>
Member	8.0%	8.0%
Non-Employer Contributing Entity (State)	7.75%	8.00%
Employers	7.75%	8.00%
Red Oak ISD FY2023 Employer Contributions	\$	1,809,539
Red Oak ISD FY2023 Member Contributions	\$	3,826,024
Red Oak ISD FY2023 NECE On-Behalf Contributions	\$	2,738,400

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:

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- 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.
- All public schools must contribute 1.7 percent of the member's salary beginning in fiscal year 2022, gradually increasing to 2 percent in fiscal year 2025.

In addition to the employer contributions listed above, there are 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.

Actuarial Assumptions. The total pension liability in the August 31, 2022 actuarial valuation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2021 rolled forward to August 31, 2022
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Fair Value
Single Discount Rate	7.00%
Long-term expected Investment Rate of Return	7.00%
Municipal Bond Rate as of August 2022	3.91%
Inflation	2.30%
Salary Increases Including Inflation	2.95% to 8.95%
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, 2021. For a full description of these assumptions please see the actuarial valuation report dated November 12, 2021.

Discount Rate. A single discount rate of 7.00 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 7.00 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 7.00%.

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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, 2022 are summarized below:

Asset Class	Target Allocation ¹	Long-Term Expected Arithmetic Real Rate of Return ²	Expected Contribution To Long-Term Portfolio Returns
Global Equity			
U.S.	18%	4.6%	1.12%
Non-U.S. Developed	13%	4.9%	0.90%
Emerging Markets	9%	5.4%	0.75%
Private Equity	14%	7.7%	1.55%
Stable Value			
Government Bonds	16%	1.0%	0.22%
Absolute Return ⁴	0%	3.7%	0.00%
Stable Value Hedge Funds	5%	3.4%	0.18%
Real Return			
Real Estate	15%	4.1%	0.94%
Energy, Natural Resources	6%	5.1%	0.37%
Commodities	0%	3.6%	0.00%
Risk Parity			
Risk Parity	8%	4.6%	0.43%
Leverage			
Cash	2%	3.0%	0.01%
Asset Allocation Leverage	-6%	3.6%	-0.05%
Inflation Expectation	-		2.70%
Volatility Drag ³	-		-0.93%
Total	<u>100%</u>		<u>8.19%</u>

Discount Rate Sensitivity Analysis. The following table presents the Net Pension Liability of the plan using the discount rate of 7.00 percent, and what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.00 percent) or one percentage point higher (8.00 percent) than the current rate.

	1% Decrease in Discount Rate (6.00%)	Discount Rate (7.00%)	1% Increase in Discount Rate (8.00%)
Red Oak ISD's proportionate share of the net pension liability:	\$30,204,322	\$19,416,249	\$10,672,009

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions. At June 30, 2023, Red Oak Independent School District reported a liability of \$19,416,249 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:

¹ Target allocations are based on the FY22 policy model.

² Capital Market Assumptions come from Aon Hewitt (as of 08/31/2022).

³ The volatility drag results from the conversion between arithmetic and geometric mean returns.

⁴ Absolute Return includes credit sensitive investments.

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District's Proportionate share of the collective net pension liability	\$19,416,249
State's proportionate share that is associated with the District	<u>32,134,649</u>
Total	<u>\$51,550,898</u>

The net pension liability was measured as of August 31, 2021 and rolled forward to August 31, 2022 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, 2021 thru August 31, 2022.

At August 31, 2022 the employer's proportion of the collective net pension liability was 0.032705222%, an increase of 4.35% from its proportionate share of 0.031340646% at August 31, 2021.

Changes Since the Prior Actuarial Valuation – The actuarial assumptions and methods have been modified since the determination of the prior year's Net Pension Liability. These new assumptions were adopted in conjunction with an actuarial experience study. The primary assumption change was the lowering of the single discount rate from 7.25 percent to 7.00 percent.

For the year ended June 30, 2023, Red Oak Independent School District recognized pension expense of \$2,738,400 and revenue of \$2,738,400 for support provided by the State.

At June 30, 2023, 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	\$ 281,534	\$ 423,311
Changes in actuarial assumptions	3,617,879	901,677
Difference between projected and actual investment earnings	1,918,263	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,586,955	775,187
Contributions paid to TRS subsequent to the measurement date	1,545,645	-
Total	\$8,950,276	\$2,100,175

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

Year ended June 30:	Pension Expense Amount
2024	\$ 1,495,172
2025	735,259
2026	233,480
2027	2,417,672
2028	422,873
Thereafter	-

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 with a special funding situation. The TRS-Care program was established in 1986 by the Texas Legislature.

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The TRS Board of Trustees administers the TRS-Care program and the related fund in accordance with Texas Insurance Code Chapter 1575. 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. The Board may adopt rules, plans, procedures, and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

OPEB Plan Fiduciary Net Position. Detail information about the TRS-Care’s fiduciary net position is available in the separately-issued TRS Annual Comprehensive Financial Report that includes financial statements and required supplementary information. That report may be obtained on the Internet at <http://www.trs.texas.gov/pages/aboutpublications.aspx>; 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. There are no automatic post-employment benefit changes; including automatic COLAs.

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 school. 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>2022</u>	<u>2023</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 INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2023

Red Oak ISD FY23 Employer Contributions	\$425,859
Red Oak ISD FY23 Member Contributions	\$310,840
Red Oak ISD FY23 NECE On-behalf Contributions	\$564,794

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 \$83 million in fiscal year 2022 from the Federal Rescue Plan Act (ARPA) to help defray Covid-19-related health care costs during fiscal year 2022.

Actuarial Assumptions. The actuarial valuation was performed as of August 31, 2021. Update procedures were used to roll forward the Total OPEB Liability to August 31, 2022.

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2017.

The following assumptions and other inputs used for members of TRS-Care are based on an established pattern of practice and are identical to the assumptions used in the August 31, 2021 TRS pension actuarial valuation that was rolled forward to August 31, 2022:

Rates of Mortality	General Inflation
Rates of Retirement	Wage Inflation
Rates of Termination	Rates of Disability

The active mortality rates were based on 90 percent of the RP-2014 Employee Mortality Tables for males and females, with full generational mortality using Scale BB. The post-retirement mortality rates for healthy lives were based on the 2018 TRS of Texas Healthy Pensioner Mortality Tables, with full generational projection using the ultimate improvement rates from the mortality projection scale MP-2018.

Additional Actuarial Methods and Assumptions:

Valuation Date	August 31, 2021 rolled forward to August 31, 2022
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	3.91%
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 40% participation after age 65
Ad hoc post-employment benefit changes	None

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2023

Discount Rate. A single discount rate of 3.91% was used to measure the total OPEB liability. There was an increase of 1.96 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 used for the long-term rate of return and was applied to all periods of projected benefit payments to determine the total OPEB liability.

The source of the municipal bond rate is the Fidelity “20-year Municipal GO AA Index” as of August 31, 2021 using the fixed-income market data/yield curve/data municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds.

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 3.91% in measuring the Net OPEB Liability.

	1% Decrease in Discount Rate (2.91%)	Current Single Discount Rate (3.91%)	1% Increase in Discount Rate (4.91%)
District’s proportionate share of the Net OPEB Liability:	\$12,642,119	\$10,722,026	\$9,166,504

Healthcare Cost Trend Rates Sensitivity Analysis - The following schedule shows the impact of the net OPEB liability if a healthcare trend rate that is one-percentage less than or one-percentage point greater than the health trend rates is assumed.

	1% Decrease in Healthcare Trend Rate	Current Single Healthcare Trend Rate	1% Increase in Healthcare Trend Rate
District’s proportionate share of the Net OPEB Liability:	\$8,834,998	\$10,722,026	\$13,168,815

OPEB Liabilities, OPEB Expenses, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs. At June 30, 2023, the District reported a liability of \$10,722,026 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	\$10,722,026
State’s proportionate share that is associated with the District	<u>\$13,079,187</u>
Total	<u>\$23,801,213</u>

The Net OPEB Liability was measured as of August 31, 2021 and rolled forward to August 31, 2022 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, 2021 thru August 31, 2022.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023

At August 31, 2022 the employer’s proportion of the collective Net OPEB Liability was 0.044779583%, an increase of 3.03% compared to the August 31, 2021 proportionate share of 0.043461241%.

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 1.95 percent as of August 31, 2021 to 3.91 percent as of August 31, 2022. This change decreased the Total OPEB Liability.

Changes of Benefit Terms Since the Prior Measurement Date – There were no changes in benefit terms since the prior measurement date.

The amount of OPEB expense recognized by the District in the reporting period was \$(1,773,569).

At June 30, 2023, 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	\$ 596,107	\$ 8,932,410
Changes in actuarial assumptions	1,633,177	7,449,026
Difference between projected and actual investment earnings	31,938	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,619,907	745,623
Contributions paid to TRS subsequent to the measurement date	362,085	-
Total	\$4,243,214	\$17,127,059

The net amounts of the employer’s balances 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
2024	\$ (2,451,674)
2025	(2,451,558)
2026	(1,996,879)
2027	(1,381,311)
2028	(1,695,976)
Thereafter	(3,268,532)

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, 2023, 2022 and 2021, the subsidy payments received by TRS-Care on behalf of the District were \$244,355, \$140,639 and \$177,399, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds financial statement of the District.

NOTE 13. INTERFUND PAYABLES, RECEIVABLES AND TRANSFERS

Interfund receivables and payables at June 30, 2023 represented short-term advances between funds. These amounts are expected to be repaid in less than one year from June 30, 2023.

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023

<u>Fund</u>	<u>Due from Other Funds</u>	<u>Due to Other Funds</u>
Major Governmental Funds:		
General Fund:		
Special Revenue Funds	\$1,051,848	\$ 41,374
Fiduciary Fund	<u>457</u>	<u>-</u>
Total Major Governmental Funds	<u>1,052,305</u>	<u>41,374</u>
Nonmajor Governmental Funds:		
Special Revenue Funds:		
General Fund	41,374	1,051,848
Fiduciary Fund:		
General Fund	<u>-</u>	<u>457</u>
Total Nonmajor Governmental Funds	<u>41,374</u>	<u>1,052,305</u>
Total	<u>\$1,093,679</u>	<u>\$1,093,679</u>

During the year ended June 30, 2023, the District transferred \$3,000,000 from the General Fund to the local Capital Projects Fund to provide funds for construction projects.

NOTE 14. HEALTH CARE

During the year ended June 30, 2023, employees of Red Oak Independent School District were covered by a health insurance plan (the Plan). The District contributed \$325 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 \$277,710 for the 22-23 fiscal year. Additionally, the District incurred fixed costs of \$62,306 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 \$402,152 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.

Changes in the workers compensation claims liability amount for fiscal years 2023 and 2022 are shown below:

<u>Fiscal Period</u>	<u>Beginning Claims Liability</u>	<u>Claims and Changes in Estimates</u>	<u>Claims Payments</u>	<u>Ending Claims Liability</u>
2023	\$383,810	\$320,651	\$302,309	\$402,152
2022	380,620	99,068	95,878	383,810

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023

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, 2023, 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	\$7,387,602	\$ -	\$ 22,465	\$ 7,410,067
Special Revenue Funds	136,220	1,500,514	-	1,636,734
Debt Service Fund	-	-	14,903	14,903
Total	<u>\$7,523,822</u>	<u>\$1,500,514</u>	<u>\$ 37,368</u>	<u>\$9,061,704</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, 2023 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, 2023, 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	\$30,251,305	\$ -	\$ 11,164,016	\$ -	\$ 41,415,321
Food Sales	-	1,151,092	-	-	1,151,092
Investment Income	818,122	70,204	213,436	110,127	1,211,889
Penalties, interest and other tax related income	235,800	-	87,151	-	322,951
Co-curricular student activities	97,457	610,383	-	-	707,840
Other	1,218,696	75,367	-	-	1,294,063
Total	<u>\$32,621,380</u>	<u>\$ 1,907,046</u>	<u>\$ 11,464,603</u>	<u>\$ 110,127</u>	<u>\$ 46,103,156</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE YEAR ENDED JUNE 30, 2023

NOTE 19. UNEARNED REVENUE

Unearned revenue at June 30, 2023 consisted of the following:

	General Fund	Special Revenue Fund	Debt Service Fund	Total
Child nutrition program	\$ -	\$36,449	\$ -	\$36,449
Grant funds	-	10,000	-	10,000
Other	<u>500</u>	<u>-</u>	<u>-</u>	<u>500</u>
	<u>\$ 500</u>	<u>\$46,449</u>	<u>\$ -</u>	<u>\$46,949</u>

NOTE 20. CONSTRUCTION COMMITMENTS

As of June 30, 2023, the District had entered into a \$4.8 million contract for architectural services on a new middle school. At June 30, 2023, there was \$3.36 million remaining costs under this contract. This project is to be paid from Capital Projects Fund fund balance.

NOTE 21. SUBSCRIPTION-BASED INFORMATION TECHNOLOGY ARRANGEMENTS

In May 2020, GASB issued Statement No. 96 – Subscription-Based Information Technology Arrangements (“SBITA”). This statement increases the usefulness of governments’ financial statements by requiring recognition of certain right-to-use subscription assets and corresponding subscription liabilities for SBITAs that were previously recognized as outflows of resources based on the payment provisions of the contract. The statement is effective for fiscal years beginning after June 15, 2022.

Per review of the information technology arrangements identified by the District as potential SBITAs, the arrangements were determined to either not meet the definition of a SBITA, or were immaterial to the financial statements.

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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, 2023

	FY 2023 Plan Year 2022	FY 2022 Plan Year 2021	FY 2021 Plan Year 2020
District's Proportion of the Net Pension Liability (Asset)	0.032705222%	0.031340646%	0.0289716%
District's Proportionate Share of Net Pension Liability (Asset)	\$ 19,416,249	\$ 7,981,353	\$ 15,516,609
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	32,134,649	14,462,630	31,194,241
Total	<u>\$ 51,550,898</u>	<u>\$ 22,443,983</u>	<u>\$ 46,710,850</u>
District's Covered Payroll	\$ 45,057,084	\$ 43,084,258	\$ 41,236,006
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	43.09%	18.52%	37.63%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	75.62%	88.79%	75.54%

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, 2022 for year 2023, August 31, 2021 for year 2022, August 31, 2020 for year 2021, 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 2020</u> <u>Plan Year 2019</u>	<u>FY 2019</u> <u>Plan Year 2018</u>	<u>FY 2018</u> <u>Plan Year 2017</u>	<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>
0.0323693%	0.0313381%	0.0310394%	0.0266819%	0.0326901%	0.0190656%
\$ 16,826,596	\$ 17,249,246	\$ 9,924,734	\$ 10,082,687	\$ 11,555,515	\$ 5,092,685
29,619,459	31,457,583	18,692,496	24,696,717	22,028,279	18,492,251
<u>\$ 46,446,055</u>	<u>\$ 48,706,829</u>	<u>\$ 28,617,230</u>	<u>\$ 34,779,404</u>	<u>\$ 33,583,794</u>	<u>\$ 23,584,936</u>
\$ 39,609,164	\$ 37,473,564	\$ 36,130,933	\$ 35,316,762	\$ 34,890,278	\$ 32,591,686
42.48%	46.03%	27.47%	28.55%	33.12%	15.63%
75.24%	73.74%	82.17%	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 2023

	2023	2022	2021
Contractually Required Contribution	\$ 1,809,539	\$ 1,411,773	\$ 1,305,132
Contribution in Relation to the Contractually Required Contribution	(1,809,539)	(1,411,773)	(1,305,132)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 47,948,806	\$ 44,830,408	\$ 42,387,934
Contributions as a Percentage of Covered Payroll	3.77%	3.15%	3.08%

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.

	2020	2019	2018	2017	2016	2015
\$	1,179,164	\$ 1,132,623	\$ 1,039,028	\$ 991,363	\$ 971,446	\$ 888,902
	(1,179,164)	(1,132,623)	(1,039,028)	(991,363)	(971,446)	(888,902)
\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
\$	40,977,144	\$ 39,427,555	\$ 37,140,348	\$ 36,081,222	\$ 35,196,159	\$ 34,491,916
	2.88%	2.87%	2.80%	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, 2023

	FY 2023 Plan Year 2022	FY 2022 Plan Year 2021	FY 2021 Plan Year 2020
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.044779583%	0.043461241%	0.0434976%
District's Proportionate Share of Net OPEB Liability (Asset)	\$ 10,722,026	\$ 16,764,943	\$ 16,535,394
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	13,079,187	22,461,287	22,219,606
Total	<u>\$ 23,801,213</u>	<u>\$ 39,226,230</u>	<u>\$ 38,755,000</u>
District's Covered Payroll	\$ 45,057,084	\$ 43,084,258	\$ 41,236,006
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	23.80%	38.91%	40.10%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	11.52%	6.18%	4.99%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. The amounts for FY 2023 are for the measurement date of August 31, 2022. The amounts reported for FY 2022 are for measurement date August 31, 2021. The amounts reported for FY 2021 are for the measurement date of August 31, 2020. The amounts for FY 2020 are for the measurement date 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.

<u>FY 2020</u> <u>Plan Year 2019</u>	<u>FY 2019</u> <u>Plan Year 2018</u>	<u>FY 2018</u> <u>Plan Year 2017</u>
0.0452261%	0.0440646%	0.0421796%
\$ 21,387,970	\$ 22,001,876	\$ 18,342,308
28,419,826	32,634,849	28,878,835
<u>\$ 49,807,796</u>	<u>\$ 54,636,725</u>	<u>\$ 47,221,143</u>
\$ 39,609,164	\$ 37,473,564	\$ 36,130,933
54.00%	58.56%	50.77%
2.66%	1.57%	0.91%

RED OAK INDEPENDENT SCHOOL DISTRICT
 SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)
 TEACHER RETIREMENT SYSTEM OF TEXAS
 FOR FISCAL YEAR 2023

	2023	2022	2021
Contractually Required Contribution	\$ 425,859	\$ 362,961	\$ 336,462
Contribution in Relation to the Contractually Required Contribution	(425,859)	(362,961)	(336,462)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 47,948,806	\$ 44,830,408	\$ 42,387,934
Contributions as a Percentage of Covered Payroll	0.89%	0.81%	0.79%

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.

	2020	2019	2018
\$	329,016	\$ 310,971	\$ 284,109
	(329,016)	(310,971)	(284,109)
\$	-	\$ -	\$ -
\$	40,977,144	\$ 39,427,555	\$ 37,140,348
	0.80%	0.79%	0.76%

RED OAK INDEPENDENT SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE YEAR ENDED JUNE 30, 2023

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 discount rate changed from 7.25 percent as of August 31, 2021 to 7.00 percent as of August 31, 2022. This change increased the total pension liability.

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 1.95 percent as of August 31, 2021 to 3.91 percent as of August 31, 2022. This change decreased the Total OPEB Liability.

COMBINING SCHEDULES

RED OAK INDEPENDENT SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 JUNE 30, 2023

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	\$ -	\$ -	\$ -	\$ 1,793,505
1240	Due from Other Governments	126,075	227,040	5,294	27,115
1260	Due from Other Funds	-	-	-	40,237
1290	Other Receivables	-	-	-	84,032
1000	Total Assets	\$ 126,075	\$ 227,040	\$ 5,294	\$ 1,944,889
LIABILITIES					
2110	Accounts Payable	\$ 2,550	\$ 772	\$ -	\$ 1,856
2150	Payroll Deductions and Withholdings Payable	-	-	-	121
2160	Accrued Wages Payable	68,630	136,597	3,591	152,979
2170	Due to Other Funds	54,895	89,671	1,703	-
2180	Due to Other Governments	-	-	-	-
2300	Unearned Revenue	-	-	-	36,449
2000	Total Liabilities	126,075	227,040	5,294	191,405
FUND BALANCES					
Restricted Fund Balance:					
3450	Federal or State Funds Grant Restriction	-	-	-	1,753,484
Committed Fund Balance:					
3545	Other Committed Fund Balance	-	-	-	-
3000	Total Fund Balances	-	-	-	1,753,484
4000	Total Liabilities and Fund Balances	\$ 126,075	\$ 227,040	\$ 5,294	\$ 1,944,889

242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	281 ESSER II CRRSA Act Supplemental	282 ESSER III ARP Act	283 ESSER-SUPP	284 IDEA B Formula ARP Act
\$ 47,973	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	81,523	6,177	31,467	586,320	198,843	61,584
1,137	-	-	-	-	-	-	-
9,713	-	-	-	-	-	-	-
<u>\$ 58,823</u>	<u>\$ -</u>	<u>\$ 81,523</u>	<u>\$ 6,177</u>	<u>\$ 31,467</u>	<u>\$ 586,320</u>	<u>\$ 198,843</u>	<u>\$ 61,584</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 65	\$ 1,560	\$ -
-	-	867	-	-	-	-	-
-	-	15,902	2,066	-	179,217	136,422	-
-	-	64,754	4,111	31,467	407,038	60,861	61,584
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	81,523	6,177	31,467	586,320	198,843	61,584
58,823	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>58,823</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ 58,823</u>	<u>\$ -</u>	<u>\$ 81,523</u>	<u>\$ 6,177</u>	<u>\$ 31,467</u>	<u>\$ 586,320</u>	<u>\$ 198,843</u>	<u>\$ 61,584</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 JUNE 30, 2023

Data Control Codes	285 IDEA B Preschool ARP Act	289 Other Federal Special Revenue Funds	397 Advanced Placement Incentives	410 State Instructional Materials
ASSETS				
1110 Cash and Cash Equivalents	\$ -	\$ -	\$ 20,313	\$ -
1240 Due from Other Governments	780	148,296	-	34,464
1260 Due from Other Funds	-	-	-	-
1290 Other Receivables	-	-	-	-
1000 Total Assets	<u>\$ 780</u>	<u>\$ 148,296</u>	<u>\$ 20,313</u>	<u>\$ 34,464</u>
LIABILITIES				
2110 Accounts Payable	\$ -	\$ 186	\$ -	\$ -
2150 Payroll Deductions and Withholdings Payable	-	-	-	-
2160 Accrued Wages Payable	-	-	-	-
2170 Due to Other Funds	780	148,110	-	29,550
2180 Due to Other Governments	-	-	-	-
2300 Unearned Revenue	-	-	-	-
2000 Total Liabilities	<u>780</u>	<u>148,296</u>	<u>-</u>	<u>29,550</u>
FUND BALANCES				
Restricted Fund Balance:				
3450 Federal or State Funds Grant Restriction	-	-	20,313	4,914
Committed Fund Balance:				
3545 Other Committed Fund Balance	-	-	-	-
3000 Total Fund Balances	<u>-</u>	<u>-</u>	<u>20,313</u>	<u>4,914</u>
4000 Total Liabilities and Fund Balances	<u>\$ 780</u>	<u>\$ 148,296</u>	<u>\$ 20,313</u>	<u>\$ 34,464</u>

429 Other State Special Revenue Funds	461 Campus Activity Funds	481 Education Foundation Grants	483 Project Lead the Way	484 STEM Lab Grant	Total Nonmajor Governmental Funds
\$ -	\$ 392,009	\$ 35,705	\$ 10,001	\$ 2	\$ 2,299,508
101,756	-	-	-	-	1,636,734
-	-	-	-	-	41,374
-	-	-	-	-	93,745
<u>\$ 101,756</u>	<u>\$ 392,009</u>	<u>\$ 35,705</u>	<u>\$ 10,001</u>	<u>\$ 2</u>	<u>\$ 4,071,361</u>
\$ -	\$ 1,706	\$ 33	\$ -	\$ -	\$ 8,728
-	-	-	-	-	988
-	1,780	-	-	-	697,184
97,130	194	-	-	-	1,051,848
780	-	-	-	-	780
-	-	-	10,000	-	46,449
<u>97,910</u>	<u>3,680</u>	<u>33</u>	<u>10,000</u>	<u>-</u>	<u>1,805,977</u>
3,846	-	-	-	-	1,841,380
-	388,329	35,672	1	2	424,004
<u>3,846</u>	<u>388,329</u>	<u>35,672</u>	<u>1</u>	<u>2</u>	<u>2,265,384</u>
<u>\$ 101,756</u>	<u>\$ 392,009</u>	<u>\$ 35,705</u>	<u>\$ 10,001</u>	<u>\$ 2</u>	<u>\$ 4,071,361</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, 2023

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	\$ -	\$ -	\$ -	\$ 1,221,296
5800 State Program Revenues	-	-	-	43,995
5900 Federal Program Revenues	605,195	1,054,343	21,269	2,985,003
5020 Total Revenues	605,195	1,054,343	21,269	4,250,294
EXPENDITURES:				
Current:				
0011 Instruction	341,002	817,941	21,269	-
0012 Instructional Resources and Media Services	-	-	-	-
0013 Curriculum and Instructional Staff Development	244,181	89,215	-	-
0021 Instructional Leadership	-	-	-	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	147,187	-	-
0032 Social Work Services	-	-	-	-
0033 Health Services	-	-	-	-
0034 Student (Pupil) Transportation	-	-	-	-
0035 Food Services	-	-	-	3,933,141
0036 Extracurricular Activities	-	-	-	-
0041 General Administration	20,012	-	-	-
0051 Facilities Maintenance and Operations	-	-	-	-
0052 Security and Monitoring Services	-	-	-	-
0053 Data Processing Services	-	-	-	-
0061 Community Services	-	-	-	-
6030 Total Expenditures	605,195	1,054,343	21,269	3,933,141
1200 Net Change in Fund Balance	-	-	-	317,153
0100 Fund Balance - July 1 (Beginning)	-	-	-	1,436,331
3000 Fund Balance - June 30 (Ending)	\$ -	\$ -	\$ -	\$ 1,753,484

242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	281 ESSER II CRRSA Act Supplemental	282 ESSER III ARP Act	283 ESSER-SUPP	284 IDEA B Formula ARP Act
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	53,458	132,908	58,594	1,001,967	1,427,136	298,105	165,642
-	53,458	132,908	58,594	1,001,967	1,427,136	298,105	165,642
-	53,458	108,908	58,003	527,000	544,895	209,874	116,399
-	-	-	-	5,000	-	-	-
-	-	24,000	591	19,500	480,351	63,500	-
-	-	-	-	12,000	-	-	-
-	-	-	-	47,500	-	18,096	-
-	-	-	-	29,500	177,148	-	49,243
-	-	-	-	1,000	-	-	-
-	-	-	-	11,000	-	6,635	-
-	-	-	-	54,250	-	-	-
-	-	-	-	61,000	-	-	-
-	-	-	-	6,000	-	-	-
-	-	-	-	21,000	-	-	-
-	-	-	-	85,250	-	-	-
-	-	-	-	47,967	-	-	-
-	-	-	-	11,500	224,742	-	-
-	-	-	-	62,500	-	-	-
-	53,458	132,908	58,594	1,001,967	1,427,136	298,105	165,642
-	-	-	-	-	-	-	-
58,823	-	-	-	-	-	-	-
\$ 58,823	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

RED OAK INDEPENDENT SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED JUNE 30, 2023

Data Control Codes	285 IDEA B Preschool ARP Act	289 Other Federal Special Revenue Funds	397 Advanced Placement Incentives	410 State Instructional Materials
REVENUES:				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ 96
5800 State Program Revenues	-	-	-	170,094
5900 Federal Program Revenues	2,545	179,399	-	-
5020 Total Revenues	<u>2,545</u>	<u>179,399</u>	<u>-</u>	<u>170,190</u>
EXPENDITURES:				
Current:				
0011 Instruction	2,545	23,850	-	170,190
0012 Instructional Resources and Media Services	-	-	-	-
0013 Curriculum and Instructional Staff Development	-	15,000	-	-
0021 Instructional Leadership	-	-	-	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	-	-	-
0032 Social Work Services	-	-	-	-
0033 Health Services	-	-	-	-
0034 Student (Pupil) Transportation	-	-	-	-
0035 Food Services	-	-	-	-
0036 Extracurricular Activities	-	-	-	-
0041 General Administration	-	-	-	-
0051 Facilities Maintenance and Operations	-	140,549	-	-
0052 Security and Monitoring Services	-	-	-	-
0053 Data Processing Services	-	-	-	-
0061 Community Services	-	-	-	-
6030 Total Expenditures	<u>2,545</u>	<u>179,399</u>	<u>-</u>	<u>170,190</u>
1200 Net Change in Fund Balance	-	-	-	-
0100 Fund Balance - July 1 (Beginning)	-	-	20,313	4,914
3000 Fund Balance - June 30 (Ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,313</u>	<u>\$ 4,914</u>

429 Other State Special Revenue Funds	461 Campus Activity Funds	481 Education Foundation Grants	483 Project Lead the Way	484 STEM Lab Grant	Total Nonmajor Governmental Funds
\$ -	\$ 610,383	\$ 75,271	\$ -	\$ -	\$ 1,907,046
103,956	1,507	-	-	-	319,552
-	-	-	-	-	7,985,564
103,956	611,890	75,271	-	-	10,212,162
2,200	209,731	71,112	-	378	3,278,755
-	38,501	-	-	-	43,501
86,490	124	-	-	-	1,022,952
-	-	-	-	-	12,000
-	107,717	-	-	-	173,313
-	24,250	-	-	-	427,328
-	-	-	-	-	1,000
-	-	-	-	-	17,635
-	-	-	-	-	54,250
-	-	-	-	-	3,994,141
-	188,050	-	-	-	194,050
-	61	-	-	-	41,073
-	-	-	-	-	225,799
15,237	2,288	-	-	-	65,492
29	-	-	-	-	236,271
-	1,295	-	-	-	63,795
103,956	572,017	71,112	-	378	9,851,355
-	39,873	4,159	-	(378)	360,807
3,846	348,456	31,513	1	380	1,904,577
\$ 3,846	\$ 388,329	\$ 35,672	\$ 1	\$ 2	\$ 2,265,384

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REQUIRED T.E.A. SCHEDULES

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FISCAL YEAR ENDED JUNE 30, 2023

Last 10 Years	(1)	(2)	(3)
	Tax Rates		Assessed/Appraised Value for School Tax Purposes
	Maintenance	Debt Service	
2014 and prior years	Various	Various	\$ 1,234,419,659
2015	1.170000	0.370000	1,411,626,025
2016	1.170000	0.370000	1,463,857,755
2017	1.170000	0.370000	1,595,173,935
2018	1.170000	0.370000	1,747,735,130
2019	1.170000	0.370000	1,921,143,807
2020	1.068400	0.370000	2,192,586,347
2021	0.993900	0.365300	2,399,823,473
2022	0.960300	0.365300	2,762,907,727
2023 (School year under audit)	0.942900	0.348100	3,327,988,150
1000 TOTALS			
8000 Total Taxes Refunded Under Section 26.115, Tax Code			

(10) Beginning Balance 7/1/2022	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 6/30/2023
\$ 91,630	\$ -	\$ 680	\$ 215	\$ -	\$ 90,735
30,152	-	1,084	343	579	29,304
26,019	-	1,166	369	579	25,063
36,066	-	2,713	858	508	33,003
47,277	-	3,186	1,008	(2,096)	40,987
70,695	-	14,896	4,711	2,091	53,179
99,730	-	21,702	7,516	1,445	71,957
152,786	-	16,014	5,886	(27,985)	102,901
476,147	-	122,058	46,432	(139,544)	168,113
-	43,011,500	30,057,628	11,096,678	(795,717)	1,061,477
<u>\$ 1,030,502</u>	<u>\$ 43,011,500</u>	<u>\$ 30,241,127</u>	<u>\$ 11,164,016</u>	<u>\$ (960,140)</u>	<u>\$ 1,676,719</u>
\$ -	\$ -	\$ 141,953	\$ -	\$ -	\$ -

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, 2023

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	\$ 661,700	\$ 885,700	\$ 1,221,296	\$ 335,596
5800 State Program Revenues	105,000	105,000	43,995	(61,005)
5900 Federal Program Revenues	1,960,000	2,160,000	2,985,003	825,003
5020 Total Revenues	2,726,700	3,150,700	4,250,294	1,099,594
EXPENDITURES:				
Current:				
0035 Food Services	3,726,700	4,150,700	3,933,140	217,560
6030 Total Expenditures	3,726,700	4,150,700	3,933,140	217,560
1200 Net Change in Fund Balances	(1,000,000)	(1,000,000)	317,154	1,317,154
0100 Fund Balance - July 1 (Beginning)	1,436,331	1,436,331	1,436,331	-
3000 Fund Balance - June 30 (Ending)	\$ 436,331	\$ 436,331	\$ 1,753,485	\$ 1,317,154

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, 2023

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	\$ 10,691,132	\$ 10,691,132	\$ 11,464,603	\$ 773,471
5800 State Program Revenues	25,000	25,000	354,363	329,363
5020 Total Revenues	10,716,132	10,716,132	11,818,966	1,102,834
EXPENDITURES:				
Debt Service:				
0071 Principal on Long-Term Liabilities	6,595,000	6,595,000	6,595,000	-
0072 Interest on Long-Term Liabilities	3,250,240	3,250,240	3,250,237	3
0073 Bond Issuance Cost and Fees	200,000	200,000	3,500	196,500
6030 Total Expenditures	10,045,240	10,045,240	9,848,737	196,503
1200 Net Change in Fund Balances	670,892	670,892	1,970,229	1,299,337
0100 Fund Balance - July 1 (Beginning)	6,890,844	6,890,844	6,890,844	-
3000 Fund Balance - June 30 (Ending)	\$ 7,561,736	\$ 7,561,736	\$ 8,861,073	\$ 1,299,337

RED OAK INDEPENDENT SCHOOL DISTRICT
 USE OF FUNDS REPORT - SELECT STATE ALLOTMENT PROGRAMS
 FOR THE YEAR ENDED JUNE 30, 2023

Section A: Compensatory Education Programs

AP1	Did your LEA expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes
AP2	Does the LEA have written policies and procedures for its state compensatory education program?	Yes
AP3	List the total state allotment funds received for state compensatory education programs during the district's fiscal year.	\$5,730,918
AP4	List the actual direct program expenditures for state compensatory education programs during the LEA's fiscal year.	\$2,517,394

Section B: Bilingual Education Programs

AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes
AP6	Does the LEA have written policies and procedures for its bilingual education program?	Yes
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year.	\$510,811
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year.	\$278,890

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, each major fund, and the aggregate remaining fund information of Red Oak Independent School District, as of and for the year ended June 30, 2023, 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 18, 2023.

Report on 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.

Report on 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 an 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 + Scarborough, LLC
Hankins, Eastup, Deaton, Tonn, Seay & Scarborough, LLC
Denton, Texas

October 18, 2023

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

Opinion on Each Major Federal Program

We have audited Red Oak Independent School District's compliance with the types of compliance requirements identified as subject to audit 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, 2023. Red Oak Independent School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

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, 2023.

Basis for Opinion on Each Major Federal Program

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 the 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) Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Red Oak Independent School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Red Oak Independent School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Red Oak Independent School District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Red Oak Independent School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Red Oak Independent School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Red Oak Independent School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Red Oak Independent School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 Red Oak Independent School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on 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 a 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 Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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 + Scarborough, LLC
Hankins, Eastup, Deaton, Tonn, Seay & Scarborough, LLC
Denton, Texas

October 18, 2023

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

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:
FALN 84.027A IDEA-Part B, Formula
FALN 84.027X COVID 19 - IDEA, Part B, Formula-(ARP)
FALN 84.173A IDEA-Part B, Preschool
FALN 84.173X COVID 19 - IDEA, Part B, Preschool-(ARP)

FALN 84.425D COVID 19-ESSER II - School Emergency Relief
FALN 84.425U COVID 19-ESSER III -School Emergency Relief
FALN 84.425U COVID 19-Supplemental ESSER Fund

FALN 93.575 CCDF - Child Care Stabilization Funds
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, 2023

FINDING/NONCOMPLIANCE

No Prior Year Findings

RED OAK INDEPENDENT SCHOOL DISTRICT
CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED JUNE 30, 2023

CORRECTIVE ACTION PLAN

N/A

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal Assistance Listing No.	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	23671001057950	\$ 58,594
ESEA, Title II, Part A, Teacher Principal Training	84.367A	23694501057950	132,908
Total Passed Through Region 10 Service Center			<u>191,502</u>
<u>Passed Through Texas Education Agency</u>			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	22610101070911	30,438
ESEA, Title I, Part A - Improving Basic Programs	84.010A	23610101070911	607,378
Total Assistance Listing Number 84.010			<u>637,816</u>
*IDEA - Part B, Formula	84.027A	226600010709116600	7,601
*IDEA - Part B, Formula	84.027A	236600010709116600	1,046,742
*COVID 19 - IDEA, Part B, Formula - (ARP)	84.027X	225350020709115350	165,642
Total Assistance Listing Number 84.027			<u>1,219,985</u>
Total Special Education Cluster (IDEA)			<u>1,243,799</u>
Career and Technical - Basic Grant	84.048A	22420006070911	325
Career and Technical - Basic Grant	84.048A	23420006070911	53,458
Total Assistance Listing Number 84.048			<u>53,783</u>
*IDEA - Part B, Preschool	84.173A	236610010709116610	21,269
*COVID 19 - IDEA, Part B, Preschool- (ARP)	84.173X	225360020709115360	2,545
Total Assistance Listing Number 84.173			<u>23,814</u>
Total Special Education Cluster (IDEA)			<u>1,243,799</u>
Summer School LEP	84.369A	69552002	7,316
ESEA, Title IV, Part A - Student Support	84.424A	23680101070911	23,972
COVID 19 - ESSER II - School Emergency Relief	84.425D	21521001070911	1,001,967
COVID 19 - ESSER III - School Emergency Relief	84.425U	21521001070911	1,427,136
COVID 19 - Supplemental ESSER Fund	84.425U	21528043070911	298,105
Total Assistance Listing Number 84.425			<u>2,727,208</u>
Total Passed Through Texas Education Agency			<u>4,693,894</u>
TOTAL U.S. DEPARTMENT OF EDUCATION			<u>4,885,396</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
<u>Passed Through Texas Workforce Commission</u>			
CCDF - Child Care Stabilization Funds	93.575	1-89161	2,005,586
Total Passed Through Texas Workforce Commission			<u>2,005,586</u>
<u>Passed Through Texas Education Agency</u>			
COVID 19 - School Health Support	93.323	223935027110143	155,672
Total Passed Through Texas Education Agency			<u>155,672</u>
TOTAL U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			<u>2,161,258</u>

RED OAK INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal Assistance Listing No.	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF AGRICULTURE			
<u>Passed Through the Texas Department of Agriculture</u>			
*School Breakfast Program	10.553	NT4XL1YGLGC5	458,484
*National School Lunch Program - Cash Assistance	10.555	NT4XL1YGLGC5	2,117,642
*National School Lunch Prog. - Non-Cash Assistance	10.555	NT4XL1YGLGC5	229,286
*USDA Supply Chain Grant	10.555	NT4XL1YGLGC5	176,456
Total Assistance Listing Number 10.555			2,523,384
Total Child Nutrition Cluster			2,981,868
P-EBT Local Adm. Cost Grant	10.649	226TX10959009	3,135
Total Passed Through the Texas Department of Agriculture			2,985,003
TOTAL U.S. DEPARTMENT OF AGRICULTURE			2,985,003
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 10,031,657
*Clustered Programs			

RED OAK INDEPENDENT SCHOOL DISTRICT
 NOTES ON ACCOUNTING POLICIES FOR FEDERAL AWARDS
 YEAR ENDED JUNE 30, 2023

- For all Federal programs, the District uses the fund types specified in Texas Education Agency's *Financial Accountability System Resource Guide*.
 - **General Fund** - is used to account for among other things, resources related to the United States Department of Defense ROTC program and the United States Department of Education's Impact Aid.
 - **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.
- 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 or, in some instances, in the General Fund which are Governmental Fund type funds.

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 in the Governmental Fund types. 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 General 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 unearned revenues until earned.

- The period of performance for federal grant funds for the purpose of liquidation of outstanding obligations made on or before the ending date of the federal project period extended 90 days beyond the federal project period ending date, in accordance with provisions in Section H, Period of Performance of Federal Funds, 3 CFR Section 200.343 (b).
- FALN numbers for commodity assistance are the FALN numbers of the programs under which USDA donated the commodities.
- Indirect cost reimbursement for federal programs for this fiscal year was received in the amount of \$40,508.
- Reconciliation Information:

Amount reported on the Schedule of Expenditures of Federal awards	\$10,031,657
SHARS Revenue reported in the General Fund	<u>1,310,969</u>
Total Federal Program Revenue	<u>\$11,342,626</u>

Annual Investment Report

Presented for:

Board Action X Report/Review Only

Supporting documents:

None Attached X Provided Later

Contact Person:

Dr. Bill Johnston, Assistant Superintendent of Business Services/Chief Financial Officer

Background Information:

Investments in the State of Texas are governed by Section 2256 of the Texas Government Code. The Public Funds Investment Act (PFIA), Section 2256.005, requires the governing body to annually review the investment policy (Policy CDA), investment strategies and performance of the District’s investments. Section 2256.025 also requires the governing body to review, revise and adopt a list of qualified brokers at least once each year.

All investments made by the District comply with the Public Funds Investment Act and all federal, state, and local statutes and regulations.

Fiscal Implications:

There are no fiscal implications for this action.

Administrative Recommendation:

Administration recommends the Board review the investment policy and strategies and formally adopt the list of qualified brokers as presented on page 39 of the Annual Investment Report.



Red Oak Independent School District

Annual Investment Report

2022-2023 Fiscal Year

109 W. Red Oak Rd
Red Oak, TX 75154
P: 972.617.2941
F: 972.617.4333

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Introduction

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Introduction

Investments in the State of Texas are governed by Section 2256 of the Government Code. All investments made by the District shall comply with the Public Funds Investment Act and all federal, state, and local statutes and regulations.

1. Investments shall be made in accordance with written policies approved by the School Board. The policies must primarily emphasize safety of principal and liquidity. The policy should address investment diversification, yield, maturity and the quality and capability of investment management. Furthermore, it should include:
 - a. a list of the types of authorized investments in which the District's funds may be invested;
 - b. the maximum allowable stated maturity of any individual investment owned by the District;
 - c. for pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date for the portfolio;
 - d. methods to monitor the market price of investments acquired with public funds;
 - e. a requirement for settlement of all transactions, except investment pool funds and mutual funds, on a deliver versus payment basis; and
 - f. procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provision of Section 2256.021.
2. The School Board must act upon an annual review of the District's investment policy and strategies.
3. The chief financial officer and investment officer(s) must attend at least 10 hours of training within the first 12 months of assuming duties. Thereafter, a minimum of 8 hours of training is required every two years for the chief financial officer and investment officer(s).
4. Quarterly investment reports must be in accordance with generally accepted accounting principles and must include accrued interest where applicable.
5. The School Board must annually review, revise, and adopt a list of qualified brokers authorized to engage in investment transactions with the District.
6. A qualified representative of a business organization offering to engage in an investment transaction with the District must sign that they have received and reviewed the District's investment policies.
7. A formal annual review of the internal controls shall be conducted by an independent auditor.

The District's Investment Policy is CDA and requires an annual reporting of investment activity by the School Board.

The District's policy must primarily emphasize safety of principal, liquidity, and diversity. The policy should also address investment yield, maturity, and the qualifications of investment management. Investments are made in a manner that insures the preservation of capital in the overall portfolio. The District's investments are sufficiently liquid to meet anticipated cash flow needs. Investments are diversified to reduce the risk of any one investment type. Internal controls exist to protect against losses of public funds arising from fraud, employee error, and misrepresentation by a third party.

Introduction (Continued)

Investment strategy is applied to each major fund type. Primary objectives for operating funds are understanding the suitability of the investment to the financial requirements of the District, preservation and safety of principal, investment liquidity, maturity sufficient to meet anticipated cash flow requirements, diversification and yield. The Debt Service fund and Capital Projects fund may have longer thresholds for investing due to the nature of the cash flow requirements.

For the 2022-2023 school year, the Red Oak ISD investment policy limited any investment to the following types.

1. Obligations of the United States or Texas or their agencies and instrumentalities and political subdivisions permitted by Government Code 2256.009.
2. Certificates of deposit permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptance as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds as permitted by Government Code 2256.014.
8. No-load mutual funds as permitted by Government Code 2256.014.
9. A guaranteed investment contract as an investment vehicle for bond proceeds provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
10. Public funds investment pools as permitted by Government Code 2256.

Red Oak ISD investments during the 2022-2023 school year were spread primarily among three public funds investment pools: Lone Star Investment Pool, TexSTAR, and TexPool.

Day-to-day investments are monitored by the Finance Coordinator. The Chief Financial Officer oversees the investment function of the District and presents monthly reports to the School Board. The Chief Financial Officer and the Finance Coordinator have maintained the appropriate training requirements.

Copies of CDA (Legal) and CDA (Local) are included in this report. Update 114 dated November 19, 2019 is the most current version for CDA (Legal). In March 2022, changes to CDA (Local) was approved by the School Board to identify the Chief Financial Officer as the Investment Officer. Therefore, no changes are recommended to these policies at this time.



Portfolio Composition

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Portfolio Composition

As of June 30, 2023, the District's portfolio was comprised of three different investment pools.

Lone Star Investment Pool

In 1991, First Public, formerly known as the Texas Association of School Boards (TASB) Financial Services, launched the Lone Star Investment Pool to assist governmental entities in managing their public funds. The pool was established under the guidance of the Texas Public Funds Investment Act. A Board of Directors made up of members of the pool is responsible for the overall operation of the pool. The School Board has employed various third-party organizations to assist in the operations. These third parties are as follows – Investment Managers: American Beacon Advisors and Standish; Investment Consultant: CAPTRUST Financial Advisors; Custodian: State Street Bank; Administrator: First Public.

The Lone Star Advisory Board assists the School Board in ensuring the products and services are responsive, efficient, and expertly run.

Lone Star Investments offer three options, each with different approaches to achieving principal protection, liquidity, diversification, and return. Red Oak ISD utilizes the Governmental Overnight Fund which has earned Standard & Poor's highest rating of AAA. This rating allows the pool to meet the standards required by the Texas Public Funds Investment Act.

Although Lone Star Investment has the authority to invest in all securities authorized under the Investment Act, the Government Overnight Fund invests only in securities issued or backed by the U.S. Government or its agencies and instrumentalities. It seeks to maintain a net asset value of one dollar and its dollar-weighted average maturity of 60 days or fewer.

TexPool

TexPool was created in 1989 as an investment pool for its participants pursuant to Section 2256.016 of the Public Funds Investment Act, Texas Government Code and is the largest and oldest local government investment pool in the State of Texas.

TexPool is overseen by the State Comptroller of Public Accounts. Federated Investors is the full-service provider to the pools managing the assets, providing participant services, and arranging for all custody and other functions in support of the pool's operations under a contract with the Comptroller.

TexPool offers two distinct investment portfolios allowing flexibility to safely maximize yield and liquidity. Both portfolios are rated AAA by Standard & Poor's Rating Services. This rating is the highest assigned to principal stability government investment pools by Standard & Poor's. Both portfolios have a weighted average maturity that cannot exceed 60 days, with the maximum maturity of any investment limited to 13 months.

Portfolio Composition (Continued)

TexPool portfolios include:

TexPool Portfolio

Consists exclusively of U.S. Government securities, repurchase agreements collateralized by U.S. Government securities, and AAA-rated no-load money market mutual funds.

TexPool Prime Portfolio

TexPool Prime invests in U.S. Government securities, repurchase agreements collateralized by U.S. Government securities, and AAA-rated no-load money market mutual funds, commercial paper and certificates of deposit.

TexSTAR

Texas Short Term Asset Reserve Program (TexSTAR) has been organized in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and the Public Fund Investment Act, Chapter 2256 of the Texas Government Code. These two acts provide for the creation of public funds investment pools (including TexSTAR) and authorize eligible governmental entities to invest their public funds and funds under their control through the investment pools.

J.P. Morgan Investment Management Inc. (JPMIM) and First Southwest Company (FSC) serve as co-administrators for TexSTAR under an agreement with the TexSTAR Board of Directors (Board). JPMIM provides investment management services and FSC provides participant services and marketing. Custodial, fund accounting and depository services are provided by J.P. Morgan Chase Bank, N.A. and/or its subsidiary J.P. Morgan Investor Services Co. Transfer agency services are provided by Boston Financial Data Services, Inc. (BFDS). Each of JPMIM, FSC, BFDS, and J.P. Morgan Chase Bank, N.A. may provide certain services, including those described herein, through the use of subcontractors or delegates.

The Board may establish separate funds within TexSTAR from time to time. Participants choose the funds in which their deposits are invested. Participants' assets in the funds are represented by units of beneficial interest ("units"). The Board may issue an unlimited number of units in each Fund.

The primary objectives of TexSTAR are, in order of priority, preservation and protection of principal, maintenance of sufficient liquidity to meet Participants' needs, diversification to avoid unreasonable or avoidable risks, and yield. There is no sales charge and no investment minimum. TexSTAR will invest only in instruments authorized under both the Public Funds Investment Act and the current TexSTAR Investment Policy. TexSTAR maintains an AAA by Standard and Poor's.

As a secondary objective to safety and liquidity, the Fund is directed toward achieving a competitive rate of return for Participants. Efforts are made to minimize market and credit risk through investment diversification.

Red Oak ISD Investments

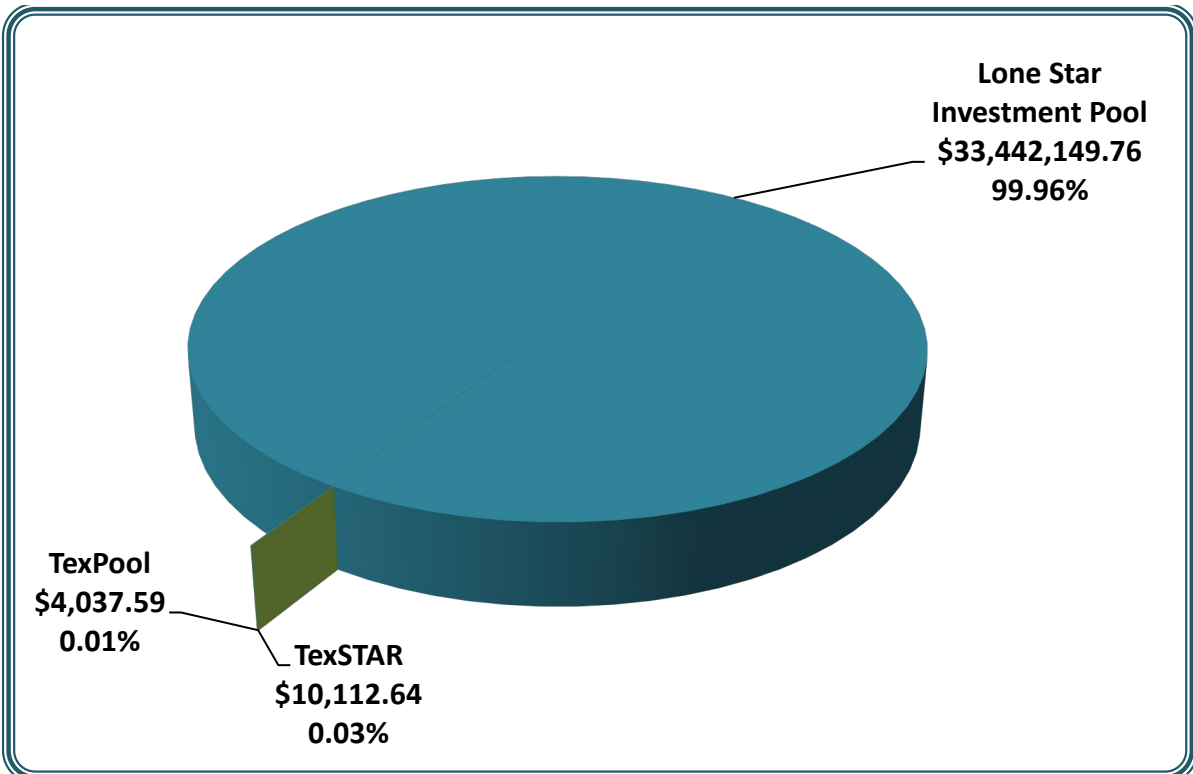
As of 6/30/2023

For the 2022-2023 school year, Red Oak ISD invested bond funds primarily with Lone Star Investment Pool. The interest rates for Lone Star have been comparable with other investment pools.

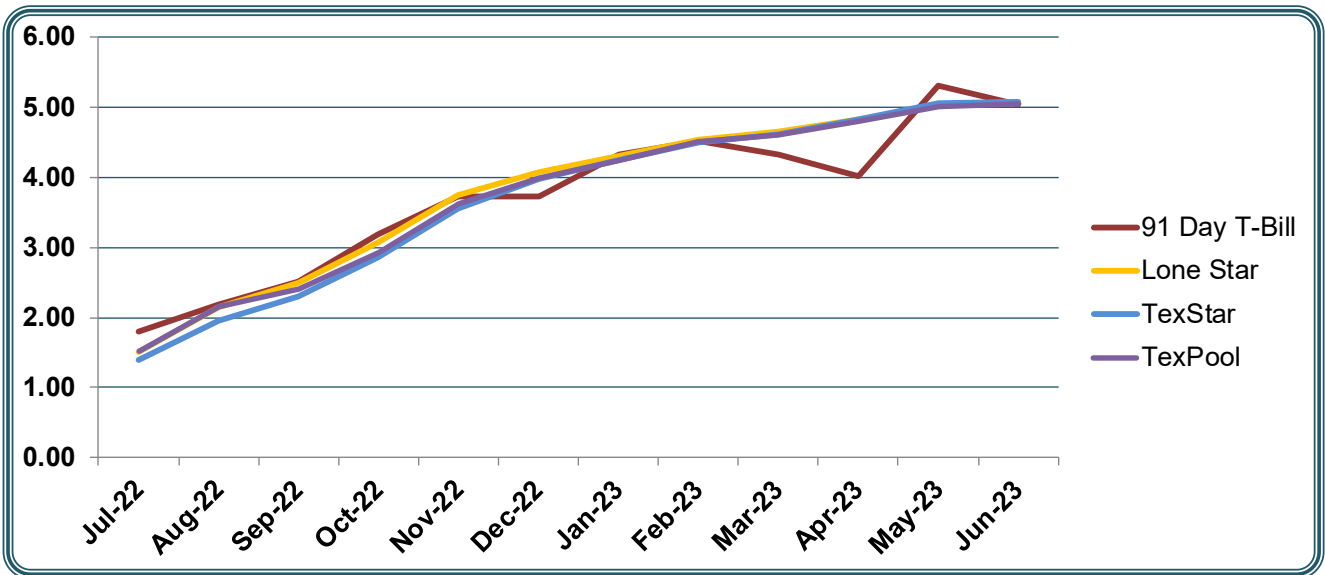
Repurchase agreements, U.S. Treasury securities, U.S. government agencies, certificates of deposit, and money market funds are among Lone Star's portfolio. Therefore, this strategy is consistent with the Board's emphasis on diversity.

INVESTMENTS AS OF 06/30/2023 BY POOL

INVESTMENT POOLS	MARKET VALUE	PERCENTAGE
Lone Star Investment Pool	\$33,442,149.76	99.96%
TexPool	\$4,037.59	0.01%
TexSTAR	\$10,112.64	0.03%
	\$33,456,299.99	100.00%

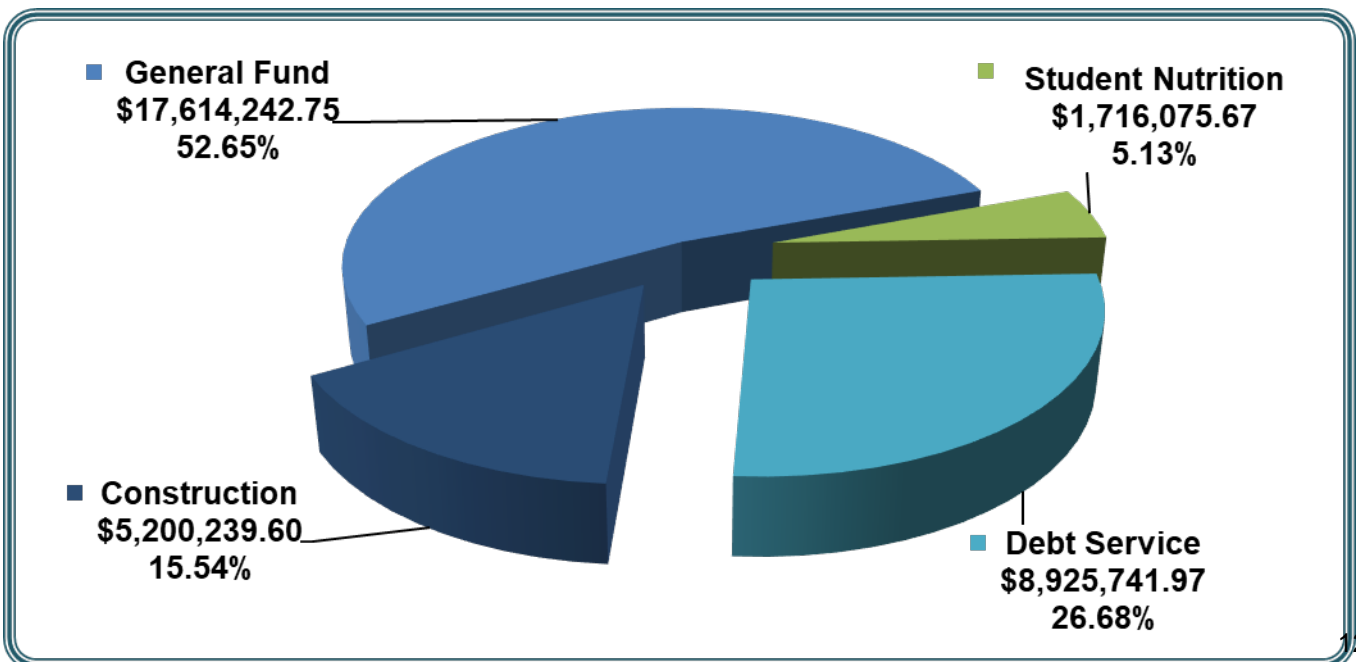


Red Oak ISD Investments (Continued)



INVESTMENTS AS OF 06/30/2023 BY FUND

DISTRICT FUNDS	MARKET VALUE	PERCENTAGE
General Fund	\$17,614,242.75	52.65%
Student Nutrition	\$1,716,075.67	5.13%
Debt Service	\$8,925,741.97	26.68%
Construction	\$5,200,239.60	15.54%
	\$33,456,299.99	100.00%





Investment Policy

This page is intentionally left blank.

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All investments made by a District shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules, or regulations. *Gov't Code 2256.026*

Definitions

Bond Proceeds	“Bond proceeds” means the proceeds from the sale of bonds, notes, and other obligations issued by a District, and reserves and funds maintained by a District for debt service purposes.
Investment Pool	“Investment pool” means an entity created under the Texas Government Code to invest public funds jointly on behalf of the entities that participate in the pool and whose investment objectives in order of priority are preservation and safety of principal, liquidity, and yield.
Pooled Fund Group	“Pooled fund group” means an internally created fund of a District in which one or more institutional accounts of a District are in- vested.
Separately Invested Asset	“Separately invested asset” means an account or fund of a District that is not invested in a pooled fund group. <i>Gov't Code 2256.002(1), (6), (9), (12)</i>
Pledged Revenue	"Pledged revenue" means money pledged to the payment of or as security for: <ol style="list-style-type: none">1. Bonds or other indebtedness issued by a District;2. Obligations under a lease, installment sale, or other agreement of a District; or3. Certificates of participation in a debt or obligation described by item 1 or 2. <i>Gov't Code 2256.0208(a)</i>
Repurchase Agreement	“Repurchase agreement” means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations, described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds), at a market value at the time the funds are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement. <i>Gov't Code 2256.011(b)</i>
Hedging	“Hedging” means acting to protect against economic loss due to price fluctuation of a commodity or related investment by entering

into an offsetting position or using a financial agreement or producer price agreement in a correlated security, index, or other commodity.

Eligible Entity

“Eligible entity” means a political subdivision that has:

1. A principal amount of at least \$250 million in outstanding long-term indebtedness, long-term indebtedness proposed to be issued, or a combination of outstanding long-term indebtedness and long-term indebtedness proposed to be issued; and
2. Outstanding long-term indebtedness that is rated in one of the four highest rating categories for long-term debt instruments by a nationally recognized rating agency for municipal securities, without regard to the effect of any credit agreement or other form of credit enhancement entered into in connection with the obligation.

Eligible Project

“Eligible project” has the meaning assigned by Government Code 1371.001 (issuance of obligations for certain public improvements).

Gov’t Code 2256.0207(a)

Corporate Bond

“Corporate bond” means a senior secured debt obligation issued by a domestic business entity and rated not lower than “AA-” or the equivalent by a nationally recognized investment rating firm. The term does not include a debt obligation that, on conversion, would result in the holder becoming a stockholder or shareholder in the entity, or any affiliate or subsidiary of the entity, that issued the debt obligation, or is an unsecured debt obligation. *Gov’t Code 2256.0204(a)*

Written Policies

The Board shall adopt by rule, order, ordinance, or resolution, as appropriate, a written investment policy regarding the investment of its funds and funds under its control. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the District’s funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the District;
3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021 [see Loss of Required Rating, below].

Gov't Code 2256.005(a), (b)

Annual Review

The Board shall review its investment policy and investment strategies not less than annually. The Board shall adopt a written instrument by rule, order, ordinance, or resolution stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies.

Gov't Code 2256.005(e)

Annual Audit

A District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

Investment
Strategies

As an integral part of the investment policy, the Board shall adopt a separate written investment strategy for each of the funds or group of funds under the Board's control. Each investment strategy must describe the investment objectives for the particular fund using the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the District;
2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the need arises to liquidate the investment before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

Investment Officer

A District shall designate by rule, order, ordinance, or resolution, as appropriate, one or more officers or employees as investment officer(s) to be responsible for the investment of its funds consistent

with the investment policy adopted by the Board. If the Board has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting Board's District. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the Board retains the ultimate responsibility as fiduciaries of the assets of the District. Unless authorized by law, a person may not deposit, with- draw, transfer, or manage in any other manner the funds of the District. Authority granted to a person to invest the District's funds is effective until rescinded by the District or until termination of the person's employment by a District, or for an investment management firm, until the expiration of the contract with the District. *Gov't Code 2256.005(f)*

A District or investment officer may use the District's employees or the services of a contractor of the District to aid the investment officer in the execution of the officer's duties under Government Code, Chapter 2256. *Gov't Code 2256.003(c)*

Investment Training Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Public Funds Investment Act. *Gov't Code 2256.008(c)*

Initial Within 12 months after taking office or assuming duties, the treasurer, the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a District shall attend at least one training session from an independent source approved by the Board or a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

Ongoing The treasurer, or the chief financial officer if the treasurer is not the chief financial officer, and the investment officer of a District shall attend an investment training session not less than once in a two-year period that begins on the first day of the District's fiscal year and consists of the two consecutive fiscal years after that date, and receive not less than eight hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board or by a designated investment committee advising the investment officer. *Gov't Code 2256.008(a-1)*

Exception The ongoing training requirement does not apply to the treasurer, chief financial officer, or investment officer of a District if:

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1. The District does not invest District funds or only deposits those funds in interest-bearing deposit accounts or certificates of deposit as authorized by Government Code 2256.010; and
2. The treasurer, chief financial officer, or investment officer annually submits to the agency a sworn affidavit identifying the applicable criteria under item 1 that apply to the District.

Gov't Code 2256.008(g)

Standard of Care

Investments shall be made with judgment and care, under prevailing circumstances, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investment of funds shall be governed by the following objectives, in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, or funds under the District's control, over which the officer had responsibility rather than the prudence of a single investment; and
2. Whether the investment decision was consistent with the District's written investment policy.

Gov't Code 2256.006

Personal Interest

A District investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the District shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573 (nepotism prohibition), to an individual seeking to sell an investment to the investment officer's District shall file a statement disclosing that relationship. A required statement must be filed with the Board and with the Texas Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

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1. The investment officer owns ten percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed ten percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

Quarterly Reports

Not less than quarterly, the investment officer shall prepare and submit to the Board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the Board and the superintendent within a reasonable time after the end of the period. The report must:

1. Describe in detail the investment position of the District on the date of the report;
2. Be prepared jointly and signed by all District investment officers;
3. Contain a summary statement of each pooled fund group that states the:
 - a. Beginning market value for the reporting period;
 - b. Ending market value for the period; and
 - c. Fully accrued interest for the reporting period;
4. State the book value and market value of each separately invested asset at the end of the reporting period by the type of asset and fund type invested;
5. State the maturity date of each separately invested asset that has a maturity date;
6. State the account or fund or pooled group fund in the District for which each individual investment was acquired; and
7. State the compliance of the investment portfolio of the District as it relates to the investment strategy expressed in the District's investment policy and relevant provisions of the Public Funds Investment Act.

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If a District invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports prepared by the investment officers shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the Board by that auditor.

Gov't Code 2256.023

Selection of Broker

The Board or the designated investment committee shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with a District. *Gov't Code 2256.025*

Bond Proceeds

The investment officer of a District may invest bond proceeds or pledged revenue only to the extent permitted by the Public Funds Investment Act, in accordance with:

1. Statutory provisions governing the debt issuance or the agreement, as applicable; and
2. The District's investment policy regarding the debt issuance or the agreement, as applicable.

Gov't Code 2256.0208(b)

Authorized Investments

A Board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. *Gov't Code 2256.003(a)*

In the exercise of these powers, the Board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made under this authority may not be for a term longer than two years. A renewal or extension of the contract must be made by the Board by order, ordinance, or resolution. *Gov't Code 2256.003(b)*

The Board may specify in its investment policy that any authorized investment is not suitable. *Gov't Code 2256.005(j)*

Obligations of
Governmental
Entities

The following are authorized investments:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks;

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2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state, the United States, or their respective agencies and instrumentalities, including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States;
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent;
6. Bonds issued, assumed, or guaranteed by the state of Israel;
7. Interest-bearing banking deposits that are guaranteed or insured by the FDIC or its successor, or the National Credit Union Share Insurance Fund or its successor; and
8. Interest-bearing banking deposits other than those described at item 7 above if:
 - a. The funds are invested through a broker with a main office or a branch office in this state that the District selects from a list the Board or designated investment committee of the District adopts as required at Selection of Broker above or a depository institution with a main office or a branch office in this state and that the District selects;
 - b. The broker or depository institution selected as described above arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the District's account;
 - c. The full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - d. The District appoints as the District's custodian of the banking deposits issued for the District's account the

depository institution selected as described above, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker-dealer registered with the Securities and Exchange Commission and operating under Rule 15c3-3 (17 C.F.R. Section 240.15c3-3).

Gov't Code 2256.009(a)

*Unauthorized
Obligations*

The following investments are not authorized:

1. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than ten years; and
4. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

Certificates of
Deposit and Share
Certificates

A certificate of deposit or share certificate is an authorized investment if the certificate is issued by a depository institution that has its main office or a branch office in Texas and is:

1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;
2. Secured by obligations described at Obligations of Governmental Entities, above, including mortgage backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, but excluding those mortgage backed securities described at Unauthorized Obligations, above; or
3. Secured in accordance with Government Code Chapter 2257 (Public Funds Collateral Act) or in any other manner and amount provided by law for the deposits of the District.

Gov't Code 2256.010(a)

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment:

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1. The funds are invested by the District through a broker that has its main office or a branch office in this state and is selected from a list adopted by the District as required at Selection of Broker, above or a depository institution that has its main office or a branch office in this state and that is selected by the District;
2. The broker or depository institution selected by the District arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the District;
3. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
4. The District appoints the depository institution selected by the District, an entity described by Government Code 2257.041(d) (custodian with which to deposit securities), or a clearing broker dealer registered with the Securities and Exchange Commission and operating pursuant to Securities and Exchange Commission Rule 15c3-3 (17 C.F.R. Section 240.15c3-3) as custodian for the District with respect to the certificates of deposit issued for the account of the District.

Gov't Code 2256.010(b)

The District's investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

Repurchase
Agreements

A fully collateralized repurchase agreement is an authorized investment if it:

1. Has a defined termination date;
2. Is secured by a combination of cash and obligations described by Government Code 2256.009(a)(1) (obligations of governmental entities) or 2256.013 (commercial paper) or if applicable, 2256.0204 (corporate bonds);
3. Requires the securities being purchased by the District or cash held by the District to be pledged to the District, held in the District's name, and deposited at the time the investment is made with the District or a third party selected and approved by the District; and
4. Is placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas.

The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by a District under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a repurchase agreement by a District.

Gov't Code 2256.011

Securities Lending
Program

A securities lending program is an authorized investment if:

1. The value of securities loaned is not less than 100 percent collateralized, including accrued income;
2. A loan allows for termination at any time;
3. A loan is secured by:
 - a. Pledged securities described at Obligations of Governmental Entities, above;
 - b. Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state, and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - c. Cash invested in accordance with Government Code 2256.009 (obligations of governmental entities), 2256.013 (commercial paper), 2256.014 (mutual funds), or 2256.016 (investment pools);
4. The terms of a loan require that the securities being held as collateral be pledged to the District, held in the District's name, and deposited at the time the investment is made with the District or with a third party selected by or approved by the District; and
5. A loan is placed through a primary government securities dealer, as defined by 5 C.F.R. Section 6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

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Banker's
Acceptances

A banker's acceptance is an authorized investment if it:

1. Has a stated maturity of 270 days or fewer from the date of issuance;
2. Will be, in accordance with its terms, liquidated in full at maturity;
3. Is eligible for collateral for borrowing from a Federal Reserve Bank; and
4. Is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than A-1 or P-1 or an equivalent rating by at least on nationally recognized credit rating agency.

Gov't Code 2256.012

Commercial Paper

Commercial paper is an authorized investment if it has a stated maturity of 365 days or fewer from the date of issuance; and is rated not less than A-1 or P-1 or an equivalent rating by at least:

1. Two nationally recognized credit rating agencies; or
2. One nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States law or any state.

Gov't Code 2256.013

Mutual Funds

A no-load money market mutual fund is an authorized investment if the mutual fund:

1. Is registered with and regulated by the Securities and Exchange Commission;
2. Provides the District with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.); and
3. Complies with federal Securities and Exchange Commission Rule 2a-7 (17 C.F.R. Section 270.2a-7), promulgated under the Investment Company Act of 1940 (15 U.S.C. Section 80a-1 et seq.).

Gov't Code 2256.014(a)

In addition to the no-load money market mutual fund authorized above, a no-load mutual fund is an authorized investment if it:

1. Is registered with the Securities and Exchange Commission;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of:
 - a. One year or more and is invested exclusively in obligations approved by the Public Funds Investment Act, or
 - b. Less than one year and the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Gov't Code 2256.014(b)

Limitations

A District is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in mutual funds described in Government Code 2256.014(b);
2. Invest any portion of bond proceeds, reserves and funds held for debt service, in mutual funds described in Government Code 2256.014(b); or
3. Invest its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described in Government Code 2256.014(a) or (b) in an amount that exceeds ten percent of the total assets of the mutual fund.

Gov't Code 2256.014(c)

Guaranteed
Investment
Contracts

A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

1. Has a defined termination date;
2. Is secured by obligations described at Obligations of Governmental Entities, above, excluding those obligations described at Unauthorized Obligations, in an amount at least equal to the amount of bond proceeds invested under the contract; and
3. Is pledged to the District and deposited with the District or with a third party selected and approved by the District.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

1. The Board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds;
2. The District must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received;
3. The District must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received;
4. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested; and
5. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution of a guaranteed investment contract by a District.

Gov't Code 2256.015

Investment Pools

A District may invest its funds or funds under its control through an eligible investment pool if the Board by rule, order, ordinance, or resolution, as appropriate, authorizes the investment in the particular pool. *Gov't Code 2256.016, .019*

To be eligible to receive funds from and invest funds on behalf of a District, an investment pool must furnish to the investment officer or other authorized representative of the District an offering circular or other similar disclosure instrument that contains the information specified in Government Code 2256.016(b). To maintain eligibility, an investment pool must furnish to the investment officer or other authorized representative investment transaction confirmations and a monthly report that contains the information specified in Government Code 2256.016(c). A District by contract may delegate to an investment pool the authority to hold legal title as custodian of investments purchased with its local funds. *Gov't Code 2256.016(b)- (d)*

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Corporate Bonds

A District that qualifies as an issuer as defined by Government Code 1371.001 [see CCF], may purchase, sell, and invest its funds and funds under its control in corporate bonds (as defined above) that, at the time of purchase, are rated by a nationally recognized investment rating firm "AA-" or the equivalent and have a stated final maturity that is not later than the third anniversary of the date the corporate bonds were purchased.

A District is not authorized to:

1. Invest in the aggregate more than 15 percent of its monthly average fund balance, excluding bond proceeds, reserves, and other funds held for the payment of debt service, in corporate bonds; or
2. Invest more than 25 percent of the funds invested in corporate bonds in any one domestic business entity, including subsidiaries and affiliates of the entity.

A District subject to these provisions may purchase, sell, and invest its funds and funds under its control in corporate bonds if the Board:

1. Amends its investment policy to authorize corporate bonds as an eligible investment;
2. Adopts procedures to provide for monitoring rating changes in corporate bonds acquired with public funds and liquidating the investment in corporate bonds; and
3. Identifies the funds eligible to be invested in corporate bonds.

The District investment officer, acting on behalf of the District, shall sell corporate bonds in which the District has invested its funds not later than the seventh day after the date a nationally recognized investment rating firm:

1. Issues a release that places the corporate bonds or the domestic business entity that issued the corporate bonds on negative credit watch or the equivalent, if the corporate bonds are rated "AA-" or the equivalent at the time the release is issued; or
2. Changes the rating on the corporate bonds to a rating lower than "AA-" or the equivalent.

Gov't Code 2256.0204

Hedging
Transactions

The Board of an eligible entity (as defined above) shall establish the entity's policy regarding hedging transactions. An eligible entity may enter into hedging transactions, including hedging contracts,

and related security, credit, and insurance agreements in connection with commodities used by an eligible entity in the entity's general operations, with the acquisition or construction of a capital project, or with an eligible project. A hedging transaction must comply with the regulations of the federal Commodity Futures Trading Commission and the federal Securities and Exchange Commission.

Government Code 1371.059(c) (validity and incontestability of obligations for certain public improvements) applies to the execution by an eligible entity of a hedging contract and any related security, credit, or insurance agreement.

An eligible entity may:

1. Pledge as security for and to the payment of a hedging contract or a security, credit, or insurance agreement any general or special revenues or funds the entity is authorized by law to pledge to the payment of any other obligation.
2. Credit any amount the entity receives under a hedging contract against expenses associated with a commodity purchase.

An eligible entity's cost of or payment under a hedging contract or agreement may be considered an operation and maintenance expense, an acquisition expense, or construction expense of the eligible entity; or a project cost of an eligible project.

Gov't Code 2256.0206

Prohibited
Investments

Except as provided by Government Code 2270 (prohibited investments), a District is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

Note: As an "investing entity" under Government Code 2270.0001(7)(A), a District must comply with Chapter 2270, including reporting requirements, regarding prohibited investments in scrutinized companies listed by the comptroller in accordance with Government Code 2270.0201.

Loss of Required
Rating

An investment that requires a minimum rating does not qualify as an authorized investment during the period the investment does not have the minimum rating. A District shall take all prudent measures that are consistent with its investment policy to liquidate an investment that does not have the minimum rating. *Gov't Code 2256.021*

**Sellers of
Investments**

A written copy of the investment policy shall be presented to any business organization (as defined below) offering to engage in an investment transaction with a District. The qualified representative of the business organization offering to engage in an investment transaction with a District shall execute a written instrument in a form acceptable to the District and the business organization substantially to the effect that the business organization has:

1. Received and reviewed the District investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the District and the organization that are not authorized by the District's investment policy, except to the extent that this authorization:
 - a. Is dependent on an analysis of the makeup of the District's entire portfolio;
 - b. Requires an interpretation of subjective investment standards; or
 - c. Relates to investment transactions of the entity that are not made through accounts or other contractual arrangements over which the business organization has accepted discretionary investment authority.

The investment officer of a District may not acquire or otherwise obtain any authorized investment described in the District's investment policy from a business organization that has not delivered to the District the instrument required above.

Gov't Code 2256.005(k)-(l)

Nothing in this section relieves the District of the responsibility for monitoring investments made by the District to determine that they are in compliance with the investment policy.

Business
Organization

For purposes of the provisions at Sellers of Investments above, "business organization" means an investment pool or investment management firm under contract with a District to invest or manage the District's investment portfolio that has accepted authority granted by the District under the contract to exercise investment discretion in regard to the District's funds.

Gov't Code 2256.005(k)

Donations

A gift, devise, or bequest made to a District to provide college scholarships for District graduates may be invested by the Board as provided in Property Code 117.004 (Uniform Prudent Investor Act),

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unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to a District for a particular purpose or under terms of use specified by the donor are not subject to the requirements of the Public Funds Investment Act. *Gov't Code 2256.004(b)*

**Electronic Funds
Transfer**

A District may use electronic means to transfer or invest all funds collected or controlled by the District. *Gov't Code 2256.051*

Investment Authority

The assistant superintendent of business services or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate

fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Investment Management

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

Liquidity and Maturity

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

Monitoring Market Prices

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

Monitoring Rating Changes

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, market-ability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

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Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA).</p>
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
Internal Controls	A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to

protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

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Recommendations

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Recommendations

1. Red Oak Independent School District's primary investment strategy for 2022-2023 was to invest in investment pools. Investment pools may not always provide the highest interest rates from month to month. However, the stability of the investment pools provides the most efficient use of the District's limit resources. For the fiscal year 2023-2024 it is recommended to continue the 2022-2023 investment strategy including concentrating the funds in the investment pools, monitoring market information, interest rates, forecasted and actual cash flows, and managing every fund in the portfolio on an individual, consistent, and frequent basis. Investment Officers will evaluate the market on an ongoing basis to determine where the District's funds are best utilized in the existing market. When appropriate, the District will place funds on a delivery vs. paid method in US Government Securities or in top grade commercial paper through an approved broker. Monitoring changes in the District's cash flow forecast will also be important in the coming year. The effective and efficient management of the portfolio can ensure a reasonable yield on the portfolio without exposing the District to unacceptable levels of risk.

2. The District currently utilizes the expertise of the following major investment brokers. The District staff will make investment decisions for government securities and commercial paper based on competitive pricing. It is recommended that the School Board review and adopt this list of qualified brokers that are authorized to engage in investment transactions with the District.
 - ✓ SAMCO Capital Markets, Inc.

 - ✓ First Public (Lone Star Investment Pool, a Subsidiary of Texas Association of School Boards)

 - ✓ First Southwest (A Division of Hilltop Securities)

 - ✓ LOGIC (Local Government Investment Cooperative)

 - ✓ TexPool (Federated Investors)

 - ✓ Texas Short Term Asset Reserve Program(TexSTAR)

 - ✓ TexasTERM Local Government Investment Pool

 - ✓ Merrill Lynch

 - ✓ Morgan Stanley

 - ✓ Citigroup Global Markets, Inc.

 - ✓ Wells Fargo Securities

 - ✓ BOSCO, Inc.

Recommendations (Continued)

3. Code, Chapter 2256 requires investment officers to receive instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board or a designated investment committee advising the investment officer, as provided for in the District's investment policy. It is recommended that the following providers be used for investment training:

- ✓ Texas Association of School Administrators(TASA)
- ✓ Texas Association of School Boards (TASB)
- ✓ Texas Association of School Business Officials (TASBO) and its local affiliates
- ✓ Texas Comptroller of Public Accounts
- ✓ Texas State Society of Certified Public Accountants and its approved providers
- ✓ Regional Education Service Centers including Region 10 and Region 7
- ✓ First Southwest Company
- ✓ Texas Cooperative Liquid Assets Securities System Trust
- ✓ First Public, A Subsidiary of Texas Association of School Boards
- ✓ H&R Block Financial Advisors
- ✓ Coastal Securities
- ✓ Deloitte and Touche, LLP
- ✓ Government Finance Officers Association
- ✓ Government Treasurer's Organization of Texas
- ✓ TexPool / Federated
- ✓ BOSCO, Inc.

Compliance Certification

We hereby certify that the annual investment report represents the investment position of the District as of June 30, 2023 and that all investments were purchased in compliance with the Board approved cash management and investment policy.



William Johnston, CPA, Ed.D.
Chief Financial Officer and Assistant
Superintendent of Business Services



Sandra King, RTSBA
Finance Coordinator

New Middle School Bid Package 01: Earthwork and Utilities

Presented for:

Board Action X Report/Review Only

Supporting documents:

None Attached X Provided Later

Contact Person:

Bill Johnston, Assistant Superintendent of Business Services/CFO
Julie Phillips, Director of Purchasing

Background Information:

On May 30, 2023, at the Special Board Meeting, the ROISD School Board, with a vote of 6-1, granted authority for the Superintendent to negotiate the contract with duly selected Construction Manager at Risk (CMaR), Joeris General Contractors for the additional new middle school project on the Red Oak ISD site in Ovilla, Texas.

The overall construction project will consist of several different stages and each stage will be bid to ensure that the best price is obtained. The first stage is dealing with earthwork and the extension of utilities to the new construction area.

Fiscal Implications:

Bid Package 01: Earthwork and Utilities--\$7,821,255

This amount is part of the total proposed budget for the #2 Middle School previously approved.

Administrative Recommendation:

Having completed said negotiations, Administration is seeking approval to proceed with construction. Bid Package 01: Earthwork and Utilities was presented by Joeris General Contractors and reviewed by Corgan and Red Oak ISD Administration at a meeting held on October 17, 2023.

Administration recommends the Board approve the New Middle School Bid Package 01: Earthwork and Utilities as detailed in attached Joeris General Contractors proposal.

RED OAK ISD

MIDDLE SCHOOL #2

WESTMORELAND RD., OVILLA, TX 75154



BID PACKAGE 01: EARTHWORK AND UTILITIES

OCTOBER 18TH, 2023

JOERIS
General Contractors

Joeris General Contractors presents this Bid Package 01 proposal for the Red Oak Middle School #2. This package includes only earthwork and utilities. This is an early package pricing to start construction onsite. The remainder of the bid packages will bid at a later date.

NEW MIDDLE SCHOOL #2

Bid Package 01 (Earthwork and Utilities)	\$7,814,226
---	--------------------

A detailed statement of cost is included below.

ITEMS		TOTAL
No. 3	<i>Estimate Contingency Delta for Remaining Packages/Contracting</i>	\$594,478
No. 4	<i>Asphalt Road Repairs Allowance</i>	\$311,227
	<i>PROJECT STAFF (3 MONTHS)</i>	\$208,445
	<i>GENERAL REQUIREMENTS (3 MONTHS)</i>	\$188,603
	<i>Precon Fee</i>	\$32,000
	<i>Groundbreaking Tent Rental (9/22/2023 invoice)</i>	\$951.25
	<i>Flow Test (Invoiced 8/7/2023)</i>	\$875
310000	EARTHWORK	\$3,471,008
	<i>SWPPP</i>	\$1,250
	<i>EROSION CONTROL</i>	w/ earthwork
	<i>EROSION CONTROL WEEKLY INSPECTIONS</i>	\$12,990
	<i>EROSION CONTROL MAINTENANCE</i>	w/ earthwork
310200	<i>PEST CONTROL</i>	N/A per RFI Response
330000	UTILITIES	\$2,411,744
	SUBTOTAL	\$7,233,571
No. 1	<i>Owner's Contingency (1.5%)</i>	\$108,504
No. 2	<i>Construction Contingency (1.5%)</i>	\$108,504
	<i>Sub Default Insurance (1.5%)</i>	\$105,296
	SUBTOTAL	\$7,555,874
	<i>BOND (Payment & Performance) (0.7%)</i>	\$71,468
	<i>Builder's Risk Insurance Premiums (0.1%)</i>	\$7,814
	<i>General and Umbrella Liability Insurance (0.62%)</i>	\$48,448
	SUBTOTAL	\$7,690,516
	<i>Profit / Fee (1.7%)</i>	\$130,621
	TOTAL	\$7,814,226

SCOPE CLARIFICATIONS

These Clarifications are provided to supplement the Bid Package 01 project documents dated 09/18/2023 and Addendum 01 dated 10/06/2023 as provided by the Design Team.

DIVISION 00 – GENERAL CONDITIONS

INCLUDED:

1. On-site job trailer. Location to be determined with owner
2. Temporary utility cost for construction activities
3. Contractor's Contingency of 1.5% included.
4. Owner's Contingency of 1.5% included.
5. Remaining estimating contingency delta of \$594,478 is included and meant to cover the pluses and minuses on the remaining bid packages.
6. Current pricing is contingent on board approval on 10/23/2023 and that we are able to start onsite in accordance with our civil schedule.

DOES NOT INCLUDE:

1. Sales Tax (District is Exempt)
2. Any City, County, or Municipal Utility District stand-by fees, tap fees, user fees, water or sewer impact fees,
3. Construction and Material testing, third party testing, or Indoor Air Quality Testing
4. Permit fee, plan review fee, or certificate of occupancy fee.
 - a. Current pricing is contingent receiving the site permit and being able to commence onsite by the first week of November. Any shift in schedule can affect the availability of earthwork and utility contractors and may result in change in trade partner and may affect cost/schedule.
5. Tree mitigation or impact fees.
6. Excessive cost or time impacts resulting from supply chain disruptions in the marketplace, price escalations in the marketplace or price increases due to labor or materials shortages.
7. LEED submittal for project material cost data, action plans, Coordination Conference, documentation, Commissioning, submittals, and an Indoor Air Quality Management Plan.
8. Cost escalation due to delays in the permit process or GMP approval by the district.

DIVISION 31 – EARTHWORK

INCLUDED:

1. Site demo including tree demo, paving sawcut and demo, curb sawcut and demo
2. Building Pad Prep: 10' Moisture Conditioning + 2' Select Fill
3. Tennis Courts Pad Prep: 10' Moisture Conditioning + 2' Select Fill
4. Track and Football Field Pad Prep: 10' Moisture Conditioning + 2' Select Fill
5. 6" and 7" Paving Prep: 6" Lime Stabilization at 8%
6. Concrete and Asphalt Public Paving Prep: 6" Lime Stabilization at 8%
7. Sidewalks and 5" Paving Prep: Compacted Subgrade
8. 4" Recycled Concrete Flex base at flume subgrades
9. Above pricing is contingent on our ability to connect to the waterline that runs along Westmoreland Road. If this is not available for use during construction, pricing will need to be revised to accommodate.
10. Per meeting with the City of Ovilla on 10/16/2023, we are carrying an allowance for misc asphalt repairs to roadways leading to property. Allowance of \$311,227 is carried

in case of asphalt spot repairs at locations as determined by contractor to be due to construction damage. We will document existing conditions prior to commencing.

11. Westmoreland Rd Expansion work to be done all at one time. No phased work.

DOES NOT INCLUDE:

1. Complete replacement or section repairs to asphalt roadways leading to property. We have included an allowance for this as noted above, but we will document existing conditions and will only spot repair at locations as determined by contractor to be due to construction damage. We will document existing conditions prior to commencing.
2. Replacement, relocation, or removal of neighbor's property located within the property lines.
3. Termite treatment is excluded per RFI Response.
4. Imported Topsoil
5. Excavation, removal or transportation of unclassified excavation that may be uncovered, including but not limited to concrete foundations, rock, underground fuel or water storage tanks, masonry underground walls, hidden sampling wells.
6. Lime stabilization at 5" paving or sidewalks
7. Hand clearing
8. Utilizing onsite soils. We are not including any soils from the far east side of the property that the civil engineer has not provided new final grades to account for dirt excavation at that location.
9. Hydro-Excavation to locate existing utilities

DIVISION 33 – UTILITIES**INCLUDED:**

1. Utility work is limited to all on-site work with connections to the public utility lines.
 - a. Our assumption is that existing utilities are located as shown in the drawings to make connections to new utilities at the time utilities commence. If utilities has to remobilize, there may be a schedule and/or cost impact associated with this work.
2. Public storm piping for Westmoreland Rd expansion is included.

DOES NOT INCLUDE:

1. Lift station is excluded.
2. Excludes the excavation, removal or transportation of unclassified excavation that may be uncovered, including but not limited to concrete foundations, underground fuel or water storage tanks, masonry underground walls, hidden sampling wells.
3. City tap and impact fees are excluded.
4. Boring
5. Asphalt top coat is excluded
6. Repair or relocate of existing utilities.
7. Interior courtyard drainage of any kind.

MARKET CONDITIONS

It is impossible to determine the effect the current supply chain crisis will have on the performance of the construction contract. Joeris will endeavor to mitigate the impact of this event, however any impact on cost and schedule are unforeseeable and beyond our control. If Joeris is delayed at any time in the commencement or progress of the work or impacted by cost escalations due to labor shortages, unusual delay of deliveries, material shortages, unavoidable casualties, or other causes beyond our control, we reserve our right to an equitable adjustment of the contract time and cost.

Red Oak ISD Bilingual/ESL Program Evaluation

Shana Owen

Director of Specialized Learning

Magda Davis

Assistant Director of State and Federal Programs

October 2023



**Per TEA, English Language Learners (ELLs)
are now referred to as
Emergent Bilingual students (EBs).**

**This category includes ESL – English as a Second
Language and Bilingual students as well as those
whose parents declined services.**

This new name allows us to refer to these students based on
their advantages not their deficits.



The purpose of this presentation is to provide the required annual evaluation of the District's two (2) language programs for Emergent Bilingual students:

- Bilingual – One-Way Dual Language
- ESL (English as a Second Language)



ESL – English as a Second Language

PK-2nd Grade:

Content Based ESL Program

- All content is delivered in a self-contained setting by an ESL Certified teacher.

3-12th Grade:

Pull-Out ESL Program

- ELAR teacher of record is ESL certified and provides ESL support.



Bilingual - One-Way Dual Language Immersion Program

PK-5th Grade:

The goal of our One-Way Dual Language Immersion Program is for students to attain full proficiency in English, as well as in Spanish. This gives students the instruction needed to be fully biliterate.

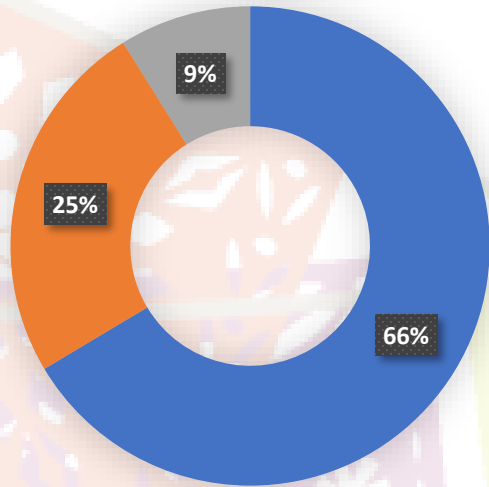
Red Oak ISD uses the Gomez & Gomez One-Way Dual Language Model. Emergent Bilingual (EB) Spanish-speaking students are the only ones eligible for this program since they will learn to read in their first language, Spanish.

From grades 2-5, language of instruction is 50% English and 50% Spanish; Language Arts is taught dual language; math is taught in English; other subjects language varies by grade.



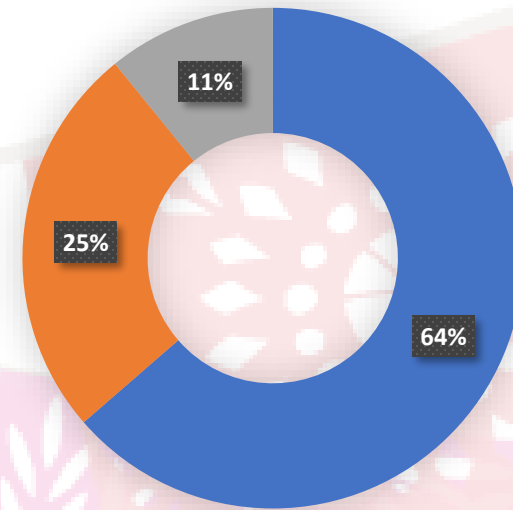
Emergent Bilingual Enrollment Growth for Red Oak ISD

2020-2021 EB Enrollment
709 Total



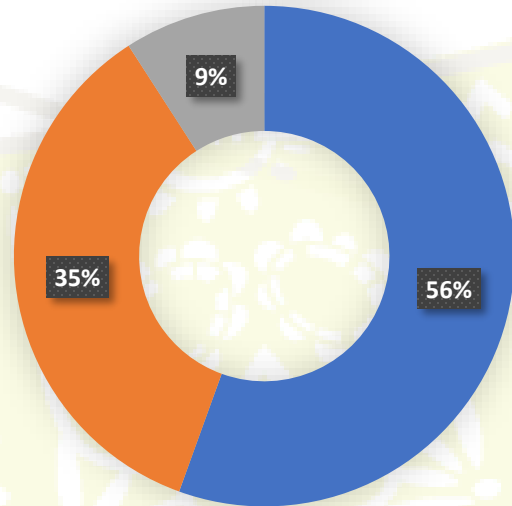
ROISD Total Enrollment 5,961
EB % = 11.8%

2022-2023 EB Enrollment
885 Total



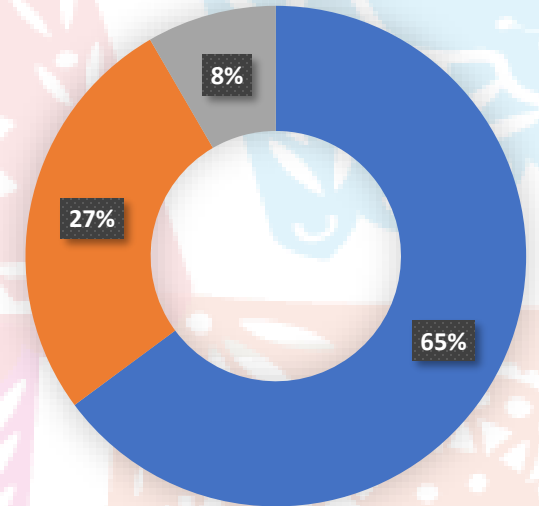
ROISD Total Enrollment 6,496
EB % = 13.6%

2021-2022 EB Enrollment
724 Total

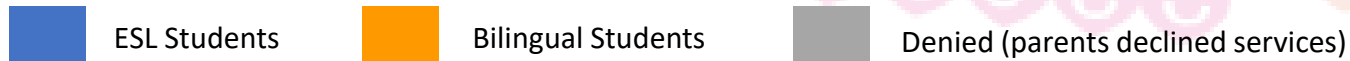


ROISD Total Enrollment 6,307
EB % = 11.5%

2023-2024 EB Enrollment
979 Total



ROISD Total Enrollment 6,607
EB % = 14.8%



Growth from the Previous Year

EB Enrollment Growth: 94 EB students

- EB numbers **increased** by 1.2%
- Students in the ESL Program **increased** by 1% (72 students)
- Students in the Bilingual Dual Language Immersion program **increased** by 0.4% (36 students)
- Program denials **decreased** by 0.24% (-14 students)
- Red Oak ISD enrollment of EB students (14.8%) is lower than state and regional averages.
 - 21% of Texas students are EBs
 - 21%-30% of students in Region 10 are EBs



ROISD Newcomers

Immigrant Children and Youth = 43

- Age 3-21, not born in United States, and have less than three academic years in U.S. schools
- Students are from 14 different countries; 22 from Mexico
- 16 are grade 3 or younger; ES – 22; ROMS – 13; ROHS – 8

Unaccompanied Youth = 3

- Children who come into the U.S. from other countries without an adult guardian

ROISD does not have any known refugee, asylee, students with interrupted formal education (SIFE), or migratory children attending as students.



Address Immigrant Student Academic Needs

Title III funds:

1. Language acquisition supplemental programs to support in attaining in English proficiency.

- ***Little Sponges Program*** – For all EBs PK- 3rd grade
- ***Rosetta Stone*** – For all newcomers/Immigrants 4th grade through secondary levels

2. At **ROMS**, we are working on grouping newcomers for once a week, ELAR after school tutoring in with Nat Geo supplemental resources.

We also have Newcomer kits for HAWK 101 time.

3. At **ROHS**, we have Reading I & II offered as extra support class.

Newcomer kit purchased to be used in the this class as well.



Analysis of English Language Acquisition



TELPAS TESTING

Texas English Language Proficiency Assessment System

- TELPAS testing is what the state uses to monitor EB student progress in English language acquisition in listening, speaking, reading and writing.
- 874 students were tested with TELPAs last Spring.
- 6 were tested with TELPAS ALT (severe cognitively delayed students)

Kinder – 2nd Grade EL Results (203 students tested)

	Beginner	Intermediate	Advanced	ADV High
Listening	6%	43%	28%	23%
Speaking	16%	52%	24%	8%
Reading	43%	31%	18%	8%
Writing	47%	33%	14%	6%
Composite Rating	12%	55%	25%	8%

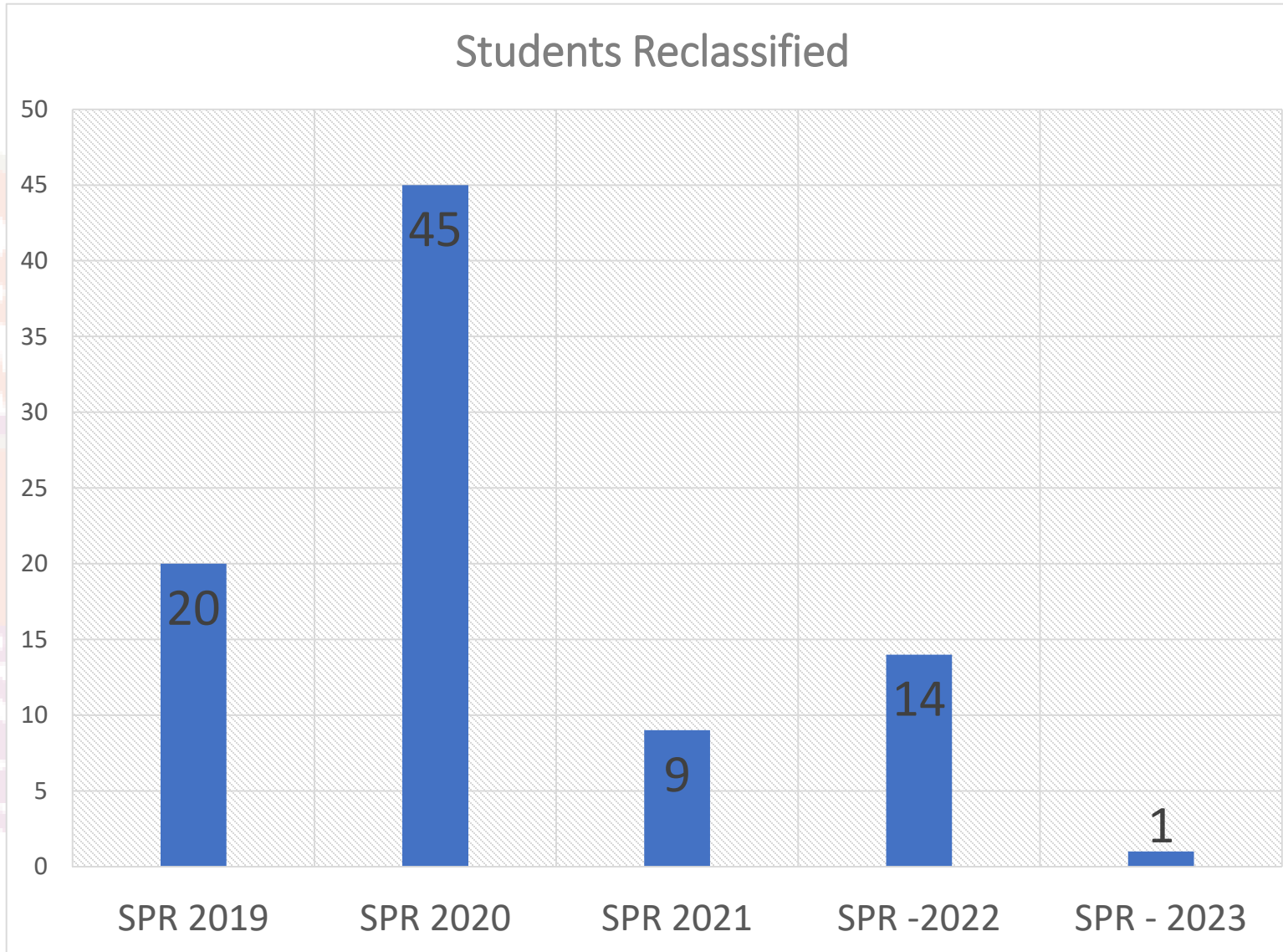
3rd – 12th Grade EL Results (671 students tested)

	Beginner	Intermediate	Advanced	ADV High
Listening	6%	26%	38%	30%
Speaking	24%	41%	30%	5%
Reading	11%	37%	28%	24%
Writing	17%	49%	30%	3%
Composite Rating	6%	46%	39%	9%

Yearly Progress of Composite Rating
 Yearly Progress was not reported by TEA this year. There were changes to the test last spring.

Met TELPAS Reclassification Criteria
 8 students – 0.91% of those tested
 1 student reclassified to English Proficient

Reclassified from Bilingual or ESL



Reclassification is when an EB student reaches English proficiency by reaching state criteria.

Reclassification Criteria:
SPRING 2021, 2022 & 2023

1. TELPAS – AH in all 4 domains
2. At least APPROACHES score on Reading STAAR without Language Accommodations or 40% on IOWA for grade levels without Reading STAAR.
3. Teacher Rubric

** SPR 2020 had a difference in exit criteria. Students had to pass LAS Links language testing and have the positive teacher rubric.

** Upcoming changes to reclassification criteria in 2023-2024 school year, instead of students needing AH in all 4 domains of TELPAS, they will only need a composite score of AH. (See #1 above)

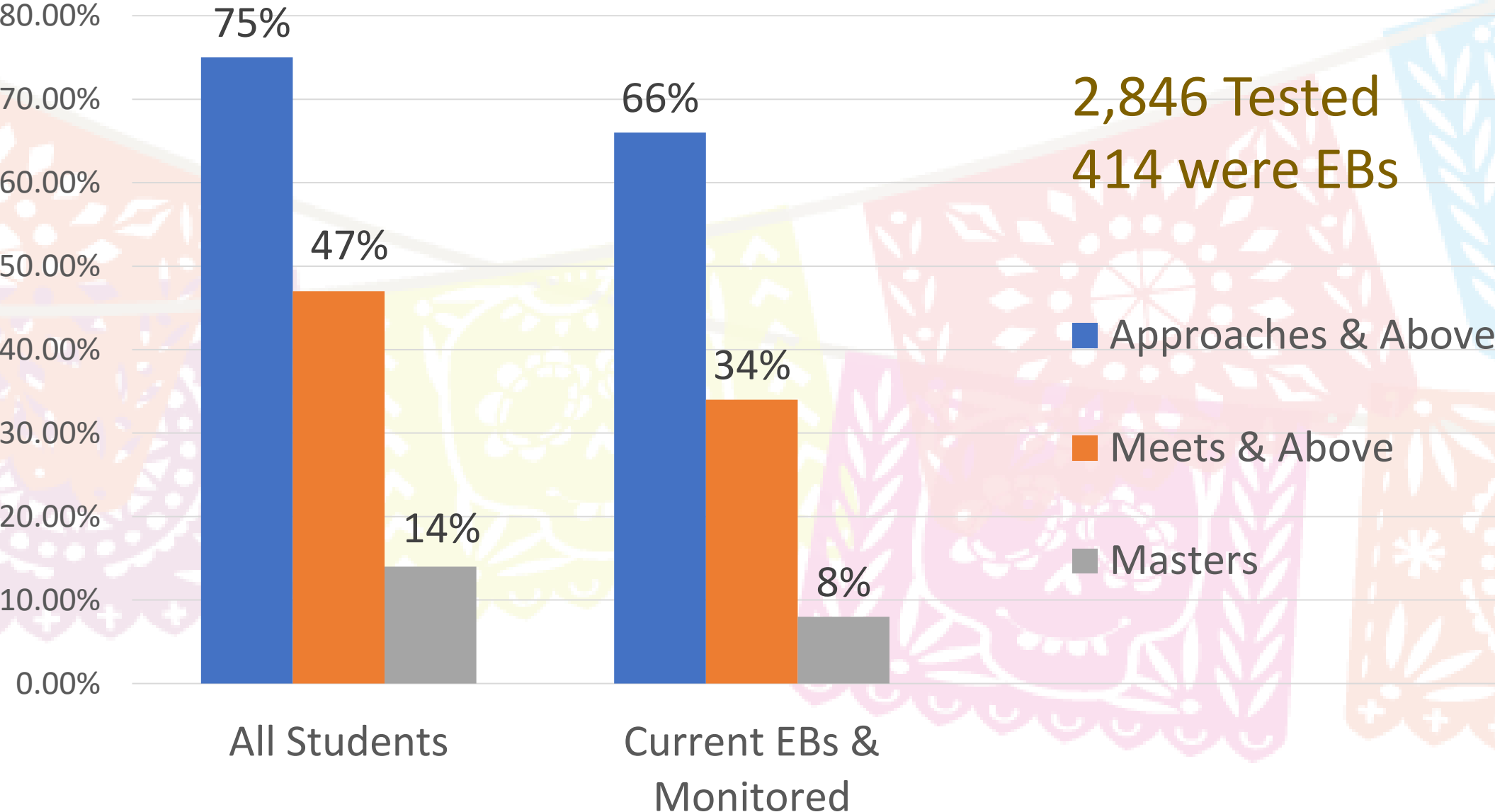
** Each domain is multiplied by the weight -0.25 – and then summed to obtain the TELPAS composite score.

Analysis of Academic Achievement



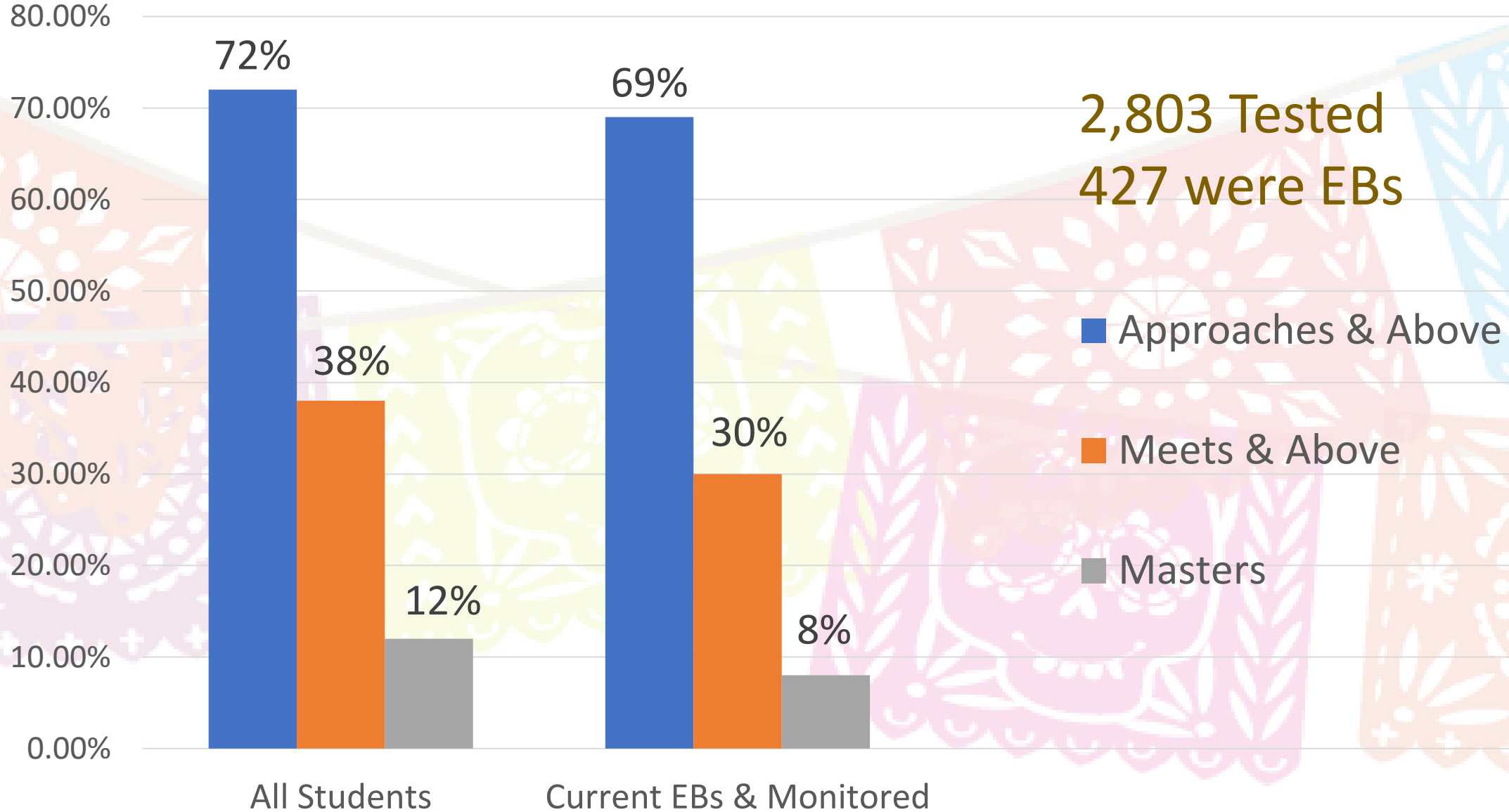
Testing Data – Reading STAAR PERFORMANCE (3rd-8th grade)

2022-2023



Testing Data – Math STAAR PERFORMANCE (3rd-8th grade)

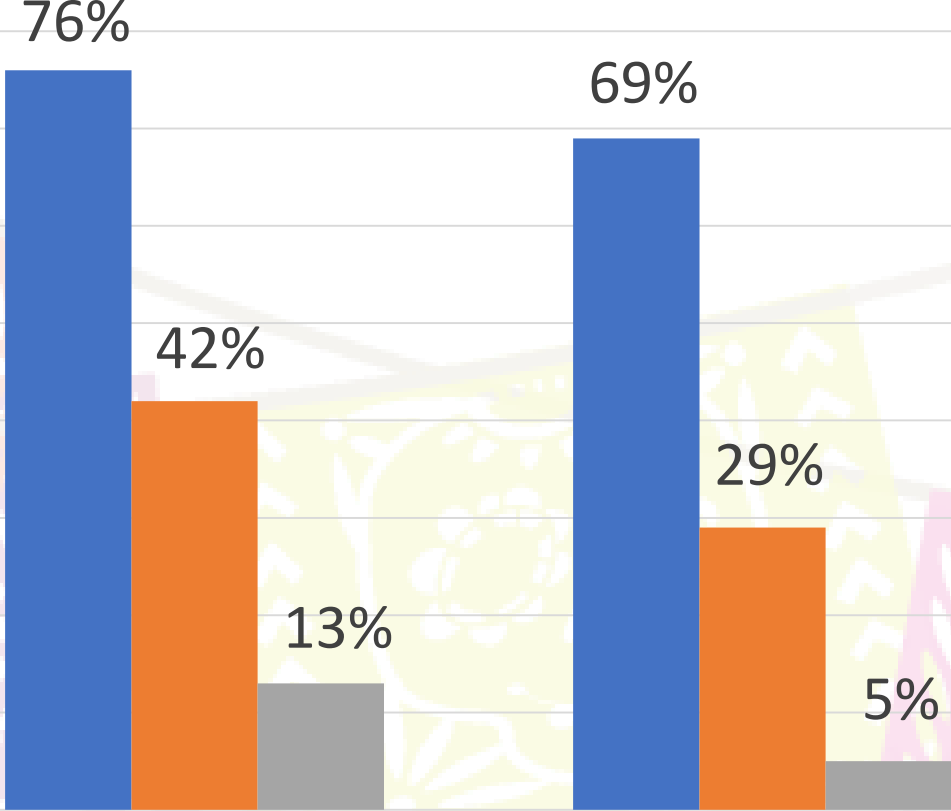
2022-2023



Testing Data – Science STAAR PERFORMANCE (5th & 8th grade)

2002-2023

80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%



2,803 Tested
427 were EBs

- Approaches & Above
- Meets & Above
- Masters

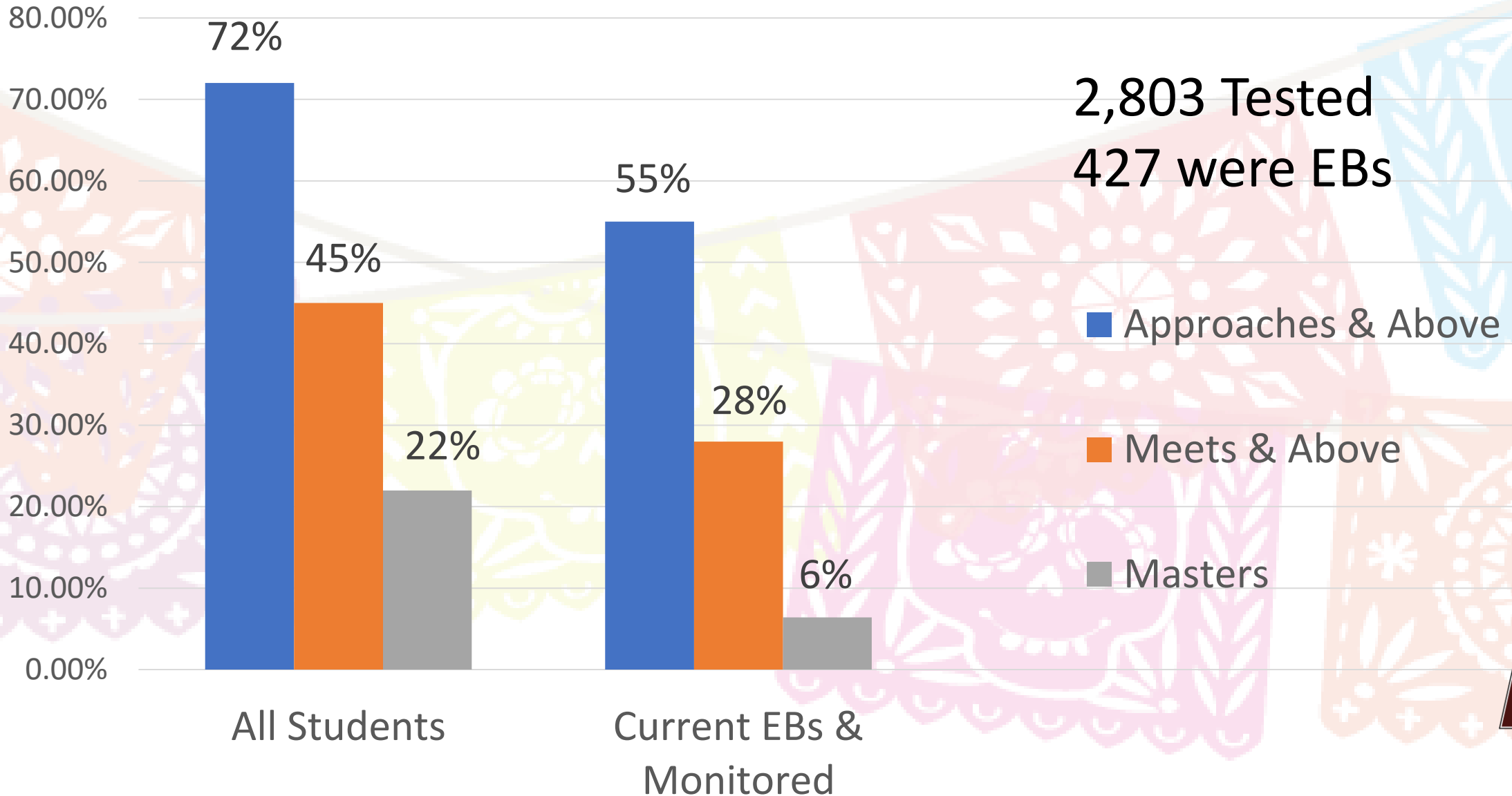
All Students

Current EBs & Monitored



Testing Data – Social Studies STAAR PERFORMANCE (8th Grade)

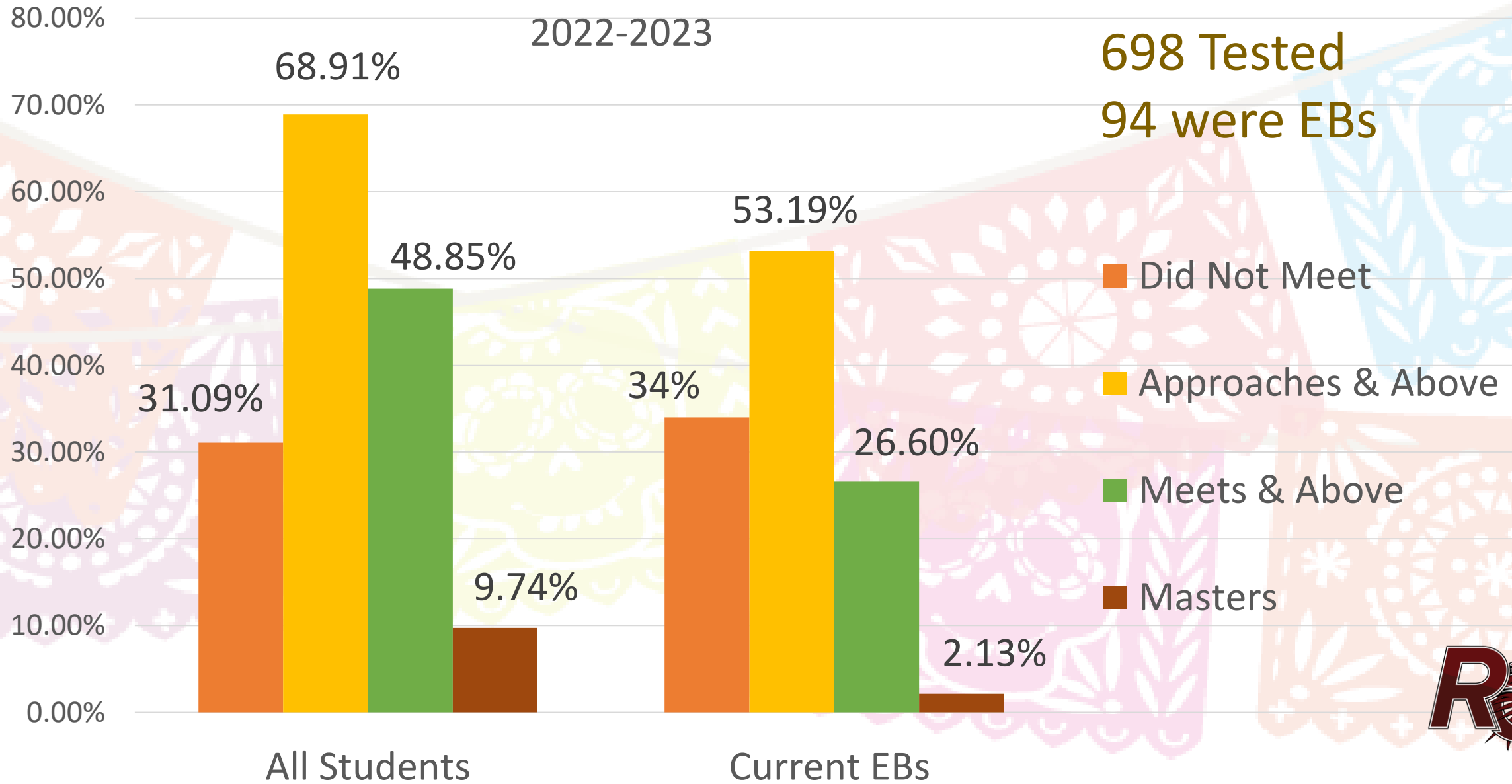
2022-2023



Testing Data – EOC – English I

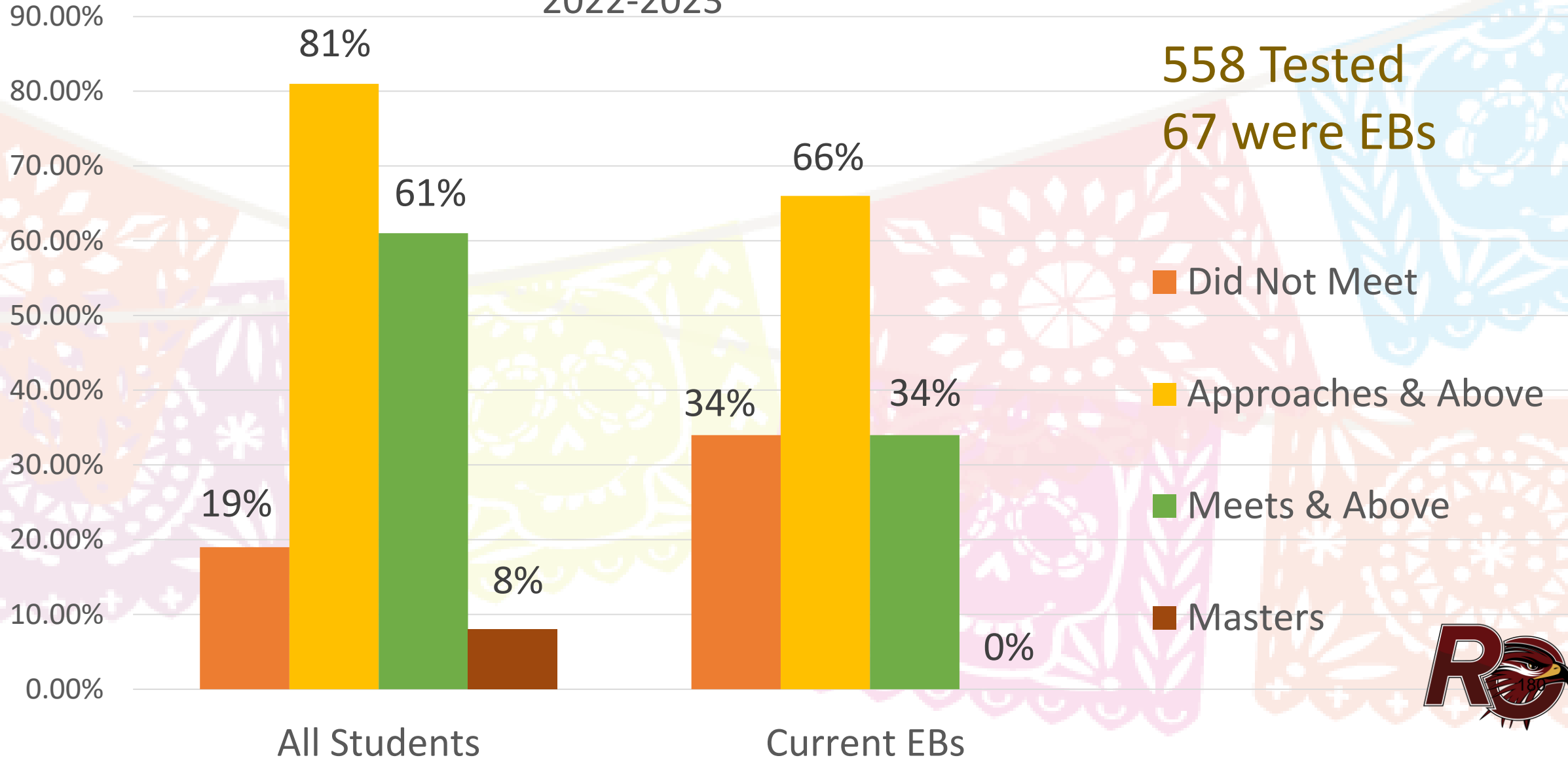
2022-2023

698 Tested
94 were EBs



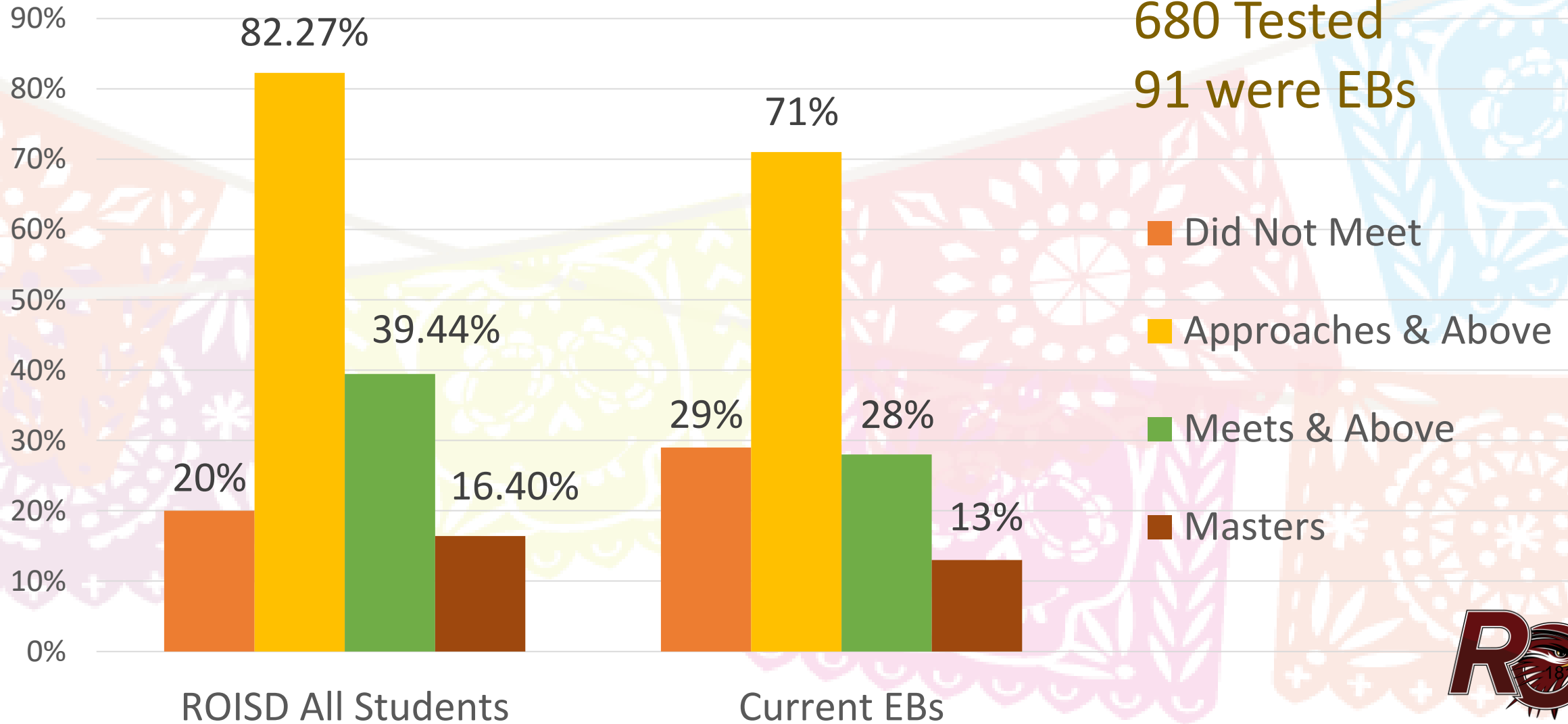
Testing Data – EOC – English II

2022-2023

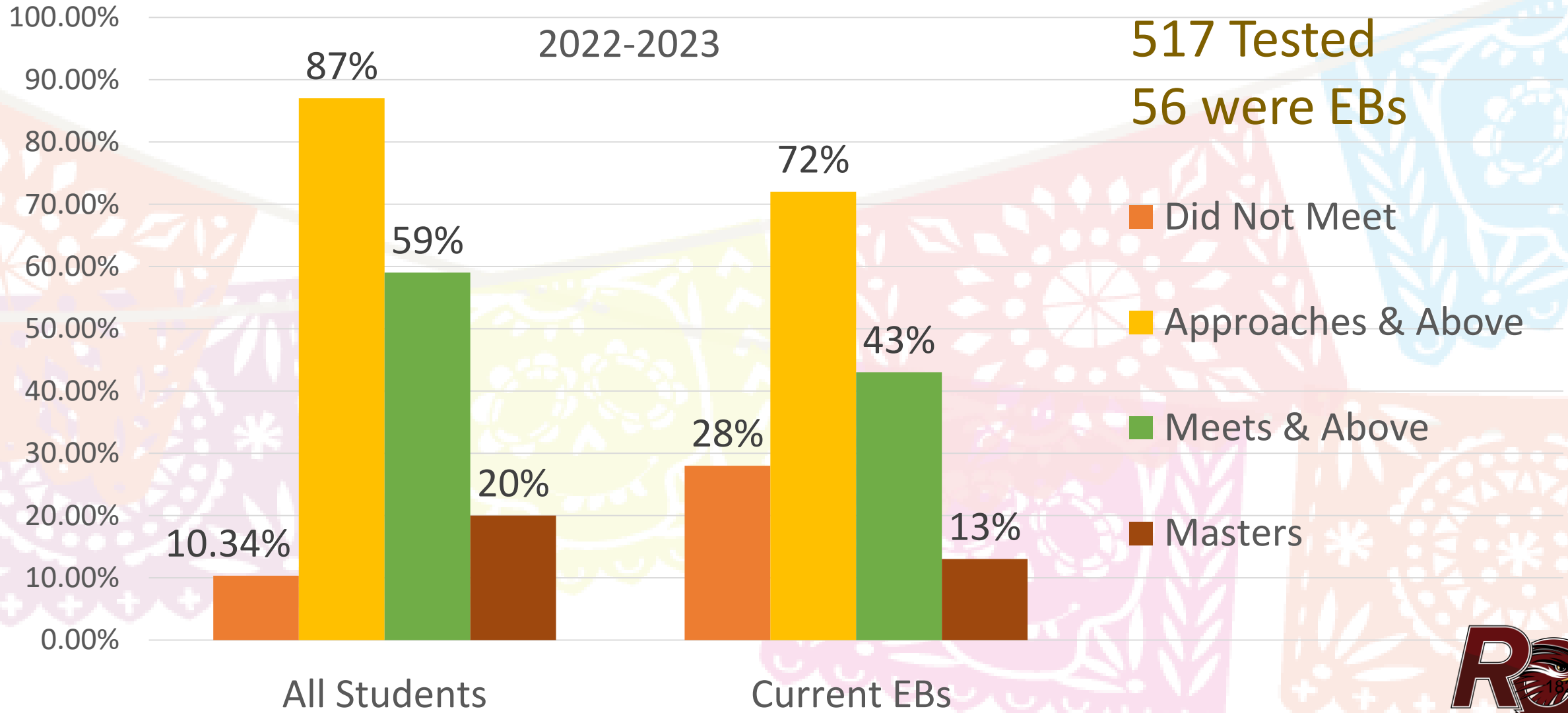


Testing Data – EOC Algebra I

2022-2023



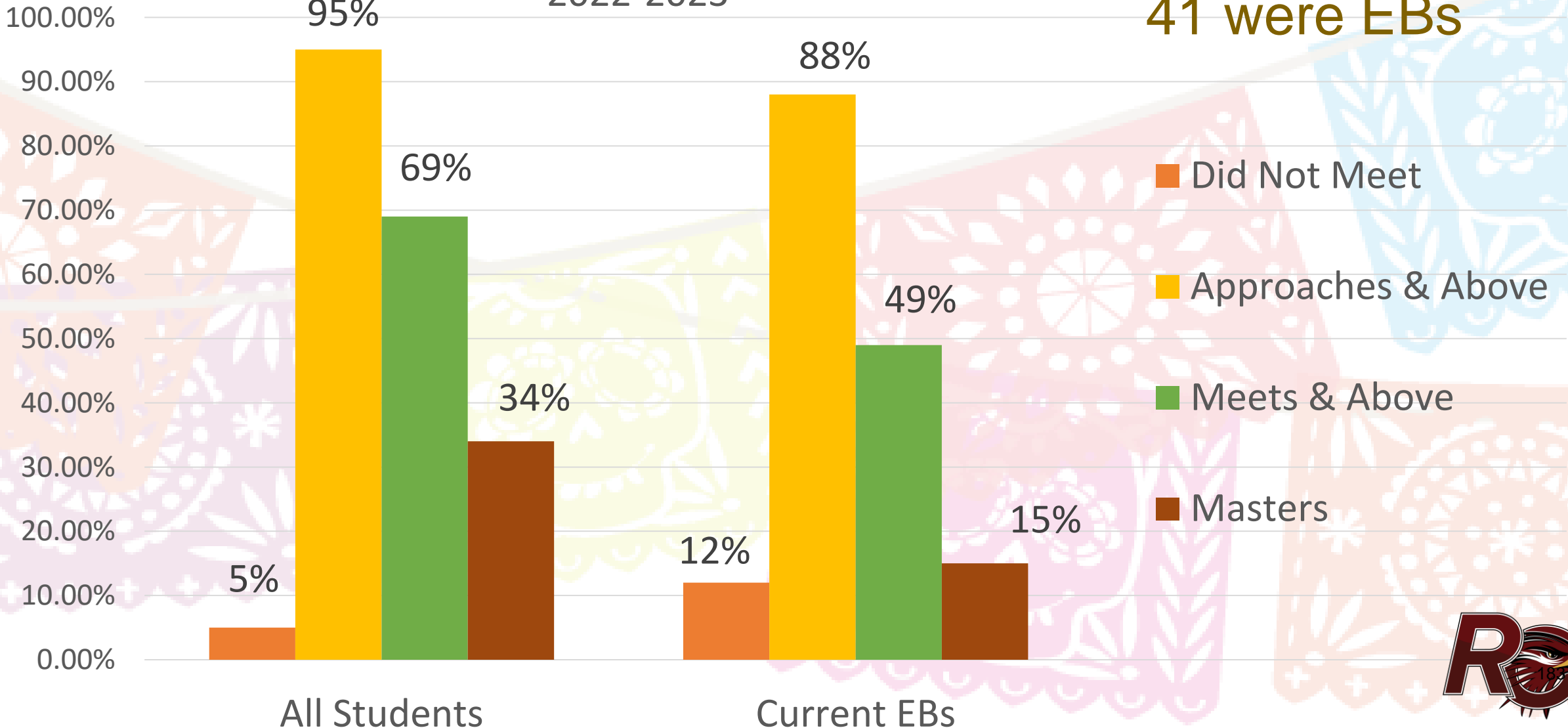
Testing Data – EOC Biology



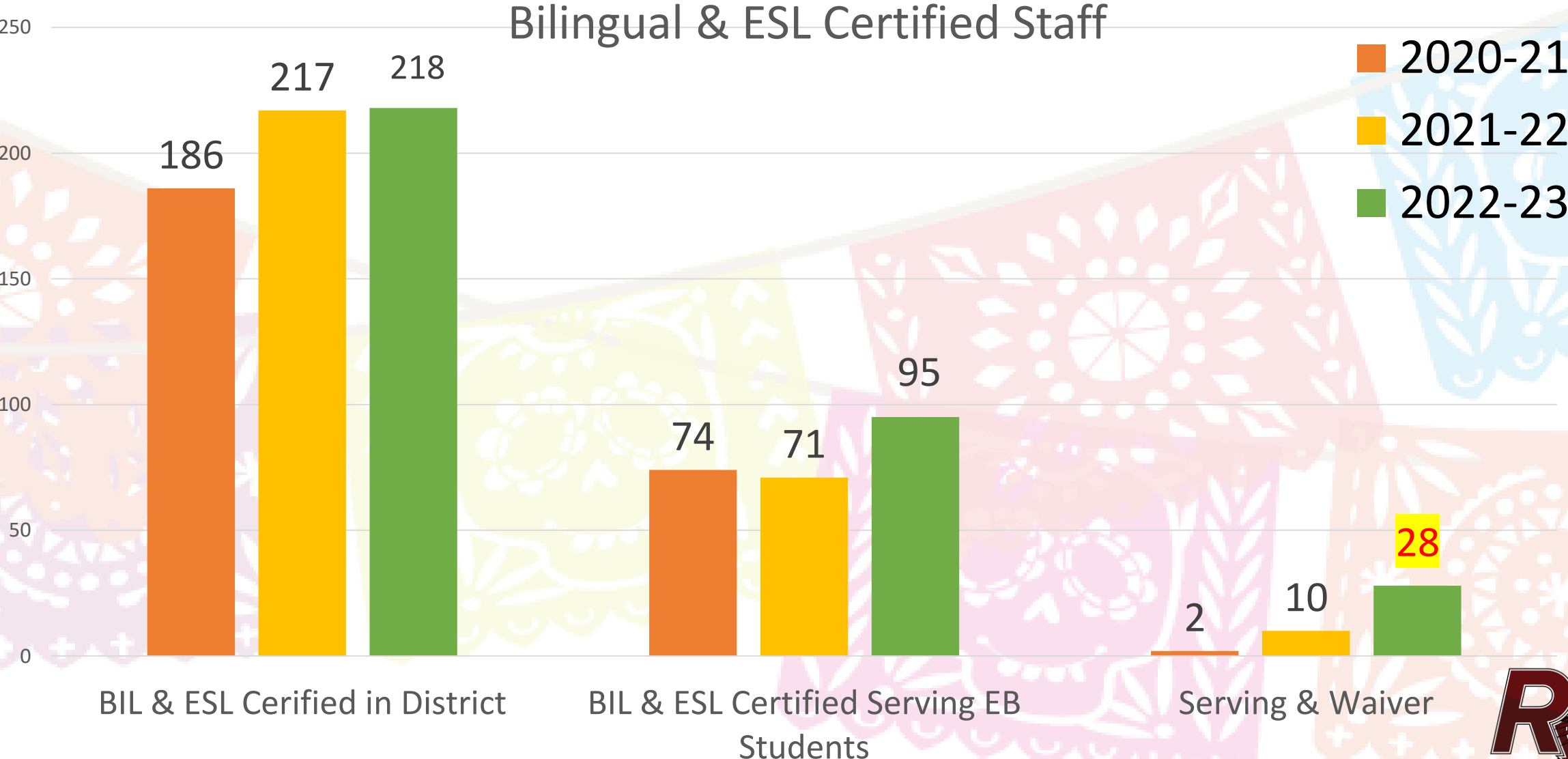
Testing Data – EOC US History

2022-2023

447 Tested
41 were EBs



Highly-Qualified Red Oak ISD Staff



ESL Waiver/ Bilingual Exceptions

Red Oak ISD will need to file an ESL waiver for the 2023-2024 school year to address those teachers who have ESL students in class, but have not yet completed their ESL certification.

- 2022-2023 – Filed 8 waivers (2 completed ESL cert. by EOY)*
- 2023-2024 – making adjustments EB students into certified ESL teachers classes
Number of waivers to file (21)

*1 Bilingual exception also filed in 22-23; this year all Bilingual staff are certified.

A Comprehensive Professional Development Plan is being developed as required under TAC 89.1207.



Professional Development

- **Region 10 LPAC Framework Training** – District and Campus LPAC Coordinators
- **Bilingual/ESL Quarterly Directors Meeting with Region 10** –
Director and Assistant Director of Specialized Learning
- **Bilingual Instructional Coaching** – Elementary Bilingual Teachers
- **Gomez & Gomez Dual Language one-on-one Training** –
New to District Bilingual Teachers by our bilingual Instructional Coach
- **Sheltered Instruction & Region 10 ESL prep trainings** –
Offered through Region 10 throughout the school year
- **ESL certification trainings** – Help our teachers be prepared to pass the ESL certification test
- **Ellevation Strategies for EB Students** – Using our classroom data to target the needs of our current EBs in the classroom. Lesson planning tool to help plan activities in listening, speaking, reading and writing to improve learning of content objectives

Other options being explored by the Specialized Learning Department:

- **7 Steps of a Language Rich Environment** – Refresher on how to establish effective classroom routines for 100% maximum participation and optimized language learning through content instruction
- **Destination ESL** – a three-day cohort for lead ESL teachers in the district to lead their campus in best practices of instruction of EB students



Comprehensive Professional Development Plan

A Comprehensive Professional Development Plan has been developed to support our Bilingual and ESL teachers as a result of the ESL waiver.

- The plan is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of our English learners.
- The plan includes the teachers who are not currently certified.
- The plan will include the opportunity to support additional teachers who work with English learners.



Comprehensive Professional Development Plan Goals

The following are the goals of the 2022-2023 Comprehensive Professional Development Plan:

- Goal 1: Red Oak ISD will provide professional development targeting competencies needed to serve the needs of Emergent Bilingual students.
- Goal 2: Red Oak ISD will provide opportunity for Bilingual/ESL teachers to attend professional training focusing on meeting the needs of Emergent Bilingual students.
- Goal 3: Red Oak ISD has a Bilingual/ESL coach to provide ongoing PD and support targeting development of competencies needed to serve English learners PK-5th grade.
- Goal 4: Red Oak ISD will pay for the certification testing fee and associated expenses.



Red Oak Independent School District

Eastridge Elementary School

2023-2024 Improvement Plan



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

Demographics

Demographics Summary

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2022-2022 school year with approximately 556 students enrolled. Our current classrooms include: 4 Kindergarten, 4 first grade, 4 second grade, 5 third grade, 4 fourth grade and 5 fifth grade classrooms. In addition, we have one self contained classroom - Total Language Communication (TLC), as well as, a resource math and resource reading classroom. Our students identified are provided services or classes from our specialists in dyslexia therapy, GT & speech. Eastridge finds great value in our two instructional coaches - one focused on Math and the other on RLA. They help support our teachers and their instruction in the classroom, as well as, being knowledgeable about the content material and resources being used to instruct our students.

Eastridge Elementary School is comprised of the following Ethnic Distribution (Summer dashboard - file uploaded from 7/13/2023)

African American: 21.58%

Hispanic: 46.04%

White: 27.88%

American Indian: 0%

Asian: 0 %

Two or More Races: 4.50%

Economically Disadvantaged: 64.03%

English Learners: 9.53%

At-Risk: 38.43% (Fall Dashboard of information)

Teachers Years of Experience

33% of the teaching staff has 0-5 years of experience

24% of the teaching staff has 6-10 years of experience

23% of the teaching staff has 11-20 years of experience

13.1% 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" goal with rewards for each classroom.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus has not met the 97% attendance rate goal in the last few years. **Root Cause:** Eastridge has a rate of 95%; however, have noticed trends that lower grade levels (Prek-1) students have a lower rate of attendance than other grades. 3rd six weeks attendance rate declines due to sickness and holiday travel.

Student Learning

Student Learning Summary

22-23 STAAR Data:

Grade 4 ELA							Grade 4 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters	Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	364390	1536	22%	31%	26%	21%	State	373581	1558	30%	23%	25%	22%
ESC	57158	1548	21%	29%	26%	25%	ESC	61558	1573	28%	22%	25%	25%
District	444	1518	23%	32%	30%	14%	District	453	1554	29%	22%	30%	19%
EASTRIDGE EL	98	1511	21%	37%	32%	10%	EASTRIDGE EL	98	1528	31%	29%	27%	14%

Grade 5 ELA							Grade 5 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters	Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	372173	1602	19%	25%	28%	28%	State	378342	1646	21%	30%	29%	21%
ESC	58454	1613	18%	23%	27%	32%	ESC	62021	1663	19%	28%	29%	25%
District	467	1602	17%	26%	28%	28%	District	469	1646	16%	30%	35%	18%
EASTRIDGE EL	88	1598	22%	24%	24%	31%	EASTRIDGE EL	88	1640	15%	27%	47%	11%

Grade 5 Science						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	378331	3754	36%	30%	19%	15%
ESC	60946	3774	35%	29%	20%	16%
District	468	3786	31%	31%	25%	13%
EASTRIDGE EL	88	3807	27%	34%	24%	15%

Math (2-5)

DNM- 31%

App. - 37%

Meets- 23%

Master- 8%

RLA (2-5)

DNM- 29%

App - 29%

Meets - 20 %

Masters - 18%

TPRI Data (Kinder-2nd)

Grade 2 : 51% master (lowest in the district)

Grade 1 - 74% master (highest in district)

Kinder - 72% master (2nd highest in district)

Student Learning Strengths

* Above the state average in 5th Grade Science

* Aligned with the state average in RLA 3rd & RLA 5th

* Aligned with the state average in Math 3rd & Math 5th

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading STAAR scores in the area of the Extended Constructed Response is below the state and region for grades 3 & 4 **Root Cause:** Creating an awareness with staff on how the ECR are scored and determine our writing focus with our students based on the provided rubric for the ECR and SCR.

Problem Statement 2: Reading difficulties and below reading levels are observed in all grade levels which directly impacts reading and math success. **Root Cause:** Previous years situations has provided instructional opportunity gaps for us to work on to develop our students levels.

Problem Statement 3 (Prioritized): Foundational math fact fluency is impacting students ability to complete computation efficiently. **Root Cause:** Students are lacking the recall of basic facts for all operations.

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, analyzing TEKS coming up in the next unit and planning out a formative assessment to check for student understanding.

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, GRA, 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 2nd -5th 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, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our EB 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 weekly with campus administrators and both instructional coaches (Math focus & Reading Focus). The PLCs focus is analyzing and breaking down a Student Expectation and creating a formative assessment, data review, and strategic planning. Grade levels have a daily common planning and focused intervention time. Collaborative data meetings occur within a week after a formal assessment (CBA) has been given.

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RtI committee meets each six weeks & routinely 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 (CBA) and teacher created formative assessments to track student growth and progress.
- Each student has an individualized data folder to track their personal data and growth after each CBA and Reading Level check. PreK, Kindergarten and 1st grade have additional components they track such as letters, sounds, number recognition, sight words and various other foundational skills.
- 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.
- Instructional Coaches with a designed focus of reading and math will be utilized to provide resources and guidance to strengthen learning in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Utilizing our PLC process to for purposeful, intentional planning time where the focus is student growth & alignment with TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

Problem Statement 2 (Prioritized): Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment. **Root Cause:** Students are showing significant gaps and need intervention based on their individual needs.

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.

Each week, we have a weekly drawing of Talon Cards for student exemplifying one of the 4 Talons through the week - 10 students are drawn each week to spin the prize wheel and be recognized for their exceptional behavior and choices.

To recognize our hard working teachers - teachers are nominated each week for the "Helping Hands" award. Each Friday one teacher is recognized on our daily announcements and obtains a special prize.

Safe and Orderly Schools Summary

- Campus participated in regular drills, Safety Week, and uses RAPTOR digital kiosk 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Eastridge 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:** The several years during Covid with less activities has made the progress of implementing more parent involvement a slow process.

Problem Statement 2 (Prioritized): Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school. **Root Cause:** Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

Priority Problem Statements

Problem Statement 1: Our campus has not met the 97% attendance rate goal in the last few years.

Root Cause 1: Eastridge has a rate of 95%; however, have noticed trends that lower grade levels (Prek-1) students have a lower rate of attendance than other grades. 3rd six weeks attendance rate declines due to sickness and holiday travel.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading STAAR scores in the area of the Extended Constructed Response is below the state and region for grades 3 & 4

Root Cause 2: Creating an awareness with staff on how the ECR are scored and determine our writing focus with our students based on the provided rubric for the ECR and SCR.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Foundational math fact fluency is impacting students ability to complete computation efficiently.

Root Cause 3: Students are lacking the recall of basic facts for all operations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment.

Root Cause 4: Students are showing significant gaps and need intervention based on their individual needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Communication is key and vital for partnership- it is our job to keep an open line of communication between home and school.

Root Cause 5: Determining the best mode of communication with each family. Therefore, we send it in a variety of modes.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data


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


Goals


Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.


Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote College & Career Ready opportunities for our students</p> <p>Evidence that Demonstrates Success: Monthly college & career ready Thursday Live announcements including a teacher sharing their college story with students Career Fair</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor gives lessons on character throughout the year. Lessons include: Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Emotions Trustworthy/Integrity/Honesty, and Resilience</p> <p>Evidence that Demonstrates Success: Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Care Solace</p> <p>Evidence that Demonstrates Success: Referrals to Care Solace</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I: 2.6, 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.





Evaluation Data Sources: Strive report of TTESS walkthroughs, Meeting agendas, Strive Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Teams will meet in Professional Learning Communities weekly 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 understanding of implementing practice for the new item types. Texas Instructional Leadership process - Lesson Alignment/ Formative Assessment & Data Driven Instruction will be our 23-24 PLC focus.</p> <p>Evidence that Demonstrates Success: Agendas TIL Weekly Tracking document Lesson Plans</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs). Areas of focus for 2023-2024 school year will be: utilizing Lesson Alignment / Formative Assessment process for unpacking TEKS; planning for instruction and assessment with the new item types, Literacy Stations, GRA TPRI, LLI, Guided Math, Eduphoria Aware, Benchmarks, Curriculum Based Assessments, TELPAS, STAAR 2023 Data, iReady Assessment Math & Reading and utilizing the Instructional Coaches (Reading & Math).</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 Student Data folders; iReady reports from pre and post test</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Librarian Team Leads Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy library resources - 199 PIC 11 Reg Ed - \$1,000, iReady Assessment Math and Reading - 211 Title I - \$13,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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. Through year GT testing will be included this year to help identify more frequently.</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: 2.4, 2.5</p> <p>Funding Sources: supplies - 199 PIC 21 GT - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize a reading interventionist to work with students in 1st - 5th grade to provide targeted intervention fluidly throughout the year.</p> <p>Evidence that Demonstrates Success: CBA Data Benchmark Data STAAR Data Reading Level Data</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff development on this campus in Math includes the following: Guided Math Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area Vertical team meetings Math Fact Fluency- Reflex Interpreting MAP data iReady Digital Assessment tool Lead4ward</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks Interims STAAR Testing TTESS Staff Development Reports Reflex Math PLC- TIL</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Math Vertical Alignment Team Curriculum and Instruction Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 PIC 11 Reg Ed - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Minimum 40% science experiences, hands-on interactions for students. Horizontal team planning across the campus and district. CAST conference.</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports TTAP</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Science Vertical Alignment Team</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Staff development on this campus in Reading Language Arts (RLA) includes the following: Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach and reading interventionist. Lead4ward Guided Reading Literacy Stations GRA TPRI</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Reading Vertical Alignment Team Literacy Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy station materials - 199 PIC 11 Reg Ed - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 4: Equip students with the knowledge and skills for high levels of academic achievement and success in their post-secondary life.

HB3 Goal





Evaluation Data Sources: State of Texas Assessment of Academic Readiness results, Advanced Placement results

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will develop plans for enrichment to increase masters level scores & maintain meets level 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 & meets level scores on curriculum based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches GT Teacher Campus Administrators</p> <p>Funding Sources: iReady - 211 Title I - \$12,000, Tutoring and Enrichment supplies - 199 24 ACC ED - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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. If obtained will maintain the 50% meets level each year. 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 Campus Administrators Instructional Coach</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 27% to 50% by June 2025. 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 Campus Administrators Instructional Coach</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Broadcasting, Yearbook club, UIL, ASL, and STEAM club.</p> <p>Evidence that Demonstrates Success: Participation in programs</p> <p>Staff Responsible for Monitoring: Principal Assistant Counselor Campus Professional Staff</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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: Lesson Plans</p> <p>Staff Responsible for Monitoring: GT Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
Strategy 1: Maintain a welcoming campus environment that staff take pride in. Evidence that Demonstrates Success: Customer Service Appreciation opportunities Culture and Climate Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
Strategy 1: Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD) Evidence that Demonstrates Success: Meeting Notes/Agenda Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Mentor Teachers Coordinator of Mentors for ROISD	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
Strategy 1: Promote scholarships to paraprofessional/support staff to complete a degree in education and become certified. Evidence that Demonstrates Success: Number of staff members attending college/completing degree/certification. Staff Responsible for Monitoring: Human Resources Department Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus ESSER III and Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p>Evidence that Demonstrates Success: Focus on Reading, Math, and Science Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the usage of funds and anticipated yearly spending using prior record for analysis. Evidence that Demonstrates Success: Skyward Financial Records Staff Responsible for Monitoring: Secretary Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor student attendance to targeted campus attendance rate. Assemble an Attendance committee that meets periodically to review weekly attendance data and students in danger of violating the 10% rule.</p> <p>Evidence that Demonstrates Success: Attendance meetings, contracts, and plans with parents Attendance phone calls</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators Registrar Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
Strategy 1: Additional classroom space to accommodate growth at Eastridge. Evidence that Demonstrates Success: Portable buildings Staff Responsible for Monitoring: Campus Administrators Assistant Superintendent of District Operations	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will conduct regular drills practicing Hold, Shelter, Lockout, Lockdown and Evacuate. Each six weeks all drills will be conducted.</p> <p>Evidence that Demonstrates Success: Documentation of drills</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Police officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus Safety training will take place during preservice week and emergency teams will be created in the Campus Crisis Handbook.</p> <p>Evidence that Demonstrates Success: Documentation of training Crisis Handbook</p> <p>Staff Responsible for Monitoring: Assistant Principal Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p>Evidence that Demonstrates Success: Janitors Maintenance and Upkeep</p> <p>Staff Responsible for Monitoring: Secretary Assistant Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p>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</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Campus Administrators</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Evaluation Data Sources: Parent/community surveys, number of events held, external communication methods

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 I parent survey</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs, making copies, Field Trip chaperones, Christmas & EOY parties, etc.)</p> <p>Evidence that Demonstrates Success: Number of participants</p> <p>Staff Responsible for Monitoring: Principal All Professional Staff PTA board</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Graves	Literacy Specialist	Title I	.5
Jennifer Rucks	Instructional Coach	Title I	.5
Kim Pevehouse	Instructional Coach	Title I	.4

Red Oak Independent School District

Red Oak Elementary School

2023-2024 Improvement Plan



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

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 2023-2024 school year with 522 students enrolled as of September 5. This is currently very comparable to starting enrollment of 2022-2023 of 528.

In the 2023-2024 school year, Red Oak Elementary (ROE) houses two specialized autism units (TLC), two Early Childhood Special Education (ECSE) units, two resource teachers and 9 special education para-professionals. Additionally, ROE has 29 general education staff, 1 Gifted and Talented teacher that is shared with Eastridge Elementary, 2 teachers trained in dyslexia and 2 instructional coaches. Teachers are trained in and utilize guided reading, Number Talks, Saxon Phonics, Lead4ward, 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 2022-2023 fall PEIMS submission indicates 31 Gifted and Talented students, 100 Special Education students on the campus, 36 students with Autism, 29 students with Dyslexia, 40 English Language Learners and 21 504 students.

Based on the 2022-2023 fall PEIMS submission, Red Oak Elementary School was comprised of the following Ethnic Distribution:

- African American: 36.36%
- Hispanic: 36.55%
- White: 21.59%
- Asian: 2.27%
- American Indian: 0.0%
- Two or More Races: 3.0%

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

- Economically Disadvantaged: 64.39%
- English Learners: 7.58%
- At-Risk: 41.1%
- Dyslexia: 5.49%
- 504: 3.98%
- Gifted and Talented: 5.87%

Overall, ROE enrollment is decreasing and our economically disadvantaged percentage has increased. ROE added a second Prekindergarten classroom in 2021-2022.

- 18-19 602
- 19-20 610
- 20-21 578
- 21-22 542
- 22-23 528

Red Oak Elementary Attendance:

For 22-23 ROE was between 94% and 95% attendance rate - 5th grade attendance was the highest - younger grades were lower than the higher grades around 90%.

For 21-22, ROE was at 93% attendance with 603 students

For 18-19, ROE was at 96% with 650 students, before COVID - PreK-1st were at 95%. There was a huge district push with iCount and bikes as prizes.

Attendance took the biggest dip during COVID and we are still working to reestablish attendance expectations. Continue to share the 90% attendance rule in parent newsletters and attendance percentages, have teachers include importance of attendance in their newsletters, have lower grade teachers call parents when attendance begins to become a concern. Grade level EE-1 grade level party by six weeks for highest attendance, share for the week in announcements on Fridays!

ROISD teacher retention rate is slightly higher than the region rate and surrounding districts. Red Oak Elementary retention rate is aligned with the ROISD retention rate.

Demographics Strengths

Red Oak Elementary is a very diverse campus which provides students with opportunities to develop an understanding for a variety of cultures and abilities.

5th grade attendance is a strength when compared to the younger grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak Elementary attendance is below pre Covid rates and currently around 94% to 95%. **Root Cause:** We are working to reestablish attendance expectations for students post Covid.

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 - 2022		
	ROE	Rating
Overall	92	A
Student Achievement: STAAR	78	C
Student Progress	91	A
Academic Growth	91	A
Relative Performance (Eco. Dis: 56%)	80	B
Closing the Gaps	94	A

For the 2022-2023 school year, the STAAR test was a new format which provides ROE with new opportunities to grow our staff and students.

Red Oak Elementary students are below the state and region in the following areas:

All RLA

ECR

3rd and 5th Math

5th Science

4th Math was not below the state or region.

	2023		
	Approaches	Meets	Masters
3rd Grade Math	59.02%	27.87%	3.27%
3rd Grade Reading	71.67%	33.33%	10%
4th Grade Math	75.56%	53.33%	25.56%
4th Grade Reading	77.53%	47.19%	15.73%
5th Grade Math	74.29%	42.86%	14.29%
5th Grade Reading	78.26%	47.83%	18.84%
5th Grade Science	62.86%	34.29%	12.86%

ECR Points			
	3	4	5
State	2.53	2.71	3.93
Region	2.7	2.88	4.14
Red Oak ISD	2.46	2.16	4.31
Red Oak Elementary	1.33	2.06	3.16

TPRI data is high for Red Oak Elementary. Continue to monitor phonics instruction.

TPRI Data:

Grade	Really Did not meet	Did not meet	Approaches	Meets	Masters
2	3%	11%	8%	14%	65%
1	3%	8%	14%	13%	62%
KG	7%	3%	7%	20%	63%

Student Learning Strengths

Red Oak Elementary received a rating of an A for the 2021-2022 school year.

4th Grade Math students were in line with the state and region.

TPRI scores are high with over 60% at Masters in Kindergarten, 1st and 2nd grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 59% of students were at approaches on 3rd grade math. **Root Cause:** Students are not understanding and retaining their math instruction.

Problem Statement 2: Extended constructed response scores were low for Red Oak Elementary **Root Cause:** Students struggled identifying which question was asking for an extended constructed response and then struggled with writing the ECR and typing it into the testing platform.

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.

Red Oak Elementary addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. For the 2022-2023 school year, Red Oak Elementary had the highest number of referrals in of the elementary schools in the district with 503 total referrals for 134 students. As we move through the 2023-2024 school year, ROE will utilize a behavior tracker and classroom referrals to provide alternatives to the office referral.

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 will be utilizing Saxon Phonics during instruction and intervention time this year. During intervention, students will work on the Saxon Phonics for the grade level below to allow gaps due to COVID to be closed.

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. Students take CBAs online to allow for appropriate practice for STAAR. Students will use Chromebooks made available through the school district going 1-1 which will be included in 2nd grade this school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Red Oak Elementary had the highest number of office referrals in of the elementary schools in the district with 503 total office referrals for 134 students. As we move through the 2023-2024 school year, ROE will utilize a behavior tracker and classroom referrals to provide alternatives to the office referral. **Root Cause:** Teachers document student behavior regularly in Skyward.

Perceptions

Perceptions Summary

Red Oak Elementary is a student-centered learning family. Students and staff are focused on growing students and making positive parent phone call to increase communication with families. Student activities, staff leadership roles and the overall safety of the ROE campus is driven by the ROISD 4 Talons.

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.

Parents participated in district surveys and shared that they want at least weekly communication through Skyward and email. Some parents do like Remind and Dojo.

As a campus, we can make sure we are offering volunteer opportunities through the volunteer platform.

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
Flag Crew	Heart of a Teacher	Watch DOGS
Library Aides	Teacher/ Staff Member of the Year	Thanksgiving Lunch
Hawk Assemblies	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Student Council	Team Lead opportunities	Class Parties
Anti-bullying program	Ongoing Professional Development	Music Performances
Partner PE	Mentors	Grandparents Luncheon
UIL	Student Teachers	Book Fair (Fall & Spring)
Guidance Lessons	Education Foundation Partnership	Volunteer Appreciation Breakfast
Red Ribbon Week	PLC Professional Development	Social Media
		Family Fun Events such as Trunk or Treat
		ROE 101 Title I Night

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not aware of the volunteer opportunities available to them. **Root Cause:** Red Oak Elementary needs to improve use of the volunteer portal.

Priority Problem Statements

Problem Statement 1: 59% of students were at approaches on 3rd grade math.

Root Cause 1: Students are not understanding and retaining their math instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Red Oak Elementary had the highest number of office referrals in of the elementary schools in the district with 503 total office referrals for 134 students. As we move through the 2023-2024 school year, ROE will utilize a behavior tracker and classroom referrals to provide alternatives to the office referral.

Root Cause 2: Teachers document student behavior regularly in Skyward.

Problem Statement 2 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
- 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
- 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

- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Communications data

Goals

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.





Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district common assessments, GRA, 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, GRA and reduction of students in Tier II and Tier III intervention groups.</p> <p>MAP Goal setting Student Data Binders Utilize Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administrators All Professional Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Curriculum Associates iReady! and Toolbox Supplemental Resources - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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 instructional resources such as iReady, Brainpop and TEKS-based instructional focus materials to support individual student needs and fill gaps in background knowledge.</p> <p>Evidence that Demonstrates Success: Eduphoria RtI MAP GRA TPRI</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Case Managers All Professional Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor lessons on character each 6 weeks. Lessons include: 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 Administrators</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize restorative practices and Suite 360 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: 2.4, 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Guided Reading with ongoing professional development and RtI to support and intervene with identified struggling readers.</p> <p>Evidence that Demonstrates Success: GRA results TPRI RTI MAP</p> <p>Staff Responsible for Monitoring: Campus Administrators All Professional Staff</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher leaders will present current strategies being used in their classroom at staff meetings for others to learn. Two teachers will share per semester during staff meetings or PLCs.</p> <p>Evidence that Demonstrates Success: A minimum of two instructional strategies per semester will be shares from a variety of staff.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Team Leads</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<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: Campus Administrators Instructional Coaches Pre-Kindergarten and Kindergarten teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Student instructional resources - 199 32 Pre K - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished







Continue/Modify



Discontinue

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.





Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p>Strategy 1: Retain staff by creating a climate that adds value to staff by providing quarterly morale boosting activities.</p> <p>Evidence that Demonstrates Success: Quarterly morale boosting activities for staff</p> <p>Staff Responsible for Monitoring: Principal Counselor Culture and Climate Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.





Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<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: Campus Administrators Instructional Coaches Mentor Teachers Coordinator of Mentors for ROISD</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, EB 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: Campus Administrators Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4ward Leading Learning Series - 211 Title I - \$1,520</p>	Formative			Summative
	Nov	Jan	Mar	June
				240

Strategy 3 Details	Reviews			
Strategy 3: Administrators will commit to a minimum of four walkthroughs for all teaching staff. Evidence that Demonstrates Success: Eduphoria Staff Responsible for Monitoring: Campus Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
Strategy 1: Share staffing opportunities through campus email, campus and district Facebook pages. Evidence that Demonstrates Success: Email ROE Facebook Page ROISD Facebook Page Staff Responsible for Monitoring: Counselor Campus Administrators Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus ESSER III and Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p>Evidence that Demonstrates Success: Focus on Reading, Math, and Science Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade levels will spend their budget by February 1, 2024 to ensure we are appropriately utilizing funds for this year.</p> <p>Evidence that Demonstrates Success: Skyward weekly budget reports</p> <p>Staff Responsible for Monitoring: Team Leads Secretary Principal</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: Educate parents about the Title I Fund usage during our Title I Family Night.</p> <p>Evidence that Demonstrates Success: Powerpoint from Title I Family Night</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to engage families that have overflow PreK students at Red Oak Elementary.</p> <p>Evidence that Demonstrates Success: Teacher newsletters Weekly campus newsletter Skyward emails</p> <p>Staff Responsible for Monitoring: Classroom Teachers Team Leads Counselor Campus Administrators</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p>Strategy 1: Review the campus crisis plans and ensure that various drills are conducted in accordance with local 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 Administrators</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	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 Administrators Director of Specialized Learning Teachers & Aides</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.





Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 Administrators</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 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 ROE 101 Night Trunk or Treat</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold yearly parent-teacher conferences to share beginning of the year data and set goals for the school year.</p> <p>Evidence that Demonstrates Success: Number of parent conferences held</p> <p>Staff Responsible for Monitoring: Principal Classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate with parents on a regular basis through student folders, calendars, newsletters, positive phone calls, campus and district website and parent conferences.</p> <p>Evidence that Demonstrates Success: Skyward Social Media campus website district website positive emails positive phone call logs Smore Newsletters</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor PTA All Professional Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with our community members and local churches 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. Have student council partner with the community on outreach projects.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Site Based Committee Counselor</p> <p>Title I: 4.2 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 Administrators</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<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: 2.4, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Martinez	Instructional Coach	Title I	.5
Rhonda Svehlak	Instructional Coach	Title I	.5
Susan Cox	Literacy Specialist	Title I	.5

Red Oak Independent School District

Russell P. Schupmann Elementary

2023-2024 Improvement Plan



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

Demographics

Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. The data reflects approximately 700 students for enrollment this school year. We are expected to gain additional students throughout the school year. Russell P. Schupmann Elementary School is comprised of the following student demographics:

Enrollment Numbers

	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
070911107 - RUSSELL P SCHUPMANN EL	392	429	530	612	682

Group	Percentage
Economically Disadvantaged	70.53
ELS/EBs	19.06
Special Education	9.38
Homeless	.59
GT	5.72
At Risk	52.49
Dyslexia	6.6

Groups	2020-2021	2021-2022	2022-2023
Econ Dis	62.45	62.75	70.53
At-Risk	48.87	55.88	52.49
Hispanic	40.75	37.09	39
Black	39.43	46.24	46.92
White	13.59	11.27	9.09

Demographics Strengths

Campus enrollment has doubled over the last 5 years. The district has grown by approximately 600 students between 2017-2018 and 2022-2023, while RPS has grown by approximately 300 students.

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.

Please note: We are waiting on updates from the state to determine our letter grade.

Student Learning Strengths

ELAR

- Performing with peers in reading in 3rd and 5th
- 3rd grade above the state for ECR
- 3rd scored above the region and state for overall performance
- 5th scored the same as state but 1 point below the region
- 3rd grade scored above the state and region for ECR
- 4th grade scored below on ECR for the state and region

Math

- 3rd aligned with district and state
- 5th is aligned state and district

Science

- Above the region, state, and district

***Academic Growth is our strength and we need to continue to refine the systems/levers that impact student growth. If we focus on student growth across all levels, it will have a positive impact on student achievement.

We will continue to improve Tier I instruction while strategically planning for interventions across the campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): RPS was identified as needing targeted assistance in 2022 (white and SPED 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.

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. 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:** 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:** The COVID pandemic impacts regular attendance in school when students are absent due to illness or close contact concerns. At this time a virtual learning is not an option.

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 Enjoy the Adventure of Learning at Camp RPS. 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

- Spirit Leaders
- RPS News Team
- Girl Start Program
- Choir
- 3rd - 5th student goal setting, Safety Patrol, Flag Patrol
- Students participated in PE events such as Field Day.

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	Staff Activities	Parent/Community Involvement
Talon Time	Parent-Teacher Conferences	Family Academic Nights
-----	Heart of a Teacher	Parent Nights
Spirit Leaders	Teacher/ Staff Member of the Year	Title 1 Presentation
Program Performances	Staff social events	PTA Volunteer Opportunities/ Events/ Fundraisers
Student Librarian Ninjas	Team Lead opportunities	Fall Festival
Flag Patrol	Ongoing Professional Development	Music Performances
Safety Patrol	Mentors	Grandparents Day
Schupmann House Assemblies	Student Teachers	Book Fair (Fall & Spring)
Anti-bullying program	Education Foundation Partnership	Volunteer Appreciation Breakfast
Red Ribbon Week	Teacher and Staff of the Month	Social Media
Schupmann Success Assemblies	Themed Days	Reading Under the Stars
UIL	Homecoming Activities	STEAM Night/Multi - Cultural Awareness Activities
Guidance Lessons		RPS 101

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.

Priority Problem Statements

Problem Statement 1: RPS was identified as needing targeted assistance in 2022 (white and SPED demographic area).

Root Cause 1: Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.

Problem Statement 1 Areas: Student Learning

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation 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
- 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: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.


Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.


Strategy 1 Details	Reviews			
<p>Strategy 1: 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: PEIMS Reports At-Risk Reports Reach Council (Tabaco, drugs, and alcohol prevention assemblies for 5th grade) Reach council (Red Ribbon week K-5) Kid's Connection Small Groups (K-2) Safety and Emergency Drills CPI Team Crisis Team Teacher Buddy List Badges Middle School Program Preview (middle school schedules) Talon Announcements provided by districts</p> <p>Staff Responsible for Monitoring: Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	This area is currently empty in the image			

Strategy 2 Details	Reviews			
<p>Strategy 2: Schupmann Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.</p> <p>Evidence that Demonstrates Success: Unity Week Reach Council Red Ribbon Week Classroom Observations Guidance Lessons Assemblies Talon Announcements</p> <p>Staff Responsible for Monitoring: Counselor Teachers ROISD Police Dept</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a comprehensive intervention plan for identified students designed to close the achievement gap through RtI, accelerated instruction, additional time for intervention during Talon Time or other specified services in a students individualized plan for success.</p> <p>Evidence that Demonstrates Success: Additional Targeted Support: In the previous year, Closing the Gaps, Status, and Data Tables indicate that the White student group missed the 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 and individual teacher lists. Continue with your whole campus tutoring plan to address areas of need.</p> <p>Suite 360 Reach Council HB1416 documentation folders (AI) hours</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Counselor Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for students to participate in extracurricular activities, internal learning experiences, parent academic engagement nights.</p> <p>Evidence that Demonstrates Success: Spirit Leaders Girl Start Choir GT Tutoring opportunities Internal Experiences (TEKS based) Night-Fall Festival (Math Night) Literacy Night - STAAR Parent Night/Goal Setting Open House Level Up Days RPS101 News Team Robotics UIL</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Counselor Teachers Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for students to do service projects and participate in extra curricular activities.</p> <p>Evidence that Demonstrates Success: Students will complete service projects and extra curricular activities during the school year. For example;</p> <ul style="list-style-type: none"> Toys for Tots Spring Food Drive Charity Events News Team UIL Choir Spirit Leaders Colors for Caring Specialized days designated by district Grade level performances Safety patrol Flag control <p>Staff Responsible for Monitoring: Counselor Teachers Committee</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Reduce the acts of physical aggression in our Tier II and III program.</p> <p>Evidence that Demonstrates Success: Suite 360 interventions and district curriculum lessons</p> <ul style="list-style-type: none"> Physical Aggression Academy Reach small groups House system (PBIS) Behavior RTI Positive House Referrals Restorative Practices Calming Corners in classrooms with cool down kits for student use <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Continue ways to recognize students for positive behavior in the classroom and common areas.</p> <p>Evidence that Demonstrates Success: Positive Office Referrals - positive communication House Competitions Ticket System Dojo point rewards Level Up Goal Setting Sunshine Logs Shout-Outs Ribbons for E in Conduct Behavior Belts</p> <p>Staff Responsible for Monitoring: Campus Administrators House Committee Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Suite360 to build conflict resolution skills and teacher behavior expectations. Reduce the number of out of placement days for all students.</p> <p>Evidence that Demonstrates Success: Discipline Referrals Completed Intervention Counseling referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district common assessments, GRA, TPRI, 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: Local and State Assessments</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilization of Guided Reading with ongoing professional development to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.</p> <p>Evidence that Demonstrates Success: All local reading assessments Reading Groups All trainings Support for reading</p> <p>Staff Responsible for Monitoring: Reading Interventionist Instructional Coaches Teachers Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 agendas Talon Time RtI TIL/DDI/LAFA</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: ELAR Writing instruction is guided and supported by research-based resources approved by the district with a focus on writing.</p> <p>Evidence that Demonstrates Success: These components include guided writing, shared writing, and writing across the contents. Gretchen Bernabei writing strategies. The major activities and resources used to support this strategy are: Target Time After school tutoring Textbook Adopted Resources Writing Across Contents Word Wall Activities/Grammar Activities Writing Reading A-Z (RAZ Kids Plus) Brain Pop Jr. Brain Pop ELL Literacy Footprints Dual Schools-The Learning Patio (RPS and HAW) i-Ready Shared Reading Saxon Phonics</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Math instruction is guided and supported by research-based resources approved by the district.</p> <p>Evidence that Demonstrates Success: The major activities and resources used to support this strategy include: Envision Math Manipulatives Number Talks Reflex Prodigy TEKSing Toward STAAR Lone Star Math Education Galaxy Target Time MAP Think It Up -Mentoring Minds i-Ready Resources STAAR Countdown 3-5 STEMscopes Math</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Evidence that Demonstrates Success: Data Analysis Reports Improved Instruction Staff will participate in focused Professional Learning Communities (PLCs), Data Driven Instruction, and in Content Area Vertical Alignment Teams to increase the number of students at the meets and exceeds expectations. Reading Academy GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP Think it Up/i-Ready</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide teachers opportunities to have ongoing professional development in the areas of Instructional Leadership, Math, Reading, Writing strategies and best practices.</p> <p>Evidence that Demonstrates Success: District Staff Development content based per 6 weeks for resources and alignment</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a welcoming campus environment that staff take pride in.</p> <p>Evidence that Demonstrates Success: Customer Service Appreciation opportunities Culture and Climate</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.


Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.


Strategy 1 Details	Reviews			
<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: New Teacher Meeting Documentation New Teacher Training Agendas Mentor Meetings (1x week for 1st 6 week, 1x month thereafter) Job Fairs Social Media Presence Shout Outs to new staff Anchored in Excellence</p> <p>Staff Responsible for Monitoring: Mentor Teachers Instructional Coaches Executive Director of Human Resources Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will commit to at least 5 walkthrough/observation per week.</p> <p>Evidence that Demonstrates Success: 5 walkthroughs per week Support Plans - as needed - to work and collaborate with ICs</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
<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 once per grading period. Administrators will attend TEPSA Professional Development Summer Conferences to refine evaluation, coaching and other components of instructional leadership.</p> <p>Evidence that Demonstrates Success: TTESS Documents in Strive TEPSA Professional Development Summer Conference Breakthrough Coaching: Supports school administrators to be transformational leaders who achieve student success in a sensible workweek.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Horizontal team planning across the district Training for all teachers who teach Science -CAST Conference for Science Leads -Science Penguin -Think Up and IReady -Engagement Kits -On Campus Experiences w/ Outside People and Resources</p> <p>Evidence that Demonstrates Success: CAST Conference Think Up and IReady Science Penguin Engagement Kits Curriculum-Based Assessments Benchmarks/Interim Assessments STAAR Testing Staff Development Reports Usage of Science Penguin</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff development in the area of Reading Language Arts based on previous years' data.</p> <p>Evidence that Demonstrates Success: Gretchen Bernabei writing strategies Imagine Learning for ELL Strategies for ELL learners Supporting Struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4Ward Intentional Intervention Guided Reading Shared Reading District Purchased Read Alouds Literacy Stations Grammar and Editing Patterns of Power Patterns of Wonder GRA TPRI/Tejas Lee Comprehension Toolkit Get Your Teach On Conference Think Up and IReady Saxon Phonics ESGI CLI Textbook resources Readworks Engagement Kits Storyworks RAZ-Kids Benchmark/Interim Assessments STAAR Testing Staff Development Report</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Reading Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Staff development in the area of Math based on previous years' data.</p> <p>Evidence that Demonstrates Success: Use of manipulatives Math centers Number Talks Horizontal and vertical team meetings across the district and/or area Lead4ward Conference (Rocking Review) Get Your Teach On Conference The Conference for the Advancement of Mathematics Teaching (CAMT) TEPSA Reflex Math Zearn Math Hand 2 Mind Kits Stemscopes Math Think Up and IReady Lead4Ward and TRS Smart Goals Benchmarks/Interim Assessment STAAR Testing TTESS Staff Development Reports</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

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 Discontinue





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct employee incentives/recognition Heart of a Teacher and employee of the month recognition.</p> <p>Evidence that Demonstrates Success: Employee Incentives Heart of a Teacher Employee of the Month Anchored in Excellence Level Up for teachers</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate various ways to show appreciation with a monthly calendar.</p> <p>Evidence that Demonstrates Success: Thankful Thursday Staff Luncheon Jean Days PLC Snacks PD Snacks Dinner for parent nights Sonic Drinks 12 Day to Christmas countdown Teacher Appreciation Week Staff Appreciation Days throughout the year</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus Title I funds to split-fund tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p>Evidence that Demonstrates Success: Focus on Reading, Math, and Science Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters HB1416 Academic Programs (Stemscopes, IReady, Hand2Mind, RAZ-Kids, IXL) Accelerated Learning Plans Read Live Literacy Footprints</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create tracking system to account for type of spending monthly.</p> <p>Evidence that Demonstrates Success: Skyward Approval Review Team Leader Google Form</p> <p>Staff Responsible for Monitoring: Team Leaders Secretary Principal Finance Department</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.





Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the usage of funds and anticipated yearly spending using prior record for analysis. Evidence that Demonstrates Success: Skyward Financial Records Staff Responsible for Monitoring: Secretary Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.





Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Evidence that Demonstrates Success: Attendance meetings, contracts, and plans with parents Attendance phone calls Perfect/outstanding attendance incentive assemblies (Creature Teacher, Yuck Show) Classroom attendance incentives (ADA) Pizza Parties Level Up Incentives</p> <p>Staff Responsible for Monitoring: Counselor Assistant Principal and Administrative Intern Registrar Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

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Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.





Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<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 and Reports After-action reports Crisis team Weekly door audits RAPTOR Ultra 3M Film Protectant</p> <p>Staff Responsible for Monitoring: ROISD Chief of Police Campus Administration</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p>Evidence that Demonstrates Success: Documentation of Training Follow-up with CPI members throughout the year De-escalation Training for staff</p> <p>Staff Responsible for Monitoring: District Trainer Director of Specialized Learning Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.





Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor led guidance lessons, Counselor sponsored assemblies, Counselor led/sponsored small groups etc.; Including Cyber Safety Harassment Bullying.</p> <p>Evidence that Demonstrates Success: Guidance Schedule Guidance Lessons Announcements that focus on character traits REACH Council - 5th grade life skills REACH small groups - K-2 "Kid's Connection" Suite 360 - classroom lessons delivered by teachers Suite 360 - intervention lessons assigned by admin, ISS, or counselor</p> <p>Staff Responsible for Monitoring: Counselor Teachers Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
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



Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p>Evidence that Demonstrates Success: Janitors Maintenance and Upkeep</p> <p>Staff Responsible for Monitoring: Secretary Assistant Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Evidence that Demonstrates Success: student folders calendars newsletters positive phone calls district website scheduled parent conferences Class dojo Social Media Sunshine log Attendance phone calls Flyers Marquee RPS 101 Open House Parent Nights</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
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Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs Fall Festival Parenting Nights to coincide with other events such as student performances/PTA.</p> <p>Evidence that Demonstrates Success: Book Fairs Fall Festival Parenting Nights to coincide with other events such as student performances/PTA</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for community members to participate in school events.</p> <p>Evidence that Demonstrates Success: Family Nights Student Performances Spelling Bee Hispanic Heritage EXPO RPS 101 Open House</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in PTA sponsored activities, Red Oak Education Foundation programs, and community activities.</p> <p>Evidence that Demonstrates Success: Family Nights Student Performances Spelling Bee Hispanic Heritage EXPO RPS 101 Open House ROISD Education Foundation Grant Program Partner Days</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue implementing 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.</p> <p>Evidence that Demonstrates Success: Assemble a behavior committee Create a school-wide House system</p> <p>Staff Responsible for Monitoring: House Committee Campus Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Griselda Hernandez	Instructional Coach	Title I	.5
Kristen Knight	Instructional Coach	Title I	.5
Rachelle Bergman	Instructional Coach	Title I	.5
Sheri Adams	Literacy Specilaist	Title 1	.5

Red Oak Independent School District

Donald T. Shields Elementary

2023-2024 Improvement Plan



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

Demographics

Demographics Summary

Shields Elementary currently serves students from ECSE to 5th Grade. Enrollment has stayed consistently around 560 between 2018 and 2023. Fall 2022 enrollment was 563 and fall 2023 enrollment is 587.

Shields Elementary School is comprised of the following ethnic distribution:

- African American: 29.7%
- Hispanic: 37.2%
- White: 26.7%
- American Indian: 0.2%
- Asian: 1.4%
- Pacific Islander: 0.4%
- 2 or more races: 4.5%
- Economically Disadvantaged: 62.95%
- English Learners: 9.06%
- At-Risk: 46.54%
- Mobility Rate: 13.8%
- SPED: 25.4%
- Foster Care: 1.8%
- Gifted/Talented: 5.83%
- Homeless: 1.13%
- Dyslexia: 13.75%

Special programs are growing in the areas of:

SPED (2018 14.52% to 2023 25.4%)

Dyslexia (2018 5.38% to 2023 10.30%)

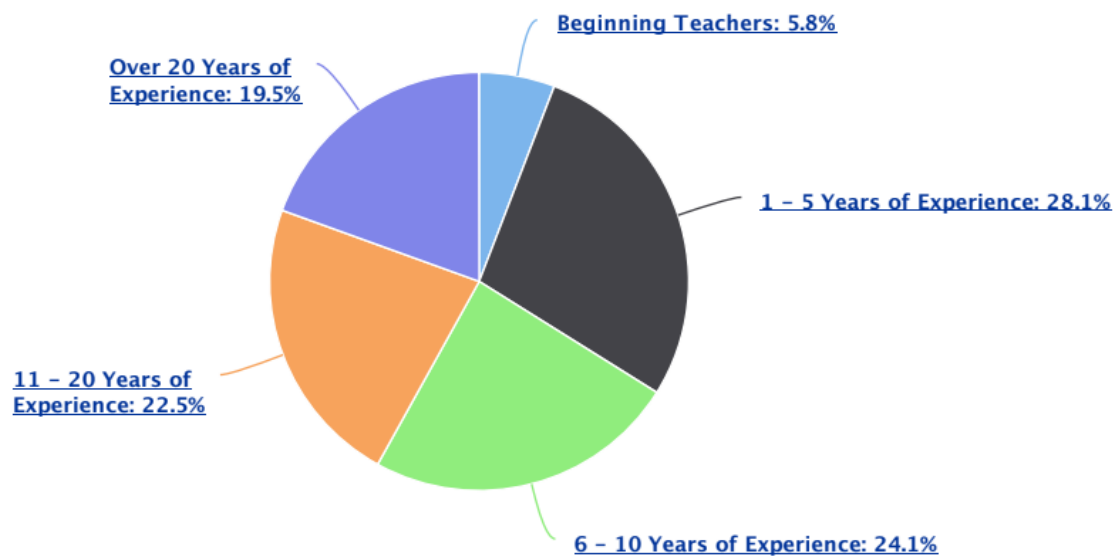
Eco Dis (2018 51.32% to 62.95%)

Special programs are decreasing in the areas of:

GT (2018 6.77% to 2023 5.83%)

504 (2018 8.09% to 2023 6.96%)

Teacher FTE Percentage by Years of Experience for 2022 – 2023



Demographics Strengths

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.
- Parent and staff surveys reflect positive impressions of the school and staff.
- Implementation of an effective house system and leadership program has made positive impacts instructionally and behaviorally on campus
- DTS has highest district retention rate for 2 years from 2021-2023 (80% or higher)

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the years 2020-2023, about 2% of students enrolled throughout the school year in temporary foster care and require additional resources to be successful on campus such as support staff, mentorship, social skills, basic needs such as clothing and school supplies. **Root Cause:** The Temporary Group Foster Home serves male students in our attendance zones as a temporary shelter while awaiting permanent foster placement.

Problem Statement 2 (Prioritized): The district attendance goal of 97% has not been achieved. Average attendance percentage for the campus from 2016-2023 is 95.42% with the attendance percentage for the year 2022-2023 93.99% **Root Cause:** EE-1st grade attendance is significantly lower than 2nd grade and above. EE-85.48% PK-90.54% K-91.82% 1-93.15 2-94.53 3-95.65 4-95.38 5-95.24

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 PLC process includes strategies from Texas Instructional Leadership (TIL) including Data Driven Instruction (DDI) and formative assessments. 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.

Campus Assessment Information

STAAR:

- RLA - Aligned with to slightly below - 4th grade RLA the one point below the region and two below the state.
- Math - in line with the state and one point below region.
- Science-in line with state and region; Spanish science below Region & State
- RLA Spanish-Above state and region in 3rd and 4th, 5th grade 3-4 points below

Shields Above or at District, Region, State:

ELAR-5th

Math-3rd, 4th, 5th

Science-5th

Extended Constructed Response (ECR)-Shields Above or at District, Region, State

3rd and 5th above district, state, region

4th above district average

NWEA MAP Testing

Strengths

- MAP Math, In line with district for DNM and approaches
- 4th and 5th grade MAP Math performed stronger than grades 2-3 and district
- MAP ELAR 5th above district in all categories

Weaknesses

- MAP ELAR 3rd below district and campus
- 4th Grade ELAR MAP masters significantly below district

Guided Reading Assessment (GRA)

Shields 23-24
GRA at a Glance

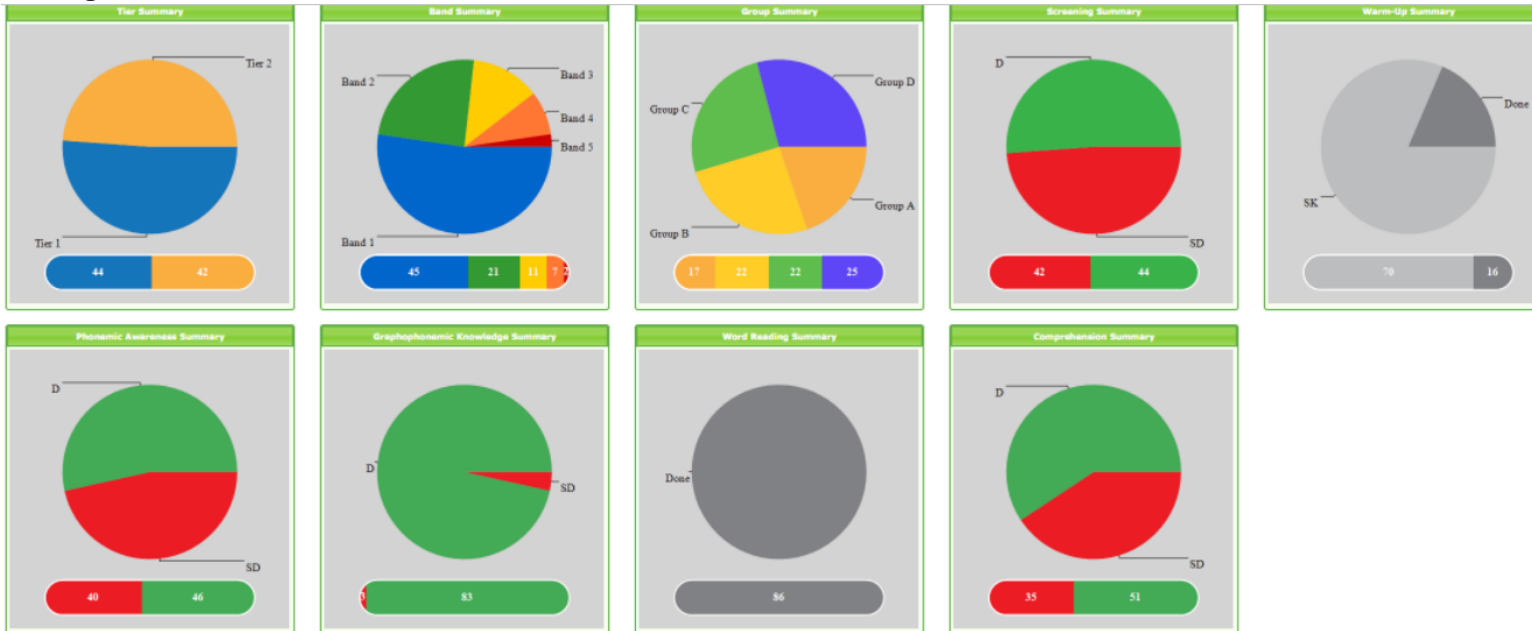


Grade	Total Students	At or Above Level	Below Level	Year's Growth	Some Growth
K Level C goal	75	51 68%	24 32%	n/a	66 88%
1 Level J goal	77	37 48%	40 52%	47 61%	77 100%
2 Level N goal	84	35 59%	49 41%	74 88%	84 100%
3 Level P goal	74	48 64%	26 36%	65 87%	72 97%

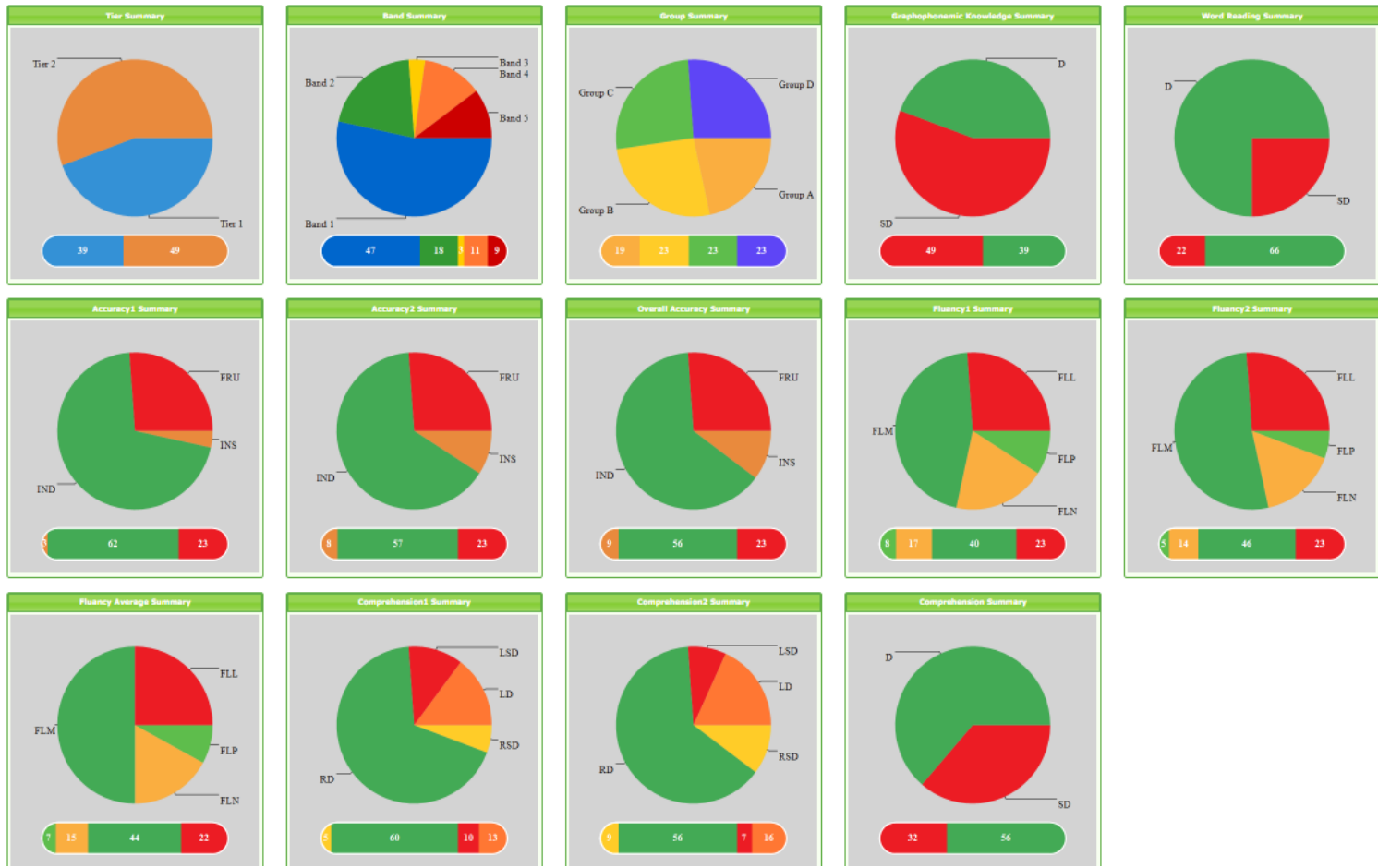
>80

<50

Texas Primary Reading Instrument (TPRI)
Kindergarten







Student Learning Strengths

- Resource students made growth on STAAR rdg and math
- 85% or higher 2nd and 3rd grade students making year’s worth of growth
- 5th STAAR ELAR, 3 and 4th STAAR MATH at top of district
- TIL process implemented fully, PLC process deeper
- 100% of 1st and 2nd graders made growth on reading levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating an imbalance 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. 5th grade mathematics and science scores are underperforming across the district level in approaches, meets, and masters ratings.

Problem Statement 2: STAAR data indicates 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 experiences. Title I 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 and implemented Texas Instructional Leadership strategies including learning standards breakdown, data analysis, formative assessment, and creating learning objectives and exit tickets.

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, GRA, 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 Lead4ard. All special courses and programs such as special education, dyslexia, LPAC, technology lab, fine arts, and physical education promote and provide support for the standard of assessment utilized by our campus and district. Our EB 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.

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.
- Suite 360 has been implemented to provide behavior framework and intervention for all students
- Campus House system creates a sense of belonging across campus and celebrations of student success are held systematically on the campus and classroom level

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating an imbalance 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. 5th grade mathematics and science scores are underperforming across the district level in approaches, meets, and masters ratings.

Perceptions

Perceptions Summary

Our core values at Shields are The 4 Talons of the Hawk: Grit, Reach, Legacy Through Service, and Academic Readiness. The 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.

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Most students, parents, and staff describe the culture at Shields as being warm, welcoming, and family-oriented. We have programs such as Talon tickets, house assemblies, six week and end of year awards, and many engaging experiences that promote and encourage positive student behaviors.

Our campus PTA is active and continually growing and providing opportunities for families and students. Campus volunteers serve on campus daily, and the WATCH DOG program is bringing special attention to getting dads on campus.

Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team being developed with leadership retreat for campus planning and developing strong teacher leaders on campus.
- Staff committees utilized to create and cultivate special opportunities for students

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.
- Campus holds monthly safety drills using the RAPTOR technology system

Student Leadership Strengths

- House system implemented in the 2021-2022 school year
- "The Amazing Shake" Competition implemented in the 2022-2023 School Year
- Safety Patrol reinstated for the 2021-2022 School Year
- UIL Academic Competitions
- Hawk Helpers implemented during the 2023-2024 school year
- ROHS students volunteer on campus through pre-teacher program
- ROHS students from various teams and clubs volunteer at campus events and morning arrival

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

Problem Statement 1: The district attendance goal of 97% has not been achieved. Average attendance percentage for the campus from 2016-2023 is 95.42% with the attendance percentage for the year 2022-2023 93.99%

Root Cause 1: EE-1st grade attendance is significantly lower than 2nd grade and above. EE-85.48% PK-90.54% K-91.82% 1-93.15 2-94.53 3-95.65 4-95.38 5-95.24

Problem Statement 1 Areas: Demographics

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 an imbalance of acceleration and enrichment for average and above average students.

Root Cause 2: 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. 5th grade mathematics and science scores are underperforming across the district level in approaches, meets, and masters ratings.

Problem Statement 2 Areas: Student Learning - 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- 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: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

High Priority

Strategy 1 Details	Reviews			
<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 II and Tier III intervention groups.</p> <p>Staff Responsible for Monitoring: Campus Administrators Leadership Team All Professional Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Literacy Specialist (50% Salary) - 211 Title I - \$35,000, Extra Duty Literacy Support - 211 Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<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: GRA, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted Professional Development, Think Up! (i ready), Saxon Phonics, word mapping resources, Literacy Footprints (shared reading), Boardworks, Progress Learning</p> <p>Evidence that Demonstrates Success: Student progress on ELAR CBAs, formative and summative assessments, including GRA, STAAR tests, TELPAS, writing assessments, and TPRI.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Think it Up!, Reading A-Z, Boardworks, Saxon, Literacy Footprints, Progress Learning - 211 Title I - \$2,000, Poster Maker to aide instruction - 211 Title I - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<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: Think Up! (iready) Number Talks Reflex: Daily Math Fluency Guided Math Xtra Math Progress Learning Use of Math Manipulatives Targeted Professional Development Boardworks</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: Campus Administrators Instructional Coach All Math Teachers (SPED included)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Think it Up! Mentoring Minds - 211 Title I - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas.</p> <p>The major activities used to support this strategy include: DDI, TIL, and LAFA processes during weekly PLCS, Gifted/Talented/SPED Push-in, Literacy Intervention, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with ICs, GT Teacher, Librarian, Dyslexia, SPED and Reading Support, contract interventionists,</p> <p>Evidence that Demonstrates Success: Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Content Teachers GT Teacher Dyslexia Therapist Librarian SPED teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Shields elementary will work to increase the academic growth in targeted sub-populations through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory education. Teachers will be trained on engagement strategies and supplied with necessary resources such as timers, engagement kits, and other tools to utilize engagement training.</p> <p>Evidence that Demonstrates Success: Increase in meets and masters performance (all students)</p> <p>Staff Responsible for Monitoring: Campus Administrators Content Teachers Instructional Coaches Literacy Specialist Contracted Interventionists</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Compensatory Education , Acceleration - 199 24 ACC ED - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: School wide communication folders will be implemented 23-24 school year to provide frequent feedback to parents, academic resources to families, and information to connect families to school communities such as district yearly calendar and school monthly calendar with academic testing, assessment windows, engagement nights/activities, and campus events/programs.</p> <p>Grade 2-5 will include math grow journals with parent/student resources and activities to support learning in each math unit of instruction. Needs, composition books.</p> <p>Evidence that Demonstrates Success: Teachers will send campus communication folder on Thursdays of each week minimum.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<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, Hawk helpers, Amazing Shake, House System; promote 4 Talons characteristics</p> <p>Evidence that Demonstrates Success: Discipline Reports Decreased reports of bullying, harassment, and cyber safety. Student/parent surveys</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Police Officer Campus staff Hawk Helper committee members</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to do service projects: Safety Patrol Hawk Helpers Partner PE Flag Patrol Shields Houses</p> <p>Evidence that Demonstrates Success: Service projects completed during the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Police Officer Campus Staff</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart, Boosterthon, and Go Noodle. 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: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5.</p> <p>Evidence that Demonstrates Success: End of year projects, presentations, and artifacts</p> <p>Staff Responsible for Monitoring: GT Teacher Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a "House System" where the entire campus body is divided into four sub-units based on the four talons to facilitate healthy competition and teamwork.</p> <p>Evidence that Demonstrates Success: Increased motivation in students reflected in walk throughs and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators House Committee Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection. Implement the house system to create sense of belonging on campus for ALL students.</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: Campus Administrators Leadership Team Counselor Campus Staff</p> <p>Title I: 2.4, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- 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>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.





High Priority

Strategy 1 Details	Reviews			
<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 Specialist (50% funded with Title I funds) TPRI RtI Education Galaxy Number Talks Daily Math Fluency Guided Math StarFall 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: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<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: Campus Administrators Instructional Coaches Teachers Specials Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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: Campus Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Campus Administrators Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Literacy Footprints Saxon Phonics Progress Learning GRA TPRI Strategies for EB Learners, Ellevation Supporting struggling learners TIL, LAFA, and DDI processes through PLCS Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian Gretchen Bernabei (RACE writing strategy) Jeff Anderson (writing strategy) WINK: ELAR comprehension question strategy used campus wide</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Sign in Sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Librarian Literacy Specialist Dyslexia Therapist ELAR Teachers (SPED included)</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff development on this campus in Math includes the following: Professional development 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 MAP testing</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Math Teachers (SPED included)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including summer staff development such as Get your teach on, Region 10 trainings, Educator Summit.</p> <p>Required Staff Development Days for summer 2023 (18 hours), the following will be required: content based and principal approved</p> <p>6 Hour GT update required annually along with all classroom teachers to acquire GT certification</p> <p>Evidence that Demonstrates Success: Professional Development Reports Classroom Implementation Staff Development Logs</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff development on this campus in Science includes the following:</p> <p>Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Lead4Ward Science CAST Science Conference Science Penguin</p> <p>Evidence that Demonstrates Success: Curriculum Based Assessments Pre-Assessments STAAR Testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Science Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Science Penguin - 211 Title I - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Staff development on this campus in Social Studies includes the following: Academic Vocabulary Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team Supporting struggling learners Social Studies weekly (paper and online) Graphic organizers</p> <p>Evidence that Demonstrates Success: Pre-Assessments T-TESS Staff Development Logs lesson plans</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach Social Studies Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<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:</p> <p>Seesaw (K-2) Canvas (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 Xtra Math Typing.com Brain Pop Starfall SORA Epic Pebble Go Prodigy (reading/math) Ebsco search (Gale and Britannica)</p> <p>Evidence that Demonstrates Success: Walkthroughs Lesson Plans Computer lab Student work samples</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Campus Lab Specialist District Technology Specialists Campus Technology Trainer Librarian</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished







Continue/Modify



Discontinue





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<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: HR Department Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus ESSER III and Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math and reading.</p> <p>Evidence that Demonstrates Success: Focus on Reading, Math, and Science Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the usage of funds and anticipated yearly spending using prior record for analysis. Evidence that Demonstrates Success: Skyward Financial Records Staff Responsible for Monitoring: Secretary Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor student attendance to attain targeted 97% campus attendance rate. Monitor student attendance to attain targeted 97% campus attendance rate and provide engaging academic experiences to incentivize perfect attendance and excellent attendance (1 absence/tardy per grading period)</p> <p>Evidence that Demonstrates Success: Incentives Attendance Awards Classroom celebrations</p> <p>Staff Responsible for Monitoring: Campus Administration Registrar Teachers/staff</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze student programs and facility needs Evidence that Demonstrates Success: Full utilization of available facilities Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<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 RAPTOR reporting</p> <p>Staff Responsible for Monitoring: Campus Administration Crisis Management Coordinator Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff are trained in the safety management plan.</p> <p>Evidence that Demonstrates Success: Staff Training Sign-in Sheet RAPTOR reporting</p> <p>Staff Responsible for Monitoring: Campus Administration Crisis Management Coordinator Campus Police Officer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p>Evidence that Demonstrates Success: Janitors Maintenance and Upkeep</p> <p>Staff Responsible for Monitoring: Secretary Assistant Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, 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 Administration Counselors PTA All Staff</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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. Invite community members to support various programs such as Amazing Shake, House assemblies, fire department for fire safety week, etc.</p> <p>Evidence that Demonstrates Success: Campus attendance/participation Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coach</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:</p> <ul style="list-style-type: none"> PTA Activities Parent Conferences Meet the Teacher Fine Arts Programs Watch DOGS Character six week awards House Assemblies Title 1 Parent Nights (Family Literacy and Math Nights) <p>Evidence that Demonstrates Success: Parent surveys Parent participation Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor PTA Board Campus Staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Family Engagement Math/Literacy Night</p> <p>Evidence that Demonstrates Success: Parents and students will work together with staff to complete TEKS aligned activities to bridge the home/school learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration Leadership Team, Resource Teacher Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Specilaist	Title I	.5
Tiffany Munoz	Instructional Coach	Title I	.5
Tyler Tucker	Instructional Coach	Title I	.1

Red Oak Independent School District

H.A. Wooden Elementary School

2023-2024 Improvement Plan



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

Demographics

Demographics Summary

Wooden Elementary is a Title I campus currently serving 510 students from PK to 5th grade. In the 2022-2023 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 5 bilingual para-professionals. There are 30 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia, 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 bilingual reading interventionist. Teachers are trained in and utilize guided reading, Number Talks, Lead4Ward, TIL, 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: 7.94%

Hispanic: 62.10%

White: 26.19%

American Indian: 0%

Asian: .4%

Two of More Races: 3.37%

Emergent Bilingual: 36.31%

At-Risk: 57.94%

Mobility Rate: 11.94%

Data used was from 2022-2023 school year.

Demographics Strengths

Our attendance rate dipped some last year. The average was 94.96% which was a slight increase from 93.94% 2021-2022 school year.

30 of 37 teachers are ESL certified.

30 of 37 teachers have completed the GT certification process.

In 2022-2023, Wooden has 16 teachers with more than 10 years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student attendance rate has been low the past few years, not meeting the 97% goal for the district. **Root Cause:** Post-COVID, PreK and Kindergarten attendance has decreased 3% in the past three years.

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

	2022 Approaches	2023 Approaches	2022 Meets	2023 Meets	2022 Masters	2023 Masters
3rd grade Math	81.69%	66.25%	52.53%	36.25%	25.35%	13.75%
3rd grade Reading	80.23%	80.82%	55.74%	50.62%	55.74%	19.18%
3rd grade Spanish Math	100%	NA	100%	NA	0%	NA
3rd grade Spanish Reading	72.73%	28.57%	36.36%	28.57%	27.27%	0%
4th grade Math	74.71%	83%	49.43%	58%	49.43%	25%
4th grade Reading	80.52%	86.15%	57.14%	49.23%	57.14%	12.31%
4th grade Spanish Reading	20%	83.33%	20%	66.67%	10%	33.33%
4th grade Spanish Math	NA	50%	NA	50%	NA	50%
5th grade Math	89.13%	93%	69%	66%	39%	27%
5th grade Reading	85%	81.82%	62%	56.82%	38%	30.68%
5th grade science	69%	73%	40%	38%	18%	9%
5th grade Spanish Math	NA	100%	NA	0%	NA	0%
5th grade Spanish Reading	44.44%	67%	33.33%	33%	11.11%	0%
5th grade Spanish Science	100%	0%	0%	0%	0%	0%

Student Learning Strengths

2023 Strengths

3rd Math

Increased two percentage points in masters from 11.3% to 13.75%

3rd Reading

Even with the change in reading STAAR, Wooden maintained an 80% passing rate.

4th Reading

Our Spanish testers scored on average well above state, region and district, as well as our ECR scores were also very high. (averaging 6/10)

4th grade Spanish improved in all areas (approaches, meets and masters).

Increase in approaches by 6% over 2022.

4th math

Our approaches scores improved from 74% to 83%

Meets approved from 49% - 58% in meets

5th Grade Math

Approaches Grade Level -93%

5th Grade Reading

Approaches Grade Level - 82%

Masters 30.68%

5th grade Science

Improved in approaches from 69% to 73%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have seen a significant decrease in our 3rd grade math scores from 2022 to 2023 in all areas of approaches, meets and masters. **Root**

Cause: COVID

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.

- 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.

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. All special courses and programs such as special education, dyslexia, EB, 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 coaches. 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 MTSS 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 and enrichment based on this data.
- Progress is tracked for students by using goal setting. 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 TEKS that need 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 Strategic Planning Survey given in 2022-2023 that parents believe that academics are a high priority in the district. 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, ballet folklorico, and guitar club. 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 compared other campuses. Discipline policies and procedures are both proactive and reactive. We will use a new program in 2023-2024 to reduce bullying and promote social skills. We also use the StopIt app to report bullying on campus.

- Safety drills are conducted monthly on our campus. They 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 improve the ongoing communication between teachers, staff and parents.

Priority Problem Statements

Problem Statement 1: Our student attendance rate has been low the past few years, not meeting the 97% goal for the district.

Root Cause 1: Post-COVID, PreK and Kindergarten attendance has decreased 3% in the past three years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We have seen a significant decrease in our 3rd grade math scores from 2022 to 2023 in all areas of approaches, meets and masters.

Root Cause 2: COVID

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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-TESS data

Parent/Community Data

- Parent surveys and/or other feedback





Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.





Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education teacher(s) will push into classrooms to provide identified students with additional support in the general education setting.</p> <p>Evidence that Demonstrates Success: Increased performance on assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 At-Risk Reports</p> <p>Staff Responsible for Monitoring: Superintendents Director of Transportation ROISD Police Department Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<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 Unity Week Reach Council Red Ribbon Week Classroom Observations Guidance Lessons Assemblies</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers ROISD Police Dept</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to do service projects: Student Council Partner PE Houses (Community Service each 6 weeks)</p> <p>Evidence that Demonstrates Success: Students will complete service projects during the school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Continue student recognition programs and student service groups like student council, Wooden Warrior and math/readers of the month.</p> <p>Evidence that Demonstrates Success: Attendance Incentives Mathematicians/Readers of the Month Personal Best</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Suite360 to build conflict resolution skills and teacher behavior expectations. Reduce the number of out of placement days for all students.</p> <p>Evidence that Demonstrates Success: Discipline Referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.</p> <p>Evidence that Demonstrates Success: Partner PE Robotics Student Council Library helpers Flag patrol UIL/Academic Events</p> <p>Staff Responsible for Monitoring: Campus Administrators All Professional Staff</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished </div> <div style="display: flex; gap: 20px;">  Continue/Modify  Discontinue </div> </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have access to instructional resources and strategies, including online resources, to promote engagement in the classroom. Instructional resources will include, but not limited to, Progress Learning online, iReady and ThinkUp! in Reading and Math, Brain Pop, and Boom Cards. Instructional strategies will include practices gained through professional development and shared amongst teams.</p> <p>Evidence that Demonstrates Success: Students and staff will utilize the programs to show growth.</p> <p>Staff Responsible for Monitoring: Instructional Technology</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: iReady/ThinkUp! - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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) , Data Driven Instruction, and in Content Area Vertical Alignment Teams to increase the number of students at the meets and exceeds expectations.</p> <p>Reading Academy GRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP THINK IT UP/iReady</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</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have core content skills reinforced through challenges in science through experiments and hands on labs.</p> <p>Evidence that Demonstrates Success: Teachers collaborating to bring critical thinking Science skills will improve as evidenced by the number of times labs are included in class over the course of the school year and /or how often hands on labs/activities are documented in lesson plans.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I: 2.5, 2.6 Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize technological tools including Chrome-books, and iPads along with web tools and apps to support engagement of learners. Implement 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 Administrators Teachers</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 4: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have core content skills reinforced through challenges in science through experiments and hands on labs.</p> <p>Evidence that Demonstrates Success: Teachers collaborating to bring critical thinking Science skills will improve as evidenced by number of times the science lab is utilized over the course of the school year and/or how often hands on labs/activities are documented in lesson plans</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Instructional Coach</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Student Learning Objectives with fidelity to focus teachers on a specific fundamental skill, helping to target individual student growth and learning.</p> <p>Evidence that Demonstrates Success: TTESS</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 5: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in the Fitnessgram assessment each Spring to promote overall health and function. Evidence that Demonstrates Success: 75 % of students will meet the minimum requirements Staff Responsible for Monitoring: Campus Administrators PE Teacher and Aide</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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: Student produced products Open House and/or curriculum nights Staff Responsible for Monitoring: Campus GT Specialists</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 -</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.





Strategy 1 Details	Reviews			
Strategy 1: Maintain a welcoming campus environment that students, parents, staff, and community take pride in. Evidence that Demonstrates Success: Customer Care Staff Responsible for Monitoring: All Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher leaders will present current strategies and best practices being used in their classrooms at staff meetings for others to learn. The focus will be on classroom instruction and the T-TESS rubric Instruction Domain will be used as a guide.</p> <p>Evidence that Demonstrates Success: A minimum of one "teacher share" per month during staff meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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 Administrators Mentor Teachers Instructional Coaches Executive Director of Human Resources</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will commit to one walkthrough/observation per week.</p> <p>Evidence that Demonstrates Success: T-TESS documentation and ongoing communication with each professional staff member.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement. Professional Development days are built into the school calendar as well.</p> <p>Evidence that Demonstrates Success: Teacher use of strategies during walk-through data. Parent & Staff Newsletters</p> <p>Staff Responsible for Monitoring: Campus Administrators Librarian All Professional Staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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 Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Grade level teams will use Professional Learning Communities (PLC), Texas Instructional Leadership (TIL), Multi-Tiered System of Supports (MTSS), Curriculum Based Assessments (CBAs), and data from Eduphoria to know the needs of each student at any given time including general education students, EB students, 504 students, and GT students. Grade level teams (4-5) will also use HB4545/1416 interventions.</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. Tracking of interventions with MTSS and HB4545/HB1416 documentation.</p> <p>Staff Responsible for Monitoring: Campus Administrators All Professional Staff</p> <p>Title I: 2.4, 2.5, 2.6 -</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Conduct employee incentives/recognition for attendance, performance/employee of the month recognition.</p> <p>Evidence that Demonstrates Success: Google form for nomination, monthly calendar for staff appreciation.</p> <p>Staff Responsible for Monitoring: Campus Administrators Sunshine committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote scholarships to paraprofessional/support staff to complete a degree in education and become certified.</p> <p>Evidence that Demonstrates Success: Number of staff members attending college/completing degree/certification.</p> <p>Staff Responsible for Monitoring: Human Resources Department Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus Title I funds to split-fund a paraprofessional to work with students. Evidence that Demonstrates Success: Paraprofessional will work with a variety of students. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create tracking system to account for type of spending monthly. Evidence that Demonstrates Success: Create better budgets yearly without as many budget transfers. Staff Responsible for Monitoring: Team Leaders Secretary Principal Finance Department</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
Strategy 1: Preplan/Anticipate yearly spending using previous year's spending records. Evidence that Demonstrates Success: Skyward Financial Records Staff Responsible for Monitoring: Secretary Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor student attendance to attain targeted 97% campus attendance rate.</p> <p>Evidence that Demonstrates Success: Attendance Incentives and Awards</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Registrar Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Share information about financial system through website, social media, email. etc.</p> <p>Evidence that Demonstrates Success: Documented on above resources</p> <p>Staff Responsible for Monitoring: Principal LMS</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
Strategy 1: Additional classroom space to accommodate growth at Wooden. Evidence that Demonstrates Success: Portable buildings Staff Responsible for Monitoring: Campus Administrators Assistant Superintendent of District Operations	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<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 Administrators</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	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</p> <p>Staff Responsible for Monitoring: Campus Administrators District Trainer Director of Specialized Learning</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create more opportunities for clubs to reach more students outside of the school day, while maintaining building security.</p> <p>Evidence that Demonstrates Success: Student cub offerings and sign in sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate with parents on a regular basis through student planners, calendars, newsletters, 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: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold yearly parent-teacher conferences utilizing a digital sign up to allow for parents to select their own time slot.</p> <p>Evidence that Demonstrates Success: Parent conferences held</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 Assemblies Principal's Newsletter Book Fair Open House Parent Info Nights Meet the Teacher Night Literacy Night Instagram Twitter Hispanic Heritage Night</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Team Leaders PTA All Campus Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p>Evidence that Demonstrates Success: Social Media Family Nights PTA Nights Sweetheart Dance Math/Science family night Literacy family night</p> <p>Staff Responsible for Monitoring: Campus Administrators Team Leaders Counselor</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Swords	Literacy Specialist	Title I	.5
Donna Little	Instructional Coach	Title I	.25
Griselda Hernandez	Instructional Coach	Title I	.5
Janette Reyes	Bilingual Aide	Title I	.5
Jasmine Harrott	Instructional Coach	Title I	.5

Red Oak Independent School District

Red Oak Middle School

2023-2024 Improvement Plan



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

Demographics

Demographics Summary

Red Oak Middle, serves the communities of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill in Ellis county. Red Oak Middle School educates approximately 1,546 students across grades 6 - 8. The student body is 34.1 % African American, 40.6% Hispanic, 20.7% White, 0.3% American Indian, 0.5% Asian, 1.0% Pacific Islander, and 3.1% two or more races. 63.2% of Red Oak Middle School students are identified as economically disadvantaged.

School 2022-2023 attendance rate was 94.5%. The following trends identified:

Six Weeks	Attendance Rate
1st	95.4%
2nd	93.7%
3rd	93.5%
4th	95.2%
5th	94.6%
6th	94.3%

Data used from 2022 - 2023 School Year

Demographics Strengths

Red Oak Middle School 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 2022 accountability rating was a "B", indicating there are academic strengths exhibited by our students as a whole.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Red Oak Middle School Attendance for the 2022 - 2023 school year was 94.5% . The State expectation is 97.5% **Root Cause:** Student Motivation to come to school Shifting parent views towards the importance of school. Lack of School incentives to motivate students to come to school. Lack of proper systems to monitor and work with students who are experiencing attendance issues.

Student Learning

Student Learning Summary

In 2023, Campus STAAR Data:

Overall Score: 60

Student Achievement: 70

School Progress: 57

Closing the Gaps: 38

In our preliminary data, When comparing Red Oak Middle School to state and regional scores, we have identified the following:

- 6th RLA 5 points below state and 6 points below region
- 7th RLA 2 points below state and 3 points below region
- 8th RLA 3 points below state and 4 points below region
- 6th Math 2 points below state and 3 points below region
- 7th Math 5 points below state and 6 points below region
- 8th Math 3 points below state and 3 points below region
- Algebra we had less students in DID NOT MEET category than the state, Approaches 9% (State 33%); Meets 25% (State 21%); and Masters 65% (State 24%)
- 8th Science 2 points below state and 2 points below region
- 8th SS 1 point below state and 2 points below region

In our preliminary data, When comparing Red Oak Middle School to state and regional ECR scores, we have identified the following:

- 6th grade 2% below state and 3% below region
- 7th grade 0.42% below state and 0.60% below region
- 8th grade 1% below state and 2% below region

Red Oak Middle School is below state and region scores.

- 6th average ECR score was 2.75 pts
- 7th average ECR score was 4.07 pts
- 8th average ECR score was 3.67 pts

Student Learning Strengths

Algebra we had less students in Did Not Meet category than the state, Approaches 9% (State 33%); Meets 25% (State 21%); and Masters 65% (State 24%)

High participation in MAP testing

Growth in Math and Reading (>1-3%)

Teachers used MAP data to make progress towards student growth

Using MAP data for interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Red Oak Middle School is identified for Targeted Support and Improvement (2022 Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Academic Growth in Mathematics and, Student Success.

Problem Statement 2 (Prioritized): According to STAAR Data Red Oak Middle School students still have gaps in their learning. **Root Cause:** Student motivation Still a need for closing the gaps. Students not understanding the "why" of what they are learning. Students not understanding their data and how to use that data to set learning goals.

School Processes & Programs

School Processes & Programs Summary

For the 2022 - 2023 school year Red Oak Middle school is around 150% over capacity. To help with the overcrowding two major changes occurred for the 2023 - 2024 school:

- The majority of 8th grade core content classes were moved to the CTE building.
- We went to a transition bell schedule. 8th grade is dismissed 5 minutes earlier than 6 and 7 grade.

For the school year 2022 - 2023 there were 11,023 referrals written. Of those 11,023 referrals 6,193 of them were tardies. Of the 11,023 referrals, there were 121 students with 5-30 discipline assignments

For 2022 - 2023 school year our Special programs participation was as follows:

Group	Percentage
Economically Disadvantaged	63
ELS/EBs	15
Special Education	15
Homeless	.91
GT	8
AP	0
At Risk	63
Dyslexia	9

Students served through Special Education have increased on a yearly basis, and have more than doubled in the past decade. Since the 2012 - 2013 school year to the 2022 - 2023 school year, Red Oak Middle School population has grown from 7.7% - 15.4%

Dyslexia: Students served through dyslexia have remained relatively stable over the past 10 years, with fluctuations with 1-2%.

GT: Students served in GT programming has declined in recent years, with 7.6% served in 2022-23. The highest percentage in the past decade was in 2014-15, with 11.4% being served.

504: Students served in 504 have remained relatively stable over the past 6 years of data, with ranges of 9.3 to 11.7%.

EB/ESL/Bilingual: EB student rates have raised by 11% over the past decade, from 4% to 15% served.

School Processes & Programs Strengths

- PBIS and Restorative Practices
- Restorative Circles
- Mentors
- Student Success Counselors
- Consistent expectations and management
 - TEA TLC webinars as a starting part.
- Proper reporting and de-escalation
- SEL lessons

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the 2022 - 2023 School Year we had 6,193 tardies **Root Cause:** 2022 - 2023 was the first year that we implemented using Tardy Kiosks to track tardies instead of depending on teachers to put the tardies in. Overcrowding hallways. Lack of motivation on students to get to class.

Problem Statement 2: In the last decade our Special Education population has grown, but STAAR Scores show that they are not making a years growth in their learning. **Root Cause:** Understaff in Special Education. More training needed for general education teachers on how to work with students that have learning disabilities.

Perceptions

Perceptions Summary

The key takeaways from our 2022 - 2023 staff and parent communication feedback surveys were:

- Teachers prefer contacting parent via email and Skyward
- Teachers feel verbal conversations are time consuming
- Parents want more communication from teachers
- Even split for contact between every other week, as needed, and/or weekly
- Most parents prefer emails.

Perceptions Strengths

- Community believes academics is a major focus

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents of Red Oak Middle School have indicated they do not feel that teachers communicate frequently enough about classroom instruction and their students progress. **Root Cause:** Large population size has made frequent communication more time consuming for staff.

Priority Problem Statements

Problem Statement 1: Red Oak Middle School Attendance for the 2022 - 2023 school year was 94.5% . The State expectation is 97.5%

Root Cause 1: Student Motivation to come to school Shifting parent views towards the importance of school. Lack of School incentives to motivate students to come to school. Lack of proper systems to monitor and work with students who are experiencing attendance issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: According to STAAR Data Red Oak Middle School students still have gaps in their learning.

Root Cause 2: Student motivation Still a need for closing the gaps. Students not understanding the "why" of what they are learning. Students not understanding their data and how to use that data to set learning goals.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Red Oak Middle School is identified for Targeted Support and Improvement (2022 Federal Accountability).

Root Cause 3: The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Academic Growth in Mathematics and, Student Success.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.





Strategy 1 Details	Reviews			
<p>Strategy 1: Every Red Oak Middle School 7th grader will take Career Readiness. Evidence that Demonstrates Success: Every Student will pass Career Readiness with a 70%. Staff Responsible for Monitoring: Counselors Career Readiness Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Red Oak Middle School will use Hawk 101 to introduce our 6 - 8 graders to the CTE programs and pathways that are offered at Red Oak High School. Evidence that Demonstrates Success: Students will score 80% or above on a project that shows they understand the importance of career pathways. Staff Responsible for Monitoring: Assistant Principal of Instruction Counselor over HAWK 101 Hawk 101 Committee Director of Career and Technical Education Hawk 101 Teachers.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Every 8th Grader at Red Oak Middle School will participate in the PSAT Evidence that Demonstrates Success: That every student participates or is given the opportunity to participate. Staff Responsible for Monitoring: Assistant Principal of Testing. Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				380

Strategy 4 Details	Reviews			
<p>Strategy 4: After Taking the PSAT, 8th graders will be introduced to the APP Bigfuture School during Hawk 101</p> <p>Evidence that Demonstrates Success: 100% of 8th graders will download the APP and show 90% mastery in navigating their pathway.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Assistant Principal of Testing Counselor over Hawk 101 Hawk 101 Committee Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in weekly community building circles in classes on a rotating basis.</p> <p>Evidence that Demonstrates Success: 100% of the teachers in each content will have their classes participate in community building circles once a six weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principal over Restorative Practices Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All Staff will be trained in Restorative Practices including, but not limited to: Community Building Circles, Restorative Circles, Check in Circles, Academic Circles and Treatment Agreement.</p> <p>Evidence that Demonstrates Success: By using these strategies the fights at Red Oak Middle School will go down by 10% from the 2022 - 2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Principal over Restorative Practices Restorative Practices Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Red Middle School Administrators and Counselors will be trained in the use of Restorative Practices with Tier II and Tier III Behavioral Students</p> <p>Evidence that Demonstrates Success: All Administration and Counselors being trained</p> <p>Staff Responsible for Monitoring: Assistant Principal of Restorative Practices Principal.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Students will use Suite 360 Social Emotional Learning once a week in Hawk 101</p> <p>Evidence that Demonstrates Success: Students will score 80% or higher on the quizzes at the end of each lesson.</p> <p>Staff Responsible for Monitoring: Counselor over Hawk 101 Hawk 101 Committee Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will participate in Suite 360 Intervention Lessons while in ISS, Detention and Saturday School.</p> <p>Evidence that Demonstrates Success: Students will score 80% or higher on the quizzes that follow each intervention lesson.</p> <p>Staff Responsible for Monitoring: Student Success Counselors Assistant Principals ISS Paras</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.





Strategy 1 Details	Reviews			
<p>Strategy 1: Core content teachers will participate in weekly Professional Learning Communities.</p> <p>Evidence that Demonstrates Success: Teachers will answer the 4 PLC Questions and include that information into their weekly lesson plans.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Coaches Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who score Approaches, barley Meets and barley Masters on last years STAAR as well as CBAs will be invited to Thursday Night Lights starting in October. One group of students will attend October - the first two weeks in January. The second group of students will attend the third week of January - the first week of April. The first Thursday of the month will be Math. The second Thursday of the month will be RLA. The third Thursday of the month will be Science. The fourth Thursday of the month will be Social Studies.</p> <p>Evidence that Demonstrates Success: Students that are invited scores will make one years growth on STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Coaches Core Content Grade Level Teams Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students who did not pass the STARR in Reading, Math and 5th Grade Science will be placed in Acceleration Instruction towards Mastery (AIM) classes for a semester.</p> <p>Evidence that Demonstrates Success: Students in the AIM classes will grow by one year in the content that they attend AIM.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction AIM Teachers Principal.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Zeros Aren't Allowed Program (ZAP) will be offered every day during lunch and on Monday, Tuesday, Wednesday, and Thursday mornings before school; as well as, Monday, Tuesday, and Thursday afterschool for students who understand the concepts being taught, but are not doing the work.</p> <p>Evidence that Demonstrates Success: Failure rates will be below 10% each six weeks for 95% of our teachers</p> <p>Staff Responsible for Monitoring: Counselor over ZAP Assistant Principal over Instruction Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Red Oak Middle School Teachers will be trained in the the following instructional strategies: Framing the Lesson, Working in the Power Zone, Frequent Small - Group, Purposeful Talk About Learning, Recognizing and Reinforcing and Write Critically.</p> <p>Evidence that Demonstrates Success: 90% of teachers will use these strategies weekly in their class instruction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All students will write in all of their classes using the Red Oak Middle School Writing Rubric.</p> <p>Evidence that Demonstrates Success: Students will be able to score 4/5 on the Red Oak Middle School Writing Rubric.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Coaches Teachers Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.





Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers opportunities to earn extra money via working Detention, Saturday School, Thursday Night Lights, Mentors and Teachers of record.</p> <p>Staff Responsible for Monitoring: Assistant Principal in charge of Duties Principal Teachers</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.





Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers who have been at Red Oak Middle School two years or less will be assigned a mentor and will meet with that mentor at least once a month.</p> <p>Evidence that Demonstrates Success: 100% Monthly meeting between mentor and mentee</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Media Specialist. Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Red Oak Middle School teachers and staff will participate in Thankful Thursdays twice a month to recognize the work that they are doing.</p> <p>Evidence that Demonstrates Success: Thankful Thursdays will occur twice a month</p> <p>Staff Responsible for Monitoring: Campus Secretary Sunshine Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: As part of our schoolwide PBIS program, teacher' will be given Caught Being Good Cards, which will make them eligible for prizes each week and six weeks.</p> <p>Evidence that Demonstrates Success: 100% of staff will be given at least one card once a six weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principal over PBIS PBIS Committee Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: First and Second year teachers will participate in a once a month new to teaching professional development.</p> <p>Evidence that Demonstrates Success: 100% of first and second year teachers will attend the monthly trainings.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Media Specialist Mentors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will participate in coaching cycles to provide professional development that improves their instructional practices.</p> <p>Evidence that Demonstrates Success: For first year implementation 25% of teachers will complete a coaching cycle.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Coaches Assistant Principals Teachers Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
Strategy 1: Attend Job Fairs and College Recruiting Days Evidence that Demonstrates Success: ROMS staff will attend at least 2 Job Fairs and or College Recruiting Days. Staff Responsible for Monitoring: Campus Administrators Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use social media to recruit and identify future employees Evidence that Demonstrates Success: Social Media Posts Staff Responsible for Monitoring: Campus Administrators Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Work with Alternative Certification programs to identify qualified candidate for openings. Evidence that Demonstrates Success: Meetings and communication with Alternative Certification Programs Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p>Strategy 1: All instructional resources will be purchased by February 15, 2024 to ensure that instructional resources are used in timely manner.</p> <p>Evidence that Demonstrates Success: All instructional materials are being used by March 1, 2024.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal of Instruction Instructional Coaches Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal runs weekly reports to monitor appropriate use of school funds.</p> <p>Evidence that Demonstrates Success: Weekly meetings with School Secretary to monitor budget.</p> <p>Staff Responsible for Monitoring: Principal School Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: During Family nights educate parents about how funds are used at Red Oak Middle School to ensure their students success.</p> <p>Evidence that Demonstrates Success: Discuss how funds are used at at least one family event in the fall and one family event in the spring.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<p>Strategy 1: Selected Red Oak Middle School Teachers will participate in the planning and design of the new Red Oak Middle School opening in the fall of 2025.</p> <p>Staff Responsible for Monitoring: Principal District Cabinet Teachers on the Middle School Planning Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Move several of the 8th grade core content class were moved to the CTE building.</p> <p>Evidence that Demonstrates Success: Less crowding in hallways</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p>Strategy 1: All members of the Red Oak Middle School Learning Community will be trained in all safety drills and procedures including but not limited to: Keeping classroom doors shut and locked at all times, not opening outside doors for anyone without adult supervisor or approval., Evacuation, lockdowns, Shelter, and Holds.</p> <p>Evidence that Demonstrates Success: 100% on weekly door audits. Participation in required security drills.</p> <p>Staff Responsible for Monitoring: Campus Security Team Assistant Principal over Safety Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





Performance Objective 1: Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will send weekly progress reports every Monday. Evidence that Demonstrates Success: 85% of Staff send Weekly Progress Reports on Monday. Staff Responsible for Monitoring: T-TESS Appraisers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each Six Weeks teachers will call all the students in a particular class period with a positive phone call. First Six Weeks = 1st period. Second Six Weeks = 2nd period. Third Six Weeks = 3rd period. Fourth Six Weeks = 4th period, Fifth Six Weeks = 5th period, Sixth Six Weeks = 6th period. Conference period = 7th period. Evidence that Demonstrates Success: 85% of staff will make their six weeks phone calls. Staff Responsible for Monitoring: T-TESS Appraisers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: School Principal will send out Weekly Newsletters, letting parents know of what is going on as well as reminders of expectations. Evidence that Demonstrates Success: News Letters are sent 3 times a month. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Working with Strong Fathers, students will have one time in the fall and one time in the spring to bring their Dad to school.</p> <p>Evidence that Demonstrates Success: 250 or more Dads will come each time it is offered.</p> <p>Staff Responsible for Monitoring: Assistant Principal over Strong Fathers Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through the Hawk Dad's program, Dad's will be given the opportunity to come and volunteer before school, during lunch and during dismissal.</p> <p>Evidence that Demonstrates Success: We will have 75 Dads volunteer this year.</p> <p>Staff Responsible for Monitoring: Assistant Principal over Hawk Dads</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: ROMS 101 Nights will be held the second week of school. ROMS 101 Nights are designed to give parents the opportunity to hear from Campus Administrators about the expectations for the year, walk their child's schedule and spend 8 minutes learning about each classroom teachers expectations for the year.</p> <p>Evidence that Demonstrates Success: Parent Sign - In sheets</p> <p>Staff Responsible for Monitoring: Assistant Principal over ROMS 101 Principal Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: This year we will hold two school wide community celebrations: Hispanic Heritage Celebration and Black History Month Celebration. These celebrations will include contributions from all of our FIne Arts classes as well as other members of our Learning Community.</p> <p>Staff Responsible for Monitoring: Celebration Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Working with Strong Fathers, provide a Math night and Science night were students bring their Dad to school to participate in fun and engaging activities in math and science.</p> <p>Evidence that Demonstrates Success: At least 150 Dads and students attend each night.</p> <p>Staff Responsible for Monitoring: Assistant Principal over Strong Fathers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Promote District opportunities for parental involvement, including but not limited to: Parent University, Coffee Talk with the Superintendent, College Fairs, and CTE Nights at ROHS.</p> <p>Staff Responsible for Monitoring: Counselors Principal School Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Red Oak Independent School District

Red Oak High School

2023-2024 Improvement Plan



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

Demographics

Demographics Summary

Increase in overall enrollment, as well as an increase in certain groups of students.

	2022 - 2023	2021 - 2022	2020 - 2021	2019 - 2020
Hispanic	36	35	35	33
African American	37	34	31	30
Eco-Dis	54	46	40	40
At-Risk	52	52	42	43

Student Profile: Attendance

2018 - 2019 - 95.87%

2019 - 2020 - 95.81%

2020 - 2021 - 96.5% COVID Year

2021 - 2022 - 91.48%

2022 - 2023%- 94.04%

There was a decrease in attendance during COVID years and the return. Current trend shows an increase in attendance towards pre-covid data.

Student Profile: Special groups

Group	Percentage
Economically Disadvantaged	54%
ELS/EBs	10%
Special Education	11%
Homeless	.74%
GT	6%
AP	
At Risk	52%
Dyslexia	6.99%

Demographics Strengths

Attendance Rate, 4-Year Longitudinal Rate, 5-Year Extended Longitudinal Rate and 6-Year Extended Longitudinal Rate exceed the State.

Problem Statements Identifying Demographics Needs

Problem Statement 1: College, Career, and Military Readiness and Industry-Based Certification s are 4% below the State. **Root Cause:** No direct monitoring of CCMR

Student Learning

Student Learning Summary

Preliminary data suggests:

- ELA 1 - comparable state/region except lower in masters
- ELA 2 - better than state/region average in meets and did not meet (others were comparable)
- Algebra 1 - comparable in all areas except masters (below average)

The ECR scores for ELA 1:

State 4.62

Region 4.77

ROISD 4.04

The ECR scores for ELA2:

State 4.72

Region 4.88

ROISD 5.42

Line Item	Red Oak	A Campus
Total credits for CCMR criteria	65%	95%
Met Non-CTE Criteria		
CTE Coherent Sequence and Coursework Aligned with IBC		
Full-point Indicators		
Met TSI Criteria in both ELA/Reading and Math	44%	74%
AP/IB Examination	12%	7%
Dual Course Credits	28%	39%
Industry-Based Certifications (IBC)	14%	30%
Level I or Level II Certificate	1%	
Associate's Degree	2%	0%
OnRamps Dual Enrollment Course		2%
Graduate with Completed IEP and Workforce Readiness	4%	1%
Special Ed with Advance Degree Plan	4%	4%
		404

Line Item		Red Oak		A Campus		
U.S. Armed Forces						
ELA/Reading						
Met TSI Criteria for at least one indicator			60%		94%	
Met TSI Assessment Criteria			28%		45%	
Met ACT Criteria			1%		3%	
Met SAT Criteria			39%		20%	
Earned credit for a college prep course			16%		59%	
Mathematics						
Met TSI Criteria for at least one indicator			55%		77%	
Met TSI Assessment Criteria			16%		14%	
Met ACT Criteria			1%		2%	
Met SAT Criteria			17%		11%	
Earned credit for a college prep course			33%		62%	
Graduates						
Total graduates			100%		100%	
Total	Total Grade Enrollment		545	514	453	496
	Total credit for CCMR EWS criteria	N	226	265	266	244
	Student Achievement Domain CCMR EWS Score	%	41.5%	51.6%	58.7%	49.2%
	Student Achievement Domain CCMR EWS Scale Score		72	79	89	77
	Student Achievement Domain CCMR EWS Rating		C	C	B	C

Student Learning Strengths

ELA 1 - comparable state/region except lower in masters

ELA 2 - better than state/region average in meets and did not meet (others were comparable)

Algebra 1 - comparable in all areas except masters (below average)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CCMR needs to increase to 75% from 65% **Root Cause:** No direct focus on CCMR

School Processes & Programs

School Processes & Programs Summary

Key focuses: Discipline Special Programs

Processes and Programs:

Total White DAEP for District: 13.85%

Total African American DAEP for District: 52.81%

Total Hispanic DAEP for District: 30.30%

Grand Total: **6603**

DRESS CODE VIOLATION: 2558 (38.73% of referrals)

PROFANITY: 169

TARDY: 788 (11.93%)

OUT OF ASSIGNED AREA: 457 (6.92%)

SKIPPING: 463 (7.01%)

CLASS DISRUPTIONS: 454 (6.87%)

StopIt Reports

Bullying - 11

Harassment - 8

Inappropriate Conduct - 5

Strategies in place to address student behaviors and bullying.

Stay Away Agreement

Conference with student and parent

Harassment Investigation (StopIt)

School Processes & Programs Strengths

StopIt Reports were very low

Bullying - 11

Harassment - 8

Inappropriate Conduct - 5

PROFANITY: 169

Perceptions

Perceptions Summary

Staff prefers email and Skyward to communicate with 32.9% of the teachers only contacting a parent when needed.

51.5% of parents would prefer weekly communication.

Perceptions Strengths

Most parent's felt the vision of Red Oak ISD is “Realizing Our Individual Students’ Dreams.” Is the mission clear and understandable.

Red Oak HS had 47.57% of the parental responses.

Most parents thought Red Oak ISD provides a safe and secure learning environment for all students and staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most feel we should do a better job at recruiting and retaining quality staff. **Root Cause:** There is a shortage of qualified staff in the educational field Nationwide for a variety of reasons

Priority Problem Statements

Problem Statement 1: CCMR needs to increase to 75% from 65%

Root Cause 1: No direct focus on CCMR





Problem Statement 1 Areas: Student Learning

Goals

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.





Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all 12th Grade students take the TSIA2 test</p> <p>Evidence that Demonstrates Success: TSIA2 completion</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Campus Testing Coordinator</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure all 11th grade students take the PSAT and SAT test</p> <p>Evidence that Demonstrates Success: PSAT and SAT completion</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Campus Testing Coordinator</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Additional tutorials for students offered Tuesday and Thursday night from 4:30-6:30</p> <p>Evidence that Demonstrates Success: Improved retention of content knowledge, increased grades in classes and on assessments</p> <p>Staff Responsible for Monitoring: Associate Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Each at risk student will meet with counselors annually to discuss graduation plan and create interventions/accelerated instruction plans as needed. Evidence that Demonstrates Success: Increased graduation rates Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Additional academic support will be provided after school twice weekly for all students, as well as during Talon Time. Evidence that Demonstrates Success: Increased accessibility to teachers for additional support as needed Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Plan and share information to families for College and FAFSA night Evidence that Demonstrates Success: All seniors will begin application in senior level social studies courses. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
Strategy 1: Conduct SEL lessons weekly during Talon Time Evidence that Demonstrates Success: Decline in students sent to DAEP Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.





Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.

Strategy 1 Details	Reviews			
Strategy 1: Use the TIL and LAFA process to create lesson with rigor aligned to the EOC Evidence that Demonstrates Success: Quality lesson plans Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Emergent Bilingual training in PLC for instructional strategies Evidence that Demonstrates Success: Increased ability to implement strategies for EB students. Staff Responsible for Monitoring: Teachers Assistant Principal over the EB Program	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Content supports in PLC will be provided from experienced teachers and IC's. Evidence that Demonstrates Success: Teachers will continuously monitor and improve instructional strategies. Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 4: ROHS will obtain a B in the state accountability system





Evaluation Data Sources: STAAR Scores, AP Exams, CCMR, Graduation rate and student attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Track student performance from previous year STAAR in Biology, ENG I and Alg I. This strategy will increase Domain two for student progress and closing the gaps.</p> <p>Evidence that Demonstrates Success: Move each student up one level or maintain at meets</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principals Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain performance in English II and USH</p> <p>Evidence that Demonstrates Success: High level of meets and masters for EOC in English II and US History</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principals Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will work closely with curriculum experts to implement plans for student achievement.</p> <p>Evidence that Demonstrates Success: Increased performance on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.





Performance Objective 5: ROHS will address retention and dropout prevention..

Evaluation Data Sources: Graduation rates

Strategy 1 Details	Reviews			
Strategy 1: Individual graduation plans and meetings for all students conducted annually. Evening School Evidence that Demonstrates Success: Increased graduation rates Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
Strategy 1: Meet monthly to plan teacher appreciation. Offer activities or tokens of appreciation twice per month. Evidence that Demonstrates Success: Increased moral Staff Responsible for Monitoring: The Fun Committee Assistant Principal over the Fun Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of all staff will be offered and participate in ongoing professional development Evidence that Demonstrates Success: Provide training in all areas of compliance Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.

Strategy 1 Details	Reviews			
Strategy 1: Nominate teacher of the month Evidence that Demonstrates Success: Staff will select teachers of the month Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1st year teachers will have campus mentor to increase understanding of campus and district initiatives. New to ROHS teachers will also participate in campus level training and team building activities.</p> <p>Evidence that Demonstrates Success: Teachers will develop relationships on campus, and seek assistance when needed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal over the Mentor Teacher Program</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
Strategy 1: Monitor the usage of funds and anticipated yearly spending using prior record for analysis. Evidence that Demonstrates Success: Skyward Financial Records Staff Responsible for Monitoring: Secretary Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
Strategy 1: Principal runs weekly reports to monitor appropriate use of school funds. Evidence that Demonstrates Success: Weekly meetings with School Secretary to monitor budget. Staff Responsible for Monitoring: Principal School Secretary	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p>Strategy 1: During family events, educate parents about how funds are used at Red Oak High School to ensure their students success.</p> <p>Evidence that Demonstrates Success: Discuss how funds are used at at least one family event in the fall and one family event in the spring.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze student programs and facility needs Evidence that Demonstrates Success: Full utilization of available facilities Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff members will be trained in all safety drills and procedures including but not limited to: Keeping classroom doors shut and locked at all times, not opening outside doors for anyone without adult supervisor or approval., evacuation, lockdowns, shelter, and holds.</p> <p>Evidence that Demonstrates Success: 100% on weekly door audits. Participation in required security drills.</p> <p>Staff Responsible for Monitoring: Campus Administrators All Campus Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.





Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will ensure our facilities meet at least minimum standards for all programs in order for students to be successful.</p> <p>Evidence that Demonstrates Success: Janitors Maintenance and Upkeep</p> <p>Staff Responsible for Monitoring: Secretary Assistant Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 1: Prioritize and enhance parent and teacher communications through social media.





Evaluation Data Sources: Number of followers

Strategy 1 Details	Reviews			
Strategy 1: Increased communication via Facebook and Twitter. Evidence that Demonstrates Success: Increased awareness and connectivity to community Staff Responsible for Monitoring: Principal Journalism Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Evaluation Data Sources: Parents and school community participation in events such as homecoming, open house and other campus events.

Strategy 1 Details	Reviews			
Strategy 1: Conduct events such as Hispanic heritage month celebration and invite the public. Evidence that Demonstrates Success: Increased number of school community members at our events Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Red Oak Independent School District

District Improvement Plan

2023-2024



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

Demographics

Demographics Summary

Red Oak ISD, founded in 1912, serves the communities of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill in Ellis county. Red Oak ISD educates approximately 6,300 students across seven campuses. These campuses include, one 5A high school (grades 9-12), one middle school (grades 6-8), and five elementary schools (PK-5). The student body is 30.5% African American, 40.1% Hispanic, 24.5% White, 0.3% American Indian, 1% Asian, 0.1% Pacific Islander, and 3.6% two or more races. 51.8% of Red Oak ISD students are identified as economically disadvantaged.

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 2022 accountability rating was a "B", indicating there are academic strengths exhibited by our students as a whole.

Student Learning

Student Learning Summary

In 2022, Red Oak ISD received a B (84) rating. Two elementary campuses received an A , Red Oak High School and three elementary campuses received a B, and 1 campus received a C.

- District Overall Score: 84
- District Student Achievement: 87
- District School Progress: 86
- District Closing the Gaps: 78

Student Learning Strengths

Campuses in Red Oak ISD received a total of 10 distinctions on the TEA Accountability Summary for 2022.

- Red Oak High School: Science, Comparative Academic Growth
- Red Oak Elementary: Comparative Academic Growth, Comparative Closing the Gaps
- Eastridge Elementary: Science, Postsecondary Readiness
- Shields Elementary: Comparative Academic Growth
- Wooden Elementary: Science, Comparative Academic Growth, Postsecondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Red Oak Middle School is identified for Targeted Support and Improvement (2022 Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Academic Growth in Mathematics, and Student Success.

Problem Statement 2 (Prioritized): Russell P. Shupmann Elementary is identified for Targeted Support and Improvement (2022 Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading and Mathematics, and Student Success.

District Processes & Programs

District Processes & Programs Summary

Red Oak ISD addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. Building relationships with students is a high priority. This priority can be seen through the use of Capturing Kids Hearts and Restorative Discipline in the secondary campuses. The greatest number of office referrals are for tardies and dress code violations.

Red Oak ISD students are enrolled in a variety of programs. Emergent Bilingual students represent 12.2% of the student body. 79.4% of students in grades 9-12 have taken a Career and Technical Education course. Students enrolled in the Gifted and Talented program represent 6.9% of all students across the district. 12.7% of students are in Special Education.

District Processes & Programs Strengths

ROISD strengths include a committed investment in the development of students' interpersonal skills from all stakeholders. Further, an increase in the number of students participating in the Emergent Bilingual indicates a more linguistical diverse student body and wider community.

Perceptions

Perceptions Summary

Realizing our students' individual dreams is our highest priority. Therefore, 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. Seeing evidence of how our students live out the 4 Talons is a great contributor to our community and society as a whole. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential. Ensuring our students realize their individual dreams is a community-wide effort. This effort can be seen in our volunteers. In the 2022-2023 school year, our community volunteered 10,084 hours. This is an increase from 4,776 hours the previous academic year.

Perceptions Strengths

Our strength is our community-wide commitment to realizing our individual students' dreams.

Priority Problem Statements

Problem Statement 1: Red Oak Middle School is identified for Targeted Support and Improvement (2022 Federal Accountability).

Root Cause 1: The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Academic Growth in Mathematics, and Student Success.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Russell P. Shupmann Elementary is identified for Targeted Support and Improvement (2022 Federal Accountability).

Root Cause 2: The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading and Mathematics, and Student Success.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Other additional data





Goals

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 1: Develop students who are college, career, and military ready that possess the academic skills for post-secondary success [TEC 11.252(a)(3)(G)].

Evaluation Data Sources: Pathways Offered, MAP/SAT Projected Proficiency (5th-8th), PSAT/SAT scores 8th/11th grade, Enrollment, Dual Credit passing rate

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of pathways in CCMR for our students. Evidence that Demonstrates Success: Each year we will offer 1 additional opportunity Staff Responsible for Monitoring: Director of Career and Technical Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with Texas state standards that align to the Scholastic Assessment Test (SAT). Evidence that Demonstrates Success: We will increase college readiness as projected by MAP scores We will increase PSAT/SAT scores Staff Responsible for Monitoring: Executive Director of Instructional Leadership Director of Curriculum and Instruction Program Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase our student enrollment in practicums that lead to an Industry Based Certification (IBC) and increase IBC passing rates. Evidence that Demonstrates Success: Enrollment in practicums will increase Passing rates to IBC will increase Staff Responsible for Monitoring: Director of Career and Technical Education ROHS Principal ROHS Associate Principal ROHS Assistant Principals ROHS College and Career Coordinator ROHS Counselors	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide College Readiness Assessment Preparation Opportunities Evidence that Demonstrates Success: Increase in the percentage of students passing dual credit courses Staff Responsible for Monitoring: ROHS Principal ROHS Associate Principal ROHS Assistant Principals ROHS College and Career Coordinator ROHS Counselors Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide students, teachers, parents and counselors information about higher education admissions and financial aid opportunities (such as TEXAS and TEACH for TEXAS grant programs), the need for students to make informed curriculum choices through academic advisement, and sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-C)]. Evidence that Demonstrates Success: College & Career Counselor program records Staff Responsible for Monitoring: Director of Counseling and Family Services ROHS College and Career Readiness Coordinator Counselors Student Support Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Execute drop out reduction through the Hawks Success program [TEC 11.255(a)(3)(C)] Evidence that Demonstrates Success: Drop out records, campus information related to graduation rates Staff Responsible for Monitoring: ROHS Principal ROHS Associate Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize a Career and Technical Education Counselor to facilitate student's understanding of CTE opportunities. Staff Responsible for Monitoring: ROHS Principal Director of Career and Technical Education Funding Sources: - 282 ESSER III	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 2: Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges through a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].

Evaluation Data Sources: Enrollment in Mentor's Care, Suite 360 Data, Training Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer Mentor's Care to students at the High School for student's identified as at-risk. Evidence that Demonstrates Success: 100% of students identified as needing a mentor will be assigned a mentor. Staff Responsible for Monitoring: ROHS Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide lessons focused on interpersonal skills in grades PK-8 [TEC 11.252(a)(3)(E)], [TEC 11.252(a)(3)(B)(ii)]. Evidence that Demonstrates Success: Students will receive weekly lessons on interpersonal skills. Staff Responsible for Monitoring: PK-8 Counselors Director of Counseling and Family Services Student Support Specialist Funding Sources: - 289 Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Make Care Solace available to all students and staff as needed. Evidence that Demonstrates Success: Referrals to Care Solace. Staff Responsible for Monitoring: Campus administrators and counselors Director of Counseling and Family Services Funding Sources: - 282 ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide trauma-informed care training to district and campus staff in accordance with Board Policy [TEC 11.252(a)(10)], [TEC 11.252(a)(3)(E)].</p> <p>Evidence that Demonstrates Success: School Board Policy FFBA Legal and FFBA Local Sign in sheets</p> <p>Staff Responsible for Monitoring: Director of Counseling and Family Services Student Support Specialist Campus Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Staff and students will receive training to prevent suicide and violence, unwanted physical and verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(a)(3)(B)(i)], [TEC 11.252(a)(3)(B)(iii)], [TEC 11.252(a)(9)], [TEC 38.0041(a)].</p> <p>Evidence that Demonstrates Success: Compliance training records</p> <p>Staff Responsible for Monitoring: Chief Technology Officer Chief Communications Officer Executive Director of Instructional Leadership Director of Student Services Director of Counseling and Family Services Student Support Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Employ a district wide Student Support Specialist</p> <p>Evidence that Demonstrates Success: Program Reports</p> <p>Staff Responsible for Monitoring: Director of Counseling and Family Services</p> <p>Funding Sources: - 282 ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 3: Engage students in meaningful learning that includes a variety of instructional strategies.

Evaluation Data Sources: Strive report of TTESS walkthroughs, Meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor data from Dimension 2.1 (The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.)from TTESS walkthroughs.</p> <p>Evidence that Demonstrates Success: Percentage of 2.1 observed in walkthroughs will increase 3% each year.</p> <p>Staff Responsible for Monitoring: Executive Director of Instructional Leadership Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct T-TESS walkthroughs to support instructional strategies</p> <p>Evidence that Demonstrates Success: Domain 2.1 and 2.5 will show an increase</p> <p>Staff Responsible for Monitoring: Executive Director of Instructional Leadership Director of Curriculum and Instruction Program Coordinators Campus Administrators</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor data from Dimension 2.5 (The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.) from TTESS walkthroughs.</p> <p>Evidence that Demonstrates Success: Percentage of 2.5 observed in walkthroughs will increase 3% each year.</p> <p>Staff Responsible for Monitoring: Executive Director of Instructional Leadership Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Target performance objectives for all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, Map Growth, TELPAS, and local assessments), IEPs, IAPs, 504 plans, LPAC, and RtI [TEC 11.252(a)(3)(A)]. Evidence that Demonstrates Success: Lead4Ward Reports MAP Growth Reports IEPs and IAPs 504 Plans Staff Responsible for Monitoring: C&I Department Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide accelerated instruction to students at risk of not reaching grade level targets [TEC 11.252(a)(3)(H)]. Evidence that Demonstrates Success: Lead4Ward Reports MAP Growth Reports Skyward: Student Grades Eduphoria: Teacher, Campus, and District Assessments Staff Responsible for Monitoring: C&I Department Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Ensure all staff are provided opportunities for high quality ongoing professional development including the use of instructional technology [TEC 11.252(a)(3)(D)]; [TEC 11.252(a)(3)(F)]. Evidence that Demonstrates Success: Eduphoria Strive Reports Instructional Coaches' Logs Staff Responsible for Monitoring: C&I Department Technology Department Campus Administrators Funding Sources: - 211 Title I, - 255 Title II, - 282 ESSER III	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Conduct activities for timely identification of students with dyslexia and provide appropriate instruction [TEC 11.252(a)(3)(D)(iv)]. Evidence that Demonstrates Success: Student growth between the beginning of the year and the end of the year through multiple measures. Staff Responsible for Monitoring: Director of Specialized Learning Assistant Director of Federal Programs Dyslexia Specialists Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Support students identified as performing below grade level expectations through employing Interventionists (Math, ELAR, and Bilingual) and Literacy Strategist. Evidence that Demonstrates Success: Student assessment reports, such as: Lead4Ward Reports, MAP Growth Reports, Skyward: Student Grades, Eduphoria: Teacher, Campus, and District Assessments Staff Responsible for Monitoring: C&I Department Campus Administrators Teachers Funding Sources: - 282 ESSER III, - 211 Title I, - 199 25 Bi Lingual	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Support students served in the Bilingual Program through employing Bilingual Aides. Evidence that Demonstrates Success: TELPAS Results Staff Responsible for Monitoring: Wooden & Schupmann Elementary Administrators C&I Department Funding Sources: - 211 Title I, - 263 Title III	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Red Oak Middle School is identified for Targeted Support and Improvement (2022 Federal Accountability). Root Cause: The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading. Academic Growth in Mathematics, and Student Success.</p> <p>Problem Statement 2: Russell P. Shupmann Elementary is identified for Targeted Support and Improvement (2022 Federal Accountability). Root Cause: The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading and Mathematics, and Student Success.</p>





Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

Performance Objective 4: Equip students with the knowledge and skills for high levels of academic achievement and success in their post-secondary life.

HB3 Goal

Evaluation Data Sources: State of Texas Assessment of Academic Readiness results, Advanced Placement results





Strategy 1 Details	Reviews			
<p>Strategy 1: The percentage of 3rd grade students that score Meets on the STAAR Reading will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.</p> <p>Staff Responsible for Monitoring: Executive Director of Instructional Leadership Director of Curriculum and Instruction Elementary ELAR Program Coordinator Elementary Campus Principals Elementary ELAR Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of 3rd grade students that score Meets on the STAAR Math will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.</p> <p>Staff Responsible for Monitoring: Executive Director of Instructional Leadership Director of Curriculum and Instruction Elementary Math Program Coordinator Elementary Campus Principals Elementary Math Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The percent of graduates that take and pass AP Exams will increase according to targets established of 2 percent per year with the overall goal of a 10 percent increase over 5 years. Targets will be revised as appropriate.</p> <p>Staff Responsible for Monitoring: Executive Director of Instructional Leadership Director of Curriculum and Instruction ROHS Principal ROHS Associate Principal ROHS College and Career Coordinator ROHS Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop and implement a Strong Foundations Literacy Framework Evidence that Demonstrates Success: Framework Staff Responsible for Monitoring: C&I Department Instructional Coaches Campus Administrators Funding Sources: - 429 Strong Foundations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Support the campuses' assessment programs through a district wide Testing Coordinator Evidence that Demonstrates Success: Timely student performance data collected in a consistent manner Staff Responsible for Monitoring: Executive Director of Assessment and Accountability Funding Sources: - 282 ESSER III	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 1: Attract, engage, and retain top talent through competitive compensation packages.





Evaluation Data Sources: Review salaries with comparison groups, List of Employer-paid Benefits

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer at least one additional employer-paid benefit per school year.</p> <p>Evidence that Demonstrates Success: List of Employer-paid Benefits</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Benefits and Leave Coordinator Assistant Superintendent of Finance/Chief Financial Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain a competitive salary structure.</p> <p>Evidence that Demonstrates Success: By 2026, ROISD salary/wage for teachers will rank in the top 10% of our comparison group.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide stipends to eligible employees for advanced degrees (Master's and Doctorate).</p> <p>Evidence that Demonstrates Success: Staff retention Number of staff with Masters Degrees</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Director of Interventions and Grants</p> <p>Funding Sources: - 255 Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 2: Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.





Evaluation Data Sources: Team-Building Strategy Ideas, Training Sign-in Sheets, EAC Sign-in Sheets, EAC Recommendation Feedback, Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop team-building strategy ideas for campus/department leaders that will promote staff retention with their respective campuses/departments. Evidence that Demonstrates Success: Team-Building Strategy Ideas Training Sign-in Sheets Staff Responsible for Monitoring: Deputy Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct teacher and paraprofessional focus groups/surveys to gain insight into staff retention. Evidence that Demonstrates Success: EAC Sign-in Sheets, EAC Recommendation Feedback Staff Surveys Staff Responsible for Monitoring: Benefits and Leave Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

Performance Objective 3: Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.





Evaluation Data Sources: Provide documentation of staff participating in Grow-Your-Own Programs, Provide documentation of recruitment strategies

Strategy 1 Details	Reviews			
Strategy 1: Develop a grow-your-own program at all levels of the organization. Evidence that Demonstrates Success: Provide documentation of staff participating in Grow-Your-Own Programs Staff Responsible for Monitoring: Executive Director of Human Resources Support Staff Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand recruitment strategies. Evidence that Demonstrates Success: ROISD will increase recruiting visits by 15% annually of baseline 2022-23 data. Staff Responsible for Monitoring: Executive Director of Human Resources Support Staff Specialist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 1: Ensure fiscal accountability and responsibility of resources to support the District's mission.

Evaluation Data Sources: The Annual Financial Report provided by the Auditor and the annual Schools FIRST Report, The receipt of additional grant opportunities each year.





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to receive an unmodified (clean) annual financial audit and passing scores on state financial accountability reports.</p> <p>Evidence that Demonstrates Success: The District's Annual Financial Report has an unmodified opinion. Receive an A rating on the Schools FIRST report each fall.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Explore new revenue streams through grants and donations.</p> <p>Evidence that Demonstrates Success: To support the District's applying for and effectively implement Federal, State and other grants to address the District's educational objectives.; allocation of funds to campuses/departments</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer Director of Accounting Director of Purchasing Financial Coordinator Director of Interventions and Grants</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure fiscal compliance with federal awards through a district wide Financial Coordinator</p> <p>Evidence that Demonstrates Success: Effective use of federal funding</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer Finance Coordinator Director of Interventions and Grants</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 2: Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Evaluation Data Sources: Maintain a balanced budget each year that meets the goals and needs for that fiscal year, and compare year-end Fund Balance to the year-end total General Fund Expenditures. Communication with stakeholders on the budget development process and the development of a comprehensive budget book. Receive communications from TASBO, GFOA and ASBO sharing that the award has been granted, Review campus/department's weekly budget report and provide monthly financial reports to the Board. Reports on the conclusion of the cash flow audit are provided to the appropriate administration each year, Review each campus/department's procurement items to ensure that they follow the Procurement Guidelines. Establish quarterly meetings during the development phase and then each year review the comprehensive Capital Needs report during the budget development process.





Strategy 1 Details	Reviews			
<p>Strategy 1: An Annual Budget developed that supports district priorities, objectives, and goals while maintaining fiscal responsibility, aligning with our District mission, and maintaining a healthy fund balance.</p> <p>Evidence that Demonstrates Success: Adopt a balanced annual budget by date established by TEA and maintain an annual General Fund balance of greater than 25% at the end of the fiscal year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Budget Development process will demonstrate the District's transparency, integrity and honesty in all financial reporting while submitting financial documents in line with fiscal and transparency awards.</p> <p>Evidence that Demonstrates Success: To provide the financial resources needed to sufficiently support salaries, instructional programs and materials. Receive the fiscal and transparency State, National, and International awards each year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly individual Budget reviews to ensure meeting budget guidelines and student focus as well as monthly cash audits for all campuses/departments that manage cash.</p> <p>Evidence that Demonstrates Success: Ensure appropriate current-year spending, District's procurement processes are followed, and Budget Manager monitors budgets. Ensure all campuses follow the District's Financial Procedures related to cash flow.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer Director of Accounting Director of Purchasing Financial Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Annual review and update of Financial Procedures to ensure purposefulness and support federal and state requirements, as well as, the District's priorities and mission.</p> <p>Evidence that Demonstrates Success: Provide an annually updated comprehensive and understandable Financial Procedures manual for all District staff that provides the guidance for the financial process.</p> <p>Staff Responsible for Monitoring: Director of Accounting Director of Purchasing</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Work with key administrators to strengthen and further define multi-year capital needs plans to see if the projects can be budgeted and fiscally sustainable.</p> <p>Evidence that Demonstrates Success: The development and annual update of a comprehensive capital needs plan for appropriate departments to ensure that the capital needs can be funded each year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer Assistant Superintendent of District Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

Performance Objective 3: Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.





Evaluation Data Sources: Periodic updates to the Board as issues come forward that impact the District and funding, Continue to provide updates to the District's website regarding the changes to the financial position of the District, Successfully sharing of information and trainings to community groups throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuously monitor local, state and federal legislation that may impact our financial planning and communicate any financial impacts to the stakeholders.</p> <p>Evidence that Demonstrates Success: Monitor any current legislation to ensure that all stakeholder's are aware of any financial changes that will impact the District.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage all stakeholders through different methods to communicate the District's ongoing financial position and educate stakeholders regarding school finance.</p> <p>Evidence that Demonstrates Success: Assist all stakeholders in better understanding the State funding method and the District's current financial situation.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer Chief Communications Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer school finance trainings to District and community groups on a regular basis.</p> <p>Evidence that Demonstrates Success: Provide community groups School Funding 101 sessions as requested or needed.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Finance/Chief Financial Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

Evaluation Data Sources: Annual Demographic Projection Reports; documentation of completed projects, Construction Schedule





Strategy 1 Details	Reviews			
<p>Strategy 1: Review student enrollment projections and continue to review the current ROISD facility plan for opportunities to address documented needs.</p> <p>Evidence that Demonstrates Success: adequate space on each campus for students; facility upgrades that can be accomplished through local district funds</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations Assistant Superintendent of Finance/Chief Financial Officer Deputy Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Addition of NEW Red Oak Middle School.</p> <p>Evidence that Demonstrates Success: additional space for grades 6-8 with a 1,200 student capacity and 188,000 square feet</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations Assistant Superintendent of Finance/Chief Financial Officer Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to review the current ROISD facility plan for opportunities to address documented needs</p> <p>Evidence that Demonstrates Success: Documentation of completed projects</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of District Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 2: Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Evaluation Data Sources: Purchase orders and timelines and completion of mandates, Complete the Cybersecurity Rubric for Education and create a plan for continuous improvement, Employee sign in sheets, Documentation through Raptor, Approved submission by the Texas School Safety Center





Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of new safety and security mandates from TEA by Fall of 2024. Evidence that Demonstrates Success: Student and Staff Safety Staff Responsible for Monitoring: Assistant Superintendent of District Operations ROISD Chief of Police Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate and update district technology infrastructure, equipment and protocols to ensure implementation of legislative requirements and best practices. Evidence that Demonstrates Success: District Technology prepared for possible cyber attack Staff Responsible for Monitoring: Chief Technology Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide District Wide safety training before each new school year to all staff members, training should include utilization of the Raptor ALERT an Accountability/Reunification system and the Standard Response Protocols (SRP). Evidence that Demonstrates Success: Student and Staff Safety Staff Responsible for Monitoring: ROISD Chief of Police Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct two Safety Weeks, one in the Fall and one in the Spring, and conduct other drills throughout the school year, testing the campus responses to all the different parts of the SRP. Evidence that Demonstrates Success: Student and Staff Safety Staff Responsible for Monitoring: ROISD Chief of Police Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Continually Update the District's Emergency Operations Plan by the timelines provided by State Law. Evidence that Demonstrates Success: Student and Staff Safety, updated Plan Staff Responsible for Monitoring: ROISD Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

Performance Objective 3: Attempt to have facilities meet or exceed minimum standards for all programs to provide opportunities for student participation.





Evaluation Data Sources: Annual Enrollment for Campuses/Grade Levels/Programs, Student program participation reports with facility needs

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze the student populations within ROISD. Evidence that Demonstrates Success: adequate space on each campus for students to participate in programs Staff Responsible for Monitoring: Assistant Superintendent of District Operations Executive Director of Instructional Leadership Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor student programs within the district in terms of student participation and facility needs. Evidence that Demonstrates Success: adequate space on each campus for students to participate in programs Staff Responsible for Monitoring: Assistant Superintendent of District Operations Executive Director of Instructional Leadership Campus Principals Director of Athletics Director of Career and Technical education Director of Specialized Learning Director of Fine Arts	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 1: Prioritize and enhance parent and teacher communications.





Evaluation Data Sources: Baseline of tools, then re-measure of usage; review parent contact information each semester to reduce bounces

Strategy 1 Details	Reviews			
Strategy 1: Research and develop recommendation of tools and expectations. Evidence that Demonstrates Success: Recommended tools and expectations Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Supplement with district and campus communication plans. Evidence that Demonstrates Success: Goal to have 80% of parents and teachers using outlined expectations by December 2023; goal to reach 95-97% saturation of usage by five years Staff Responsible for Monitoring: Chief Communications Officer Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Evaluation Data Sources: Parent/community surveys, number of events held, external communication methods

Strategy 1 Details	Reviews			
Strategy 1: Develop annual plan for engagement at district and campus level. Evidence that Demonstrates Success: Increase engagement of parents and community - every target audience minimum one touch point per year. Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop volunteer recruitment and engagement plan. Evidence that Demonstrates Success: Volunteer recruitment and engagement plan Staff Responsible for Monitoring: Executive Director of Education Foundation Chief Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Saundra King	Financial Coordinator	Title I	.2

RED OAK ISD

Daily Enrollment & Attendance Analysis for the Day ending: 10-12-2023

RED OAK HIGH SCHOOL - 001	EOY	EOY	EOY	EOY	EOY	EOY
CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
12th Grade	443	518	480	423	468	444
11th Grade	496	438	500	477	432	458
10th Grade	631	507	458	529	511	438
9th Grade	605	653	556	475	540	511
Total Enrollment	2175	2116	1994	1904	1951	1808

Total Absences:	126
Daily ADA	% of Attendance
2049.00	94.21
2ND SW ADA	% of Attendance
2051.46	94.36
Yearly ADA	% of Attendance
1486.79	95.38

2nd SW ADA Percentage Breakdown		
ROHS	10-12 Only	9-25 THRU 11-03
12th Grade	93.23	94.25
11th Grade	95.36	95.28
10th Grade	94.29	94.57
9th Grade	93.88	93.47

RED OAK MIDDLE SCHOOL - 04	EOY	EOY	EOY	EOY	EOY	EOY
CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
8th Grade	554	543	588	498	470	503
7th Grade	513	518	512	544	514	447
6th Grade	477	490	492	486	529	487
Total Enrollment	1544	1551	1592	1528	1513	1391

Total Absences:	
Daily ADA	% of Attendance
1484.00	96.18
2ND SW ADA	% of Attendance
1474.54	95.47
Yearly ADA	% of Attendance
1470.64	96.00

2nd SW ADA Percentage Breakdown		
ROMS	10-12 Only	9-25 THRU 11-03
8th Grade	96.57	95.64
7th Grade	96.29	95.73
6th Grade	95.60	95.01

ELLIS COUNTY JJAEP - 009	EOY	EOY	EOY	EOY	EOY	EOY
CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
12th Grade	0					
11th Grade	0					
10th Grade	0					
9th Grade	3					
8th Grade	1					
7th Grade	0					
6th Grade	0					
5th Grade	0					
Total Enrollment	4					

Total Absences:	-
Daily ADA	% of Attendance
-	-
2ND SW ADA	% of Attendance
-	-
Yearly ADA	% of Attendance
-	-

2nd SW ADA Percentage Breakdown		
JJAEP	10-12 Only	9-25 THRU 11-03
12th Grade		
11th Grade		
10th Grade		
9th Grade		
8th Grade		
7th Grade		
6th Grade		
5th Grade		

RED OAK ELEMENTARY - 101	EOY	EOY	EOY	EOY	EOY	EOY
CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	104	70	113	107	98	113
4th Grade	73	99	75	108	116	100
3rd Grade	89	71	97	73	103	101
2nd Grade	72	89	68	95	78	94
1st Grade	83	73	94	72	94	81
Kinder	51	87	62	85	72	79
Pre-K	33	31	38	19	46	36
EE	14	19	22	24	15	14
Total Enrollment	519	539	569	583	622	620

Total Absences:	23
Daily ADA	% of Attendance
476.50	95.50
2ND SW ADA	% of Attendance
471.38	94.42
Yearly ADA	% of Attendance
479.54	95.92

2nd SW ADA Percentage Breakdown		
ROE	10-12 Only	9-25 THRU 11-03
5th Grade	98.08	94.67
4th Grade	95.89	95.57
3rd Grade	96.63	94.55
2nd Grade	93.06	94.04
1st Grade	95.18	94.74
Kinder	94.12	93.67
Pre-K	93.94	91.84
EE	86.36	90.56

WOODEN ELEMENTARY - 102		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	81	92	96	85	118	97	93
4th Grade	96	76	87	85	97	112	94
3rd Grade	68	92	74	71	96	96	100
2nd Grade	83	59	87	79	83	98	91
1st Grade	90	79	60	88	85	78	91
Kinder	60	83	72	54	98	73	67
Pre-K	44	28	38	22	0	29	17
EE	0	2	1	3	1	3	4
Total Enrollment	522	511	515	487	578	586	557

Total Absences:	30
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Daily ADA	% of Attendance
469.00	93.99
2ND SW ADA	% of Attendance
475.16	95.09
Yearly ADA	% of Attendance
478.07	95.89

2nd SW ADA Percentage Breakdown		
HAW	10-12 Only	9-25 THRU 11-03
5th Grade	96.30	95.82
4th Grade	93.75	95.60
3rd Grade	98.53	97.07
2nd Grade	91.46	94.87
1st Grade	92.22	93.73
Kinder	91.67	93.85
Pre-K	95.45	93.71
EE	0.00	0.00

EASTRIDGE ELEMENTARY - 103		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	103	87	69	88	67	89	80
4th Grade	83	99	75	61	75	61	91
3rd Grade	97	77	89	76	56	79	67
2nd Grade	85	89	67	72	70	62	73
1st Grade	79	80	86	61	78	76	65
Kinder	68	71	68	67	64	64	63
Pre-K	22	21	21	14	32	14	21
EE	1	3	4	3	2	1	3
Total Enrollment	538	527	479	442	444	446	463

Total Absences:	18
------------------------	-----------

Daily ADA	% of Attendance
508.00	96.58
2ND SW ADA	% of Attendance
495.61	94.18
Yearly ADA	% of Attendance
501.91	95.74

2nd SW ADA Percentage Breakdown		
EES	10-12 Only	9-25 THRU 11-03
5th Grade	96.12	95.36
4th Grade	98.80	95.03
3rd Grade	95.88	93.74
2nd Grade	97.65	95.57
1st Grade	94.94	92.47
Kinder	97.06	92.53
Pre-K	90.91	92.31
EE	0.00	0.00

SHIELDS ELEMENTARY - 105		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	83	109	100	88	104	116	106
4th Grade	82	83	107	86	91	95	111
3rd Grade	98	76	74	88	85	88	90
2nd Grade	90	93	77	73	93	75	84
1st Grade	91	83	79	75	73	89	70
Kinder	86	85	78	67	78	70	83
Pre-K	43	44	34	16	35	25	16
EE	21	25	22	17	10	15	11
Total Enrollment	594	598	571	510	569	573	571

Total Absences:	22
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Daily ADA	% of Attendance
539.50	96.08
2ND SW ADA	% of Attendance
530.65	94.99
Yearly ADA	% of Attendance
527.89	95.31

2nd SW ADA Percentage Breakdown		
DTS	10-12 Only	9-25 THRU 11-03
5th Grade	97.56	94.47
4th Grade	97.56	95.97
3rd Grade	100.00	97.10
2nd Grade	94.44	96.65
1st Grade	92.31	94.33
Kinder	97.65	93.45
Pre-K	95.35	91.09
EE	75.00	88.82

SCHUPMANN - 107		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
5th Grade	112	113	109	90	74	75	82
4th Grade	118	104	98	81	75	60	69
3rd Grade	125	116	98	83	68	71	61
2nd Grade	99	121	94	90	69	63	63
1st Grade	93	103	109	85	62	65	63
Kinder	91	94	104	88	68	49	61
Pre-K	62	30	36	27	22	11	19
EE	3	5	2	5	3	2	5
Total Enrollment	703	686	650	549	441	396	423

Total Absences:	37
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Daily ADA	% of Attendance
632.50	94.47
2ND SW ADA	% of Attendance
633.69	95.39
Yearly ADA	% of Attendance
631.52	95.85

2nd SW ADA Percentage Breakdown		
RPS	9-25 Only	9-25 THRU 11-03
5th Grade	96.43	96.24
4th Grade	95.76	96.13
3rd Grade	96.80	95.58
2nd Grade	97.98	96.35
1st Grade	89.25	94.87
Kinder	87.91	93.37
Pre-K	96.72	93.06
EE	0.00	0.00

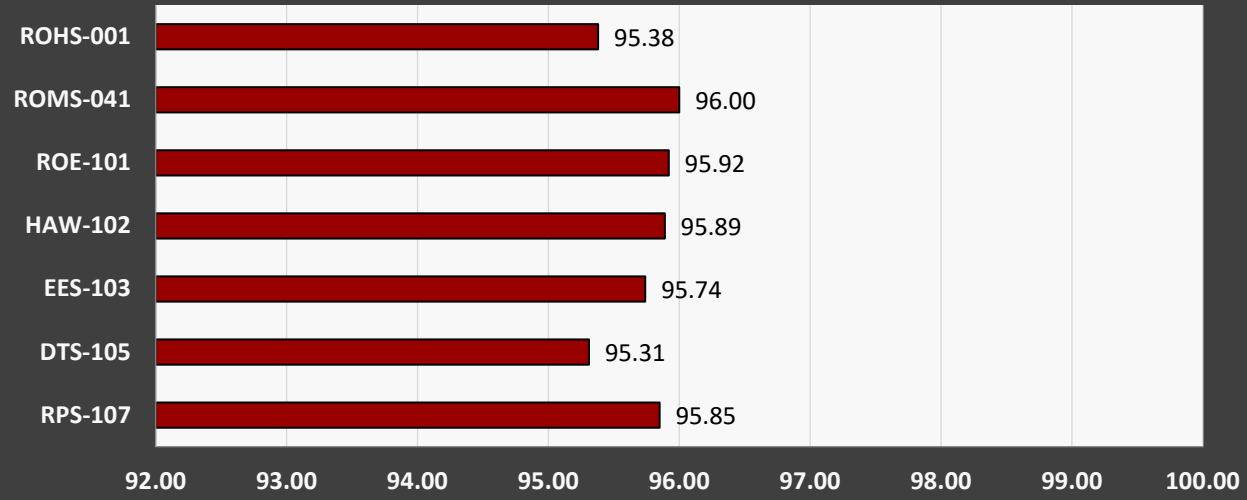
ROISD Enrollment/Grade Level		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
12th Grade	443	518	480	423	468	444	455
11th Grade	496	438	500	477	432	458	439
10th Grade	631	508	458	529	511	438	458
9th Grade	608	654	556	475	540	511	456
8th Grade	555	545	588	498	470	503	478
7th Grade	513	518	512	544	514	447	480
6th Grade	477	490	492	486	529	487	433
5th Grade	483	471	487	458	461	490	474
4th Grade	452	461	442	421	454	428	471
3rd Grade	477	432	432	391	408	435	409
2nd Grade	429	451	393	409	393	392	412
1st Grade	436	418	428	381	392	389	379
Kinder	356	420	384	361	380	335	345
Pre-K	204	154	167	98	135	115	107
EE	39	54	51	52	31	36	37
Total Enrollment	6599	6532	6370	6003	6118	5908	5833

Total Absences:	256
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Daily ADA	% of Attendance
6159.50	95.14
2ND SW ADA	% of Attendance
6133.49	94.83
Yearly ADA	% of Attendance
6144.55	95.55

ROISD Campus YRLY SUM		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
ROHS-001	2175	2116	1994	1904	1951	1851	1808
ROMS-041	1544	1551	1592	1528	1513	1437	1391
ROE-101	519	539	569	583	622	619	620
HAW-102	522	511	515	487	578	586	557
EES-103	538	527	479	442	444	446	463
DTS-105	594	598	571	510	569	573	571
RPS-107	703	686	650	549	441	396	423
Total Enrollment	6595	6528	6370	6003	6118	5908	5833

CAMPUS ADA PERCENTAGE - YTD



YEAR TO DATE	
ROHS-001	95.38
ROMS-041	96.00
ROE-101	95.92
HAW-102	95.89
EES-103	95.74
DTS-105	95.31
RPS-107	95.85



Monthly Financial Report

October 2023

RED OAK ISD-TAX COLLECTIONS

Monthly Tax Collections

As of September 30, 2023

GENERAL FUND

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	-	215,461	29,086,405	0.74%
DELINQUENT TAX COLLECTED	-	13,084	200,000	6.54%
PENALTIES AND INTEREST COLLECTED	-	36,272	175,000	20.73%
TOTAL FUNDS COLLECTED	-	264,817	29,461,405	0.90%

DEBT SERVICE

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	-	79,544	13,900,798	0.57%
DELINQUENT TAX COLLECTED	-	4,890	50,000	9.78%
PENALTIES AND INTEREST COLLECTED	-	13,413	30,000	44.71%
TOTAL FUNDS COLLECTED	-	97,847	13,980,798	0.70%

TOTAL TAX COLLECTIONS	-	362,664	43,442,203	0.83%
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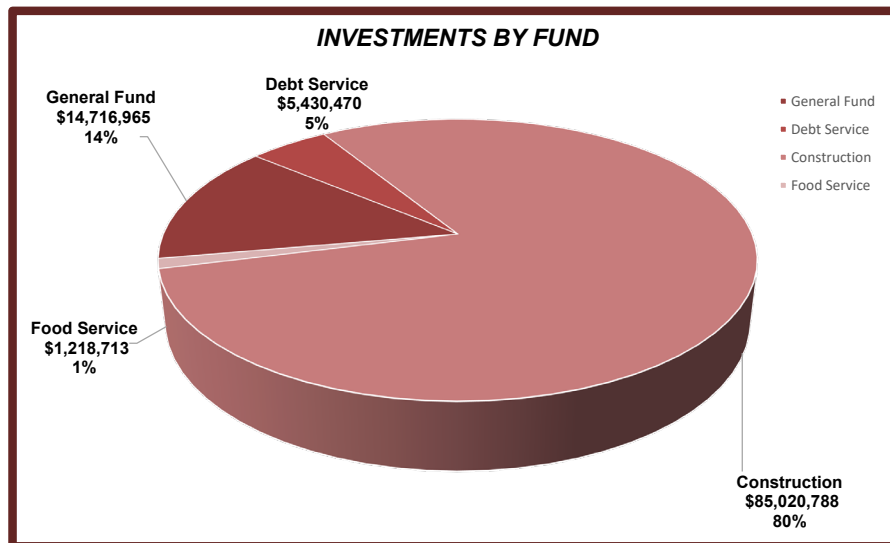
Red Oak Independent School District
Investment Summary Report
 As of September 30, 2023

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 09/01/2023	DEPOSITS	WITHDRAWALS	INTEREST FOR MONTH	ENDING BALANCE 09/30/2023	INTEREST RATE	INTEREST YEAR TO DATE
TEXSTAR							
General Fund	\$ 10,202.27	\$ -	\$ -	44.54	\$ 10,246.81	5.3105%	\$ 134.17
Construction	\$ -	\$ 50,000,000.00		168,907.64	\$ 50,168,907.64	5.3105%	\$ 168,907.64
TEXPOOL							
General/Construction Fund	2,583.39	-	-	11.36	2,594.75	5.3547%	34.05
Money Market	1,490.19	-	-	6.60	1,496.79	5.3547%	19.90
FIRST PUBLIC-GOV.OVERNIGHT							
General Fund	11,997,431.18	8,356,817.10	5,700,000.00	48,378.52	14,702,626.80	5.3163%	176,577.60
Debt Service	5,406,844.48	-	-	23,625.53	5,430,470.01	5.3163%	93,772.57
Construction	84,653,109.22	-	50,000,000.00	198,771.50	34,851,880.72	5.3163%	497,917.33
Food Service	1,512,656.74	-	300,000.00	6,055.77	1,218,712.51	5.3163%	13,404.79
TOTAL INVESTMENT POOLS	\$ 103,584,317	\$ 58,356,817	\$ 56,000,000	\$ 445,801	\$ 106,386,936		950,768.05

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 Investment Policy CDA

 (signature on file)
 William Johnston, Ed.D., CPA
 Assistant Superintendent of Business Services/CFO

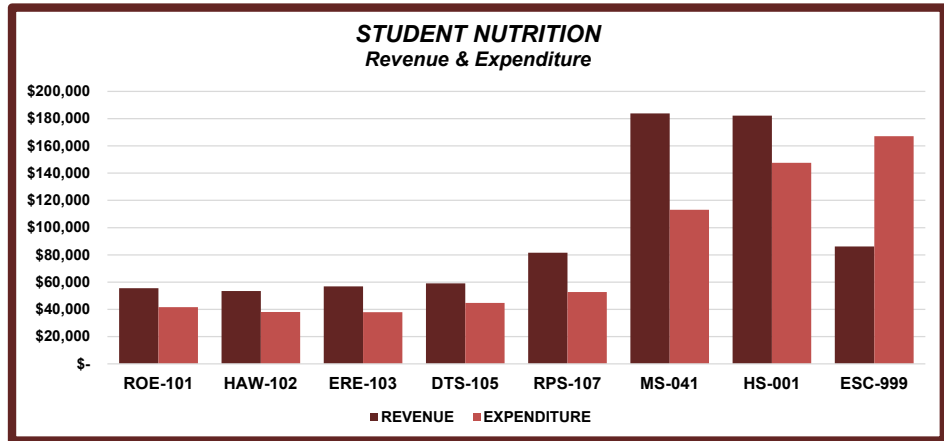
 (signature on file)
 Sandra King, RTSBA
 Finance Coordinator



Red Oak ISD - Student Nutrition
Revenue / Expenditure Detail
As of September 30, 2023

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041	HS-001	ESC-999	TOTAL
Average Daily Participation (ADP):									
Breakfast	172	126	174	197	257	476	233	0	1,635
Lunch	322	318	328	335	476	1159	1111	0	4,049
Afterschool	24	19	28	35	34	0	0	0	140

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041	HS-001	ESC-999	TOTAL	ORIGINAL BUDGET	% EXP TO BUDGET
57xx Local Revenue	\$ 12,230	\$ 12,800	\$ 14,414	\$ 14,122	\$ 16,038	\$ 45,474	\$ 67,851	\$ 62,717	\$ 245,645	\$ 872,572	28%
58xx State Matching	-	-	-	-	-	-	-	23,472	\$ 23,472	60,000	39%
5921 Federal - Breakfast	9,918	7,769	10,197	11,857	15,791	28,674	13,461	-	\$ 97,667	310,000	32%
5922 Federal - Lunch	33,328	32,916	32,277	33,047	49,827	109,634	100,918	-	\$ 391,946	1,505,000	26%
5923 USDA Commodities	-	-	-	-	-	-	-	-	\$ -	120,000	0%
5939/49 Other Revenue	-	-	-	-	-	-	-	-	\$ -	103,000	0%
TOTAL REVENUE	\$ 55,475	\$ 53,485	\$ 56,889	\$ 59,026	\$ 81,656	\$ 183,781	\$ 182,230	\$ 86,189	\$ 758,731	\$ 2,970,572	26%
61xx Payroll	\$ 14,104	\$ 10,015	\$ 10,281	\$ 13,028	\$ 15,580	\$ 24,986	\$ 54,624	\$ 104,819	\$ 247,436	\$ 1,673,672	15%
62xx Contracted Services	1,146	976	859	2,091	1,703	1,795	3,851	4,448	\$ 16,868	83,200	20%
63xx Supplies	26,417	27,069	26,744	29,664	35,412	86,355	89,097	49,935	\$ 370,693	2,191,700	17%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	2,225	\$ 2,225	22,000	10%
66xx Capital Outlay	-	-	-	-	-	-	-	5,742	\$ 5,742	-	0%
TOTAL EXPENDITURES	\$ 41,668	\$ 38,059	\$ 37,883	\$ 44,783	\$ 52,695	\$ 113,136	\$ 147,572	\$ 167,169	\$ 642,964	\$ 3,970,572	16%
Other Sources (Uses)											
Operating Transfers In											
Revenue Over (Under) Expenditures	\$ 13,807	\$ 15,426	\$ 19,006	\$ 14,243	\$ 28,961	\$ 70,646	\$ 34,658	\$ (80,979)	\$ 115,767	\$ (1,000,000)	



Red Oak ISD - Debt Service Fund
Revenue / Expenditure Detail
As of September 30, 2023

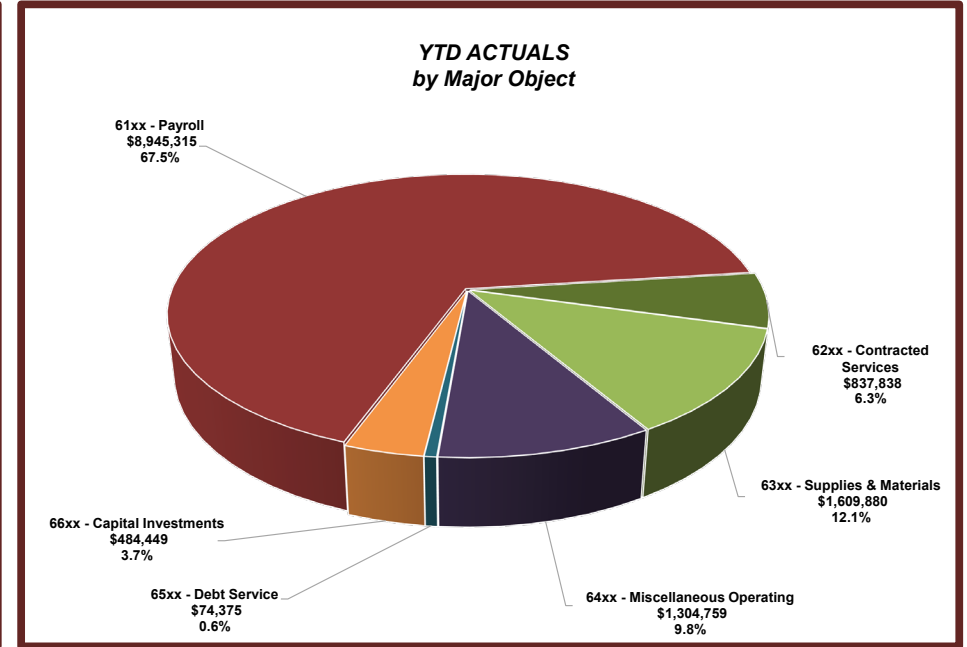
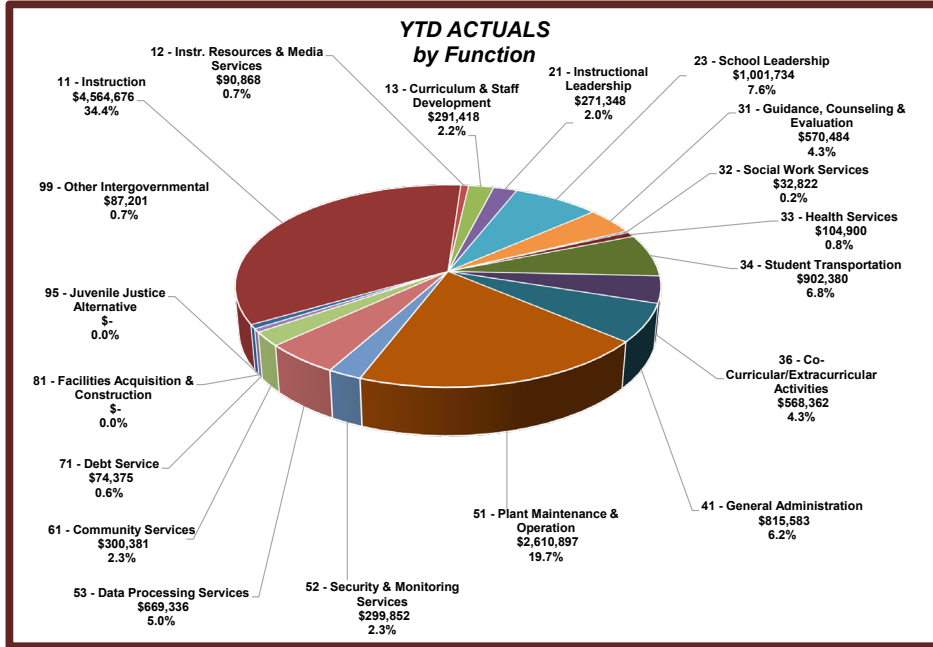
	Original Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
Revenues					
57xx Local	\$ 14,125,798	\$ 239,606	\$ -	\$ 13,886,192	1.70%
58xx State	400,000	-	-	400,000	0.00%
TOTAL	\$ 14,525,798	\$ 239,606	\$ -	\$ 14,286,192	1.65%
Expenditures					
71 Debt Service	\$ 16,189,688	3,748,386	\$ -	\$ 12,441,302	23.15%
TOTAL	\$ 16,189,688	\$ 3,748,386	\$ -	\$ 12,441,302	23.15%
Other Resources/(Uses)					
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
Premium/Discount	-	-	-	-	0.00%
Escrow	-	-	-	-	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
Revenue Over (Under) Expenditures	\$ (1,663,890)	\$ (3,508,780)	\$ -	\$ 1,844,890	

Red Oak ISD - General Fund
Revenue/Expenditure Detail
As of September 30, 2023

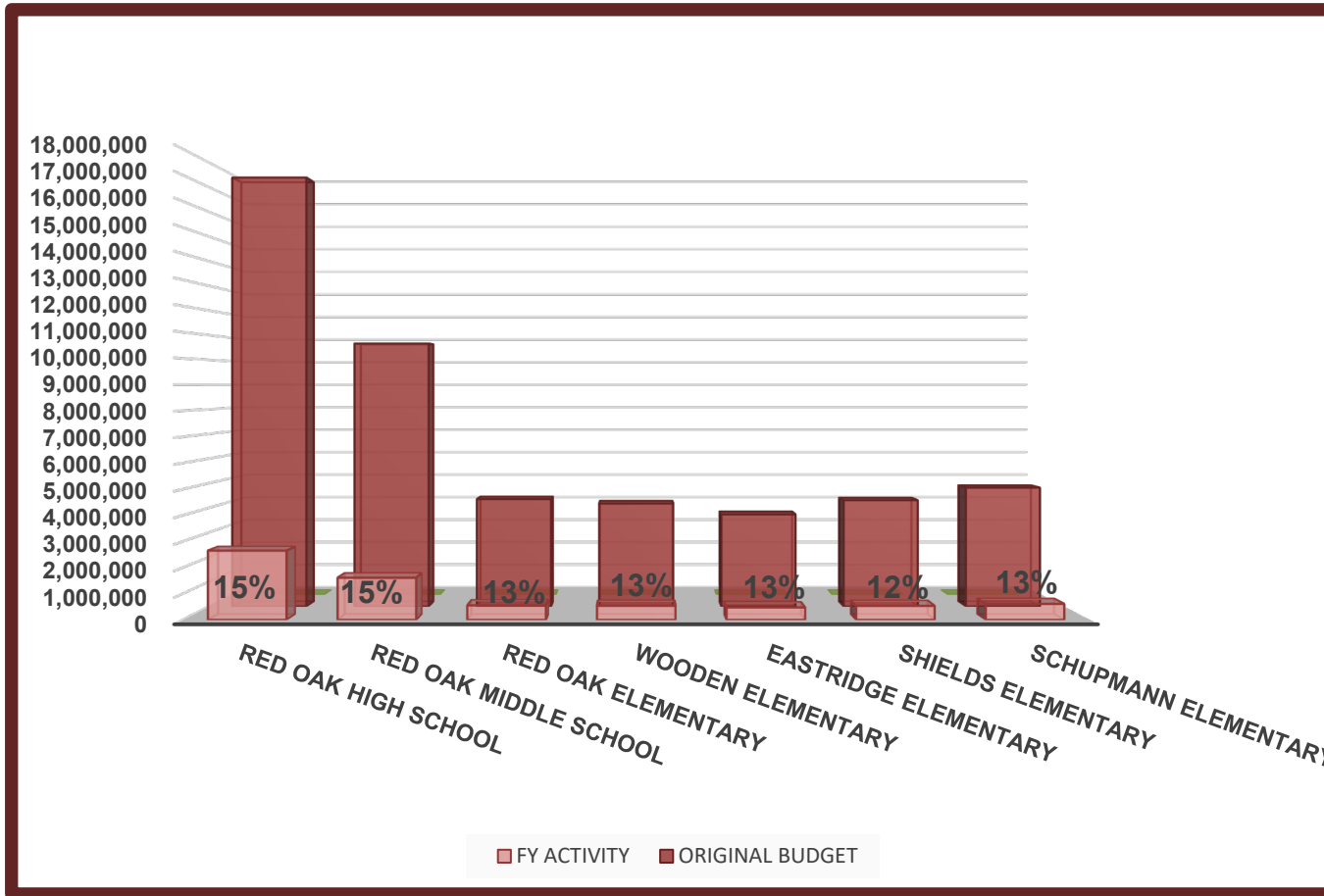
	Amended Budget	2023-2024 YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget	2022-2023 YTD Actuals (UnAudited)	YTD Actuals Variance
Revenues							
57xx Local	\$ 31,412,964	\$ 733,134	\$ -	\$ 30,873,688	2.33%	\$ 516,802	\$ 216,331
58xx State	40,239,748	8,101,006	-	39,688,188	20.13%	8,208,669	(107,663)
59xx Federal	1,250,000	424,317	-	825,683	33.95%	53,461	370,856
TOTAL	\$ 72,902,712	\$ 9,258,457	\$ -	\$ 71,387,559	13%	\$ 8,778,932	\$ 479,525
Expenditures							
11 Instruction	\$ 37,044,972	\$ 4,564,676	\$ 444,317	\$ 34,966,489	13.52%	\$ 7,439,923	\$ (2,875,247)
12 Instr. Resources & Media Services	920,129	90,868	11,636	876,587	11.14%	167,647	(76,779)
13 Curriculum & Staff Development	2,182,928	291,418	43,471	2,001,184	15.34%	419,546	(128,128)
21 Instructional Leadership	1,093,153	271,348	2,335	909,974	25.04%	200,369	70,979
23 School Leadership	4,340,075	1,001,734	5,602	3,698,514	23.21%	982,082	19,652
31 Guidance, Counseling & Evaluation	3,214,585	570,484	37,059	2,886,736	18.90%	698,627	(128,143)
32 Social Work Services	226,142	32,822	-	203,330	14.51%	30,586	2,236
33 Health Services	980,432	104,900	3,132	945,013	11.02%	212,544	(107,644)
34 Student Transportation	3,497,449	902,380	349,825	2,721,505	35.80%	893,533	8,847
36 Co-Curricular/Extracurricular Activities	2,505,229	568,362	149,126	2,006,146	28.64%	680,579	(112,216)
41 General Administration	2,982,675	815,583	141,461	2,334,475	32.09%	767,997	47,586
51 Plant Maintenance & Operation	7,683,735	2,610,897	1,584,282	3,972,530	54.60%	1,882,083	728,814
52 Security & Monitoring Services	1,692,541	299,852	85,274	1,423,133	22.75%	279,258	20,595
53 Data Processing Services	1,748,753	669,336	251,891	1,028,210	52.68%	769,374	(100,038)
61 Community Services	1,826,414	300,381	25,139	1,638,764	17.82%	408,333	(107,952)
71 Debt Service	475,500	74,375	-	401,125	15.64%	81,500	(7,125)
81 Facilities Acquisition & Construction	53,000	-	-	53,000	0.00%	4,500	(4,500)
95 Juvenile Justice Alternative	45,000	-	-	45,000	0.00%	-	-
99 Other Intergovernmental	390,000	87,201	270,000	32,799	91.59%	68,128	19,073
TOTAL	\$ 72,902,712	\$ 13,256,616	\$ 3,404,551	\$ 62,144,515	23%	\$ 15,986,608	\$ (2,729,991)
Other Resources/(Uses)							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
	\$ 0	\$ -	\$ -	\$ 0	0%	\$ -	\$ -
Revenue Over (Under) Expenditures	\$ 0	\$ (3,998,159)	\$ (3,404,551)	\$ 9,243,044		\$ (7,207,676)	\$ 3,209,516

*The District reports on the modified accrual basis.

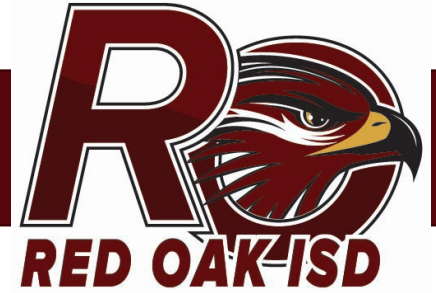
Red Oak ISD - General Fund
Revenue / Expenditure Detail
As of September 30, 2023



Red Oak ISD - General Fund
Comparison by Campus
As of September 30, 2023



Questions



Bill Johnston

Chief Financial Officer

972-617-4005

bill.johnston@redoakisd.org