

**AGENDA OF RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, October 21, 2024**

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 21, 2024 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
Debby Creagh, Pastor of Ovilla United Methodist Church
3. PLEDGES OF ALLEGIANCE
Kaleb Washington, 5th Grade Student from Red Oak Elementary School
4. RECOGNITIONS
 - A. Qarbon Aerospace - Robotics Team Program Sponsor
Jennifer Jeter, Director of Career and Technology Education
 - B. Maroon Star Award
Brenda Sanford, Superintendent
 - C. Top Hawks
Brenda Sanford, Superintendent
 - D. Hawk Staff Spotlight
Brenda Sanford, Superintendent
 - E. National Principals Month
Brenda Sanford, Superintendent
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 - A. Construction Update
Dr. Thurston Lamb, Chief Operations Officer
 - B. District Update
Brenda Sanford, Superintendent
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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; or to hear a complaint or charge against an officer or employee.	
	1. Personnel Matters	
	2. Superintendent 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 18, 2024 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
RED OAK INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING
Monday, September 16, 2024**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, September 16, 2024, 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 Melanie Petersen, 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, Melanie Petersen, 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: Melanie Petersen, President; Johnny Knight, Vice President; Michelle Porter, Secretary; John Anderson; Sean Kelly; Donna Knight; and Brian Sebring.

The following Board members were absent: None.

2. INVOCATION

Mr. Anderson led the invocation.

3. PLEDGES OF ALLEGIANCE

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

4. SUPERINTENDENT'S REPORT

A. Assessment Update

Megan Corns, Chief Technology Officer, Israel Cordero, Chief of Secondary Schools and Programs, and Michelle Owen, Chief Academic Officer

Ms. Corns, Mr. Cordero, and Ms. Owen gave an Assessment Update that included the 2023-2024 Action Plan; 2023 Update Review; HB 1605 Information; STAAR/EOC Performance Labels; STAAR 3-8 Summary Data; EOC Summary Data; District Goal by 2028; Action Planning; Analysis and Next Steps; Leveraging PLCS; and CCMR / TSI Information.

B. Construction Update

Dr. Thurston Lamb, Chief Operations Officer

Dr. Lamb gave the Board an update on the progress of the new middle school construction.

- C. 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 9.

- D. District Update
Brenda Sanford, Superintendent

Congratulations to ROHS student Natalie Mendez for receiving the Billy Mitchell Award. The Billy Mitchell Award is earned by cadets that complete the Phase II of the CAP cadet program. Only 15% of cadets earn this award across the nation.

All ROISD elementary schools celebrated Grandparent's Day on September 6. Each campus welcomed grandparents and loved ones and 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 Founder's Day will take place Saturday, September 21.

Ovilla Heritage Day will take place on Saturday, September 28.

The next Coffee Talk with the Superintendent will be on October 2.

The Education Foundation Partnership Golf Tournament will take place on October 7.

The next North Texas Food Bank Mobile Food Pantry will be held at the ESC on October 10.

The Mighty Hawk Band has two competitions coming up on October 5 at Midlothian and October 26 at Mesquite ISD Stadium.

Homecoming is coming up! The game will take place on Friday, October 18, at 7:00 p.m. The parade will begin at 2:00 p.m. and the homecoming court will be presented prior to the game.

ROHS Varsity Theatre will present The Legend of Sleepy Hollow October 24 through October 26.

National Hispanic Heritage Month from September 15 through October 15. All campuses will have activities and events throughout the month.

5. OPEN FORUM

No one spoke in Open Forum.

6. ACTION ITEMS

A. Consent Agenda

1. Minutes from School Board Regular Meeting on August 19, 2024
2. Payment of Current Bills Over \$50,000
3. RFP #2024-07-01 - ROISD - Furniture, Installation and Related Products and Services

Mr. Knight made a motion to approve the Consent Agenda as presented. Mr. Sebring seconded the motion. The motion passed 7 – 0.

B. Consideration and Approval of Naming of Second Middle School
Brenda Sanford, Superintendent

Mr. Knight made a motion to name the second middle school the Dr. Joy Shaw Middle School. Mr. Sebring seconded the motion. The motion passed 6 – 1 with Ms. Porter voting “no”.

Ms. Porter made a motion to name the second middle school the Michelle Carter Middle School. There was no second and the motion failed.

C. Consideration and Approval of Performing Arts Center LED Retrofit
Josh Crutchfield, Director of Information Technology, Jason Nitsch, Director of Fine Arts and Julie Phillips, Director of Purchasing

Mr. Kelly made a motion to approve the Performing Arts Center LED Retrofit and the proposal from Covenant Communications in the amount of \$528,348.18 using the TIPS 230901 contract. Ms. Knight seconded the motion. The motion passed 7 – 0.

D. Consideration and Approval of Replacement of Doors at Elementary Campuses
Brent Stanford, Executive Director of Support Services and Julie Phillips, Director of Purchasing

Mr. Sebring made a motion to approve the purchase of doors and installation from All Door Services in the amount of \$125,839.13 through the TIPS contract #220903. Mr. Knight seconded the motion. The motion passed 7 – 0.

E. Consideration and Approval of Resolution of Candidate Nominations for the Ellis Appraisal District Board of Directors for 2025
Brenda Sanford, Superintendent

The Board took no action on this item.

- F. Consideration and Approval of Technology Device Purchase
Megan Corns, Chief Technology Officer and Josh Crutchfield, Director of Information Technology

Mr. Sebring made a motion to approve the purchase of Chromebooks from Delcom Group as presented, using the DIR-TSO-4159 HP contract. Ms. Knight 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 8:50 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
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- 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 back into Open Session at 10:03 p.m.

10. ADJOURNMENT

As there was no further business or action to be taken, the meeting adjourned at 10:03 p.m.

Melanie Petersen, Board President

Michelle Porter, Board Secretary

CHECK		ACCOUNT			
NUMBER	VENDOR	AMOUNT	NUMBER		
228598	ELLIS APPRAISAL DIST	93,482.05	199 E 99 6213 00 703 0 99 000		
		93,482.05	Totals for 228598		
228898	SHELL ENERGY SOLUTIO	7,275.77	198 E 51 6259 02 999 0 99 000		
228898	SHELL ENERGY SOLUTIO	7,545.97	198 E 51 6259 02 999 0 99 000		
228898	SHELL ENERGY SOLUTIO	20,422.62	199 E 51 6259 02 001 0 99 000		
228898	SHELL ENERGY SOLUTIO	2,764.33	199 E 51 6259 02 001 0 99 000		
228898	SHELL ENERGY SOLUTIO	5,076.12	199 E 51 6259 02 101 0 99 000		
228898	SHELL ENERGY SOLUTIO	2,902.19	199 E 51 6259 02 103 0 99 000		
228898	SHELL ENERGY SOLUTIO	28.47	199 E 51 6259 02 103 0 99 000		
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228898	SHELL ENERGY SOLUTIO	538.92	199 E 51 6259 02 999 0 99 000		
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228898	SHELL ENERGY SOLUTIO	695.97	199 E 51 6259 02 999 0 99 000		
228898	SHELL ENERGY SOLUTIO	587.46	199 E 51 6259 02 999 0 99 000		
228898	SHELL ENERGY SOLUTIO	6,067.37	199 E 51 6259 02 995 0 99 000		
228898	SHELL ENERGY SOLUTIO	2,603.26	199 E 51 6259 02 870 0 99 000		
228898	SHELL ENERGY SOLUTIO	9.52	199 E 51 6259 02 870 0 99 000		
228898	SHELL ENERGY SOLUTIO	80.52	199 E 51 6259 02 870 0 99 000		
228898	SHELL ENERGY SOLUTIO	337.97	199 E 51 6259 02 999 0 99 000		
228898	SHELL ENERGY SOLUTIO	1,866.98	199 E 51 6259 02 001 0 99 000		
228898	SHELL ENERGY SOLUTIO	143.18	199 E 51 6259 02 995 0 99 000		
228898	SHELL ENERGY SOLUTIO	1,095.03	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	27.62	199 E 51 6259 02 102 0 99 000		
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228898	SHELL ENERGY SOLUTIO	4,891.81	199 E 51 6259 02 102 0 99 000		
228898	SHELL ENERGY SOLUTIO	157.84	199 E 51 6259 02 995 0 99 000		
228898	SHELL ENERGY SOLUTIO	49.23	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	220.78	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	58.87	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	1,569.88	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	3,402.41	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	806.47	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	4,602.17	198 E 51 6259 02 999 0 99 000		
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228898	SHELL ENERGY SOLUTIO	728.19	199 E 51 6259 02 995 0 99 000		
228898	SHELL ENERGY SOLUTIO	530.14	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	1,027.95	199 E 51 6259 02 996 0 99 000		
228898	SHELL ENERGY SOLUTIO	1,542.69	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	49.33	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	8.51	199 E 51 6259 02 999 0 99 000		
228898	SHELL ENERGY SOLUTIO	120.17	199 E 51 6259 02 041 0 99 000		
228898	SHELL ENERGY SOLUTIO	7.02	199 E 51 6259 02 041 0 99 000		
		93,869.23	Totals for 228898		
		187,351.28	Totals for checks		

CHECK			ACCOUNT										
NUMBER	VENDOR		AMOUNT	NUMBER									
18856	LABATT	FOOD SERVICE	424.72	240	E	35	6341	00	001	0	99	000	
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18856	LABATT	FOOD SERVICE	1,118.42	240	E	35	6341	00	001	0	99	000	
18856	LABATT	FOOD SERVICE	147.39	240	E	35	6342	00	001	0	99	000	
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18856	LABATT	FOOD SERVICE	4,718.99	240	E	35	6341	00	102	0	99	000	
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18856	LABATT	FOOD SERVICE	35.64	240	E	35	6341	00	107	0	99	000	
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18856	LABATT	FOOD SERVICE	425.53	240	E	35	6342	00	107	0	99	000	
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18856	LABATT	FOOD SERVICE	304.11	240	E	35	6342	00	999	0	99	000	
18856	LABATT	FOOD SERVICE	331.68	240	E	35	6342	00	999	0	99	000	
18856	LABATT	FOOD SERVICE	1,312.29	240	E	35	6341	01	001	0	99	000	
18856	LABATT	FOOD SERVICE	64.68	240	E	35	6342	01	001	0	99	000	
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18856	LABATT	FOOD SERVICE	1,680.51	240	E	35	6341	00	041	0	99	000	
18856	LABATT	FOOD SERVICE	518.71	240	E	35	6342	00	041	0	99	000	
18856	LABATT	FOOD SERVICE	3,546.30	240	E	35	6341	00	041	0	99	000	
18856	LABATT	FOOD SERVICE	350.96	240	E	35	6342	00	041	0	99	000	
18856	LABATT	FOOD SERVICE	2,394.50	240	E	35	6341	00	101	0	99	000	
18856	LABATT	FOOD SERVICE	359.54	240	E	35	6342	00	101	0	99	000	
18856	LABATT	FOOD SERVICE	262.14	240	E	35	6341	00	101	0	99	000	
18856	LABATT	FOOD SERVICE	3,384.70	240	E	35	6341	00	102	0	99	000	
18856	LABATT	FOOD SERVICE	518.92	240	E	35	6342	00	102	0	99	000	
18856	LABATT	FOOD SERVICE	34.93	240	E	35	6341	00	102	0	99	000	
18856	LABATT	FOOD SERVICE	3,198.13	240	E	35	6341	00	103	0	99	000	
18856	LABATT	FOOD SERVICE	342.57	240	E	35	6342	00	103	0	99	000	
18856	LABATT	FOOD SERVICE	108.05	240	E	35	6341	00	103	0	99	000	
18856	LABATT	FOOD SERVICE	8.67	240	E	35	6342	00	103	0	99	000	
18856	LABATT	FOOD SERVICE	3,213.57	240	E	35	6341	00	105	0	99	000	
18856	LABATT	FOOD SERVICE	504.35	240	E	35	6342	00	105	0	99	000	
18856	LABATT	FOOD SERVICE	224.12	240	E	35	6341	00	105	0	99	000	
18856	LABATT	FOOD SERVICE	26.84	240	E	35	6341	00	105	0	99	000	

CHECK		ACCOUNT					
NUMBER	VENDOR	AMOUNT	NUMBER				
18856	LABATT FOOD SERVICE	136.02	240 E 35 6342 00 105 0 99 000				
18856	LABATT FOOD SERVICE	4,718.82	240 E 35 6341 00 107 0 99 000				
18856	LABATT FOOD SERVICE	469.90	240 E 35 6342 00 107 0 99 000				
		92,151.42	Totals for 18856				

92,151.42 Totals for checks

Local Board Policy FMH (LOCAL) Update

Presented for:

Board Action X Report/Review Only _____

Supporting documents:

None _____ Attached X Provided Later _____

Contact Person:

Merilee Stone, Coordinator of Assessment and Accountability

Background Information:

Attached you will find local policies updated to reflect requirements for participation in commencement exercises.

FMH (LOCAL): STUDENT ACTIVITIES – COMMENCEMENT - Cordero

- Updates policy to include that students must have met all state testing requirements to participate in commencement exercises.

Fiscal Implications:

N/A

Administrative Recommendation:

The administration recommends that the Board revise Board Policy FMH (LOCAL) as recommended.

PROPOSED REVISIONS

**Commencement
Exercises**

To be eligible to participate in commencement activities and ceremonies, a student shall meet all state and local graduation requirements, including all applicable state testing. ~~A student who has satisfactorily completed all coursework requirements for graduation but has failed to meet applicable state testing requirements shall be allowed to participate in commencement activities and ceremonies.~~ [See EI, EIF]

Secondary Level New Course Proposals for 2025-2026

Presented for:

Board Action X

Report/Review Only

Supporting documents:

None

Attached X

Provided Later

Contact Person:

Lynn Dockery, Director of Curriculum & Instruction

Background Information:

In accordance with ROISD Policy EH (LOCAL), it is required that the ROISD School Board be presented with secondary courses scheduled to be added to the ROISD secondary curriculum.

Fiscal Implications:

If there is a need for resources for certain courses, the resources can be funded by current grants, curriculum and instruction, and campus budgets. The positions that are being presented for approval will not require extra FTEs.

Administrative Recommendation:

The administration recommends that the Board approve the new course proposal as presented in order to be in compliance with local and state policies.

Course Proposals for 2025-2026

First Round, October Board Meeting - courses that do not need an extra FTE

COURSE	Description	Justification for the Course	FTE Needed?
ROMS			
English Learners Language Arts (ELLA) for 7h graders	<p>This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. There is focus on academic oracy, authentic reading, and reflective writing to ensure literacy. This class does not have to be taken concurrently with 7th or 8th grade Reading/Language Arts classes.</p> <p>7th grade Reading Language Arts TEKS-based course which gives additional student support in second language acquisition through integrated use of the ELPS.</p>	<p>This course provides support and high-quality academic programming for students whose first language is Spanish. Students are receiving TEKS based, on-grade level curriculum while ensuring specific instructional strategies are being used to promote English literacy and proficiency in the grade level instruction and on standardized testing.</p>	No
English Learners Language Arts (ELLA) for 8th graders	<p>This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. There is focus on academic oracy, authentic reading, and reflective writing to ensure literacy. This class does not have to be taken concurrently with 7th or 8th grade Reading/Language Arts classes.</p> <p>8th grade Reading Language Arts TEKS-based course which gives additional student support in second language acquisition through integrated use of the ELPS.</p>	<p>This course provides support and high-quality academic programming for students whose first language is Spanish. Students are receiving TEKS based, on-grade level curriculum while ensuring specific instructional strategies are being used to promote English literacy and proficiency in the grade level instruction and on standardized testing.</p>	No
ROHS			
English for Speakers of Other Languages (ESOL) English I	<p>This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. There is focus on academic oracy, authentic reading, and reflective writing to ensure literacy. This class is in place of and does not have to be taken concurrently with English I.</p>	<p>This course provides support and high-quality academic programming for students whose first language is Spanish. Students are receiving TEKS based, on-grade level curriculum while ensuring specific instructional strategies are being used to promote English literacy and proficiency in the grade level instruction and on standardized testing.</p>	No
English for Speakers of Other Languages (ESOL) English II	<p>This course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. There is focus on academic oracy, authentic reading, and reflective writing to ensure literacy. This class is in place of and does not have to be taken concurrently with English I.</p>	<p>This course provides support and high-quality academic programming for students whose first language is Spanish. Students are receiving TEKS based, on-grade level curriculum while ensuring specific instructional strategies are being used to promote English literacy and proficiency in the grade level instruction and on standardized testing.</p>	No
English Language Development and Acquisition (ELDA) English I and English II	<p>This course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliteracy students. Through comprehensible input, students have access to a curriculum that accelerates second language acquisition. Students are challenged to apply higher-order thinking skills in all four language domains. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that English language learners acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. The instruction will be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible.</p>	<p>This class may be taken as a corequisite with an RLA class. It provides instructional opportunities that align with being successful with the English language as an Emergent Bilingual student. Students may get up to two state elective credit requirements if the course is taken concurrently with two different language arts and reading courses.</p>	No
NJROTC Advanced Drill and Marksmanship	<p>This course is for competition level Drill and Marksmanship</p>	<p>To improve NJROTC program and level of competition.</p>	No
Dual Credit Theatre Appreciation	<p>This class is a survey of theatre, including its history, dramatic works, stage techniques, production procedures, and relation to other art forms.</p>	<p>Increasing Dual Credit options for students in Fine Arts that can contribute to CCMR.</p>	No

AP Cybersecurity Pathway	<p>These are courses that are in the College Board Pilot Pathway through their new Career Kickstart program. Students will take two courses and be in a local apprenticeship.</p> <p>10th grade - Networking Fundamentals, 11th grade - Cybersecurity Fundamentals, 12th grade - Apprenticeship</p> <p>Students will take AP exams for these courses and be eligible for certifications that will allow them to start their career or go into a four year university in Texas that partners with College Board to earn their degree.</p>	<p>College Board is focusing on high-demand fields that will align to high school credits and Industry Recognized Credentials. In Texas, the range of salaries for students going through this pathway can earn anywhere from \$62,000-\$137,000 depending on the geographic location of the work. The DFW area reported the highest pay.</p>	No
CTE			
AgriBusiness Management and Marketing	<p>Agribusiness Management and Marketing is designed to provide a foundation to agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to agribusiness marketing and management in the workplace, and develop knowledge and skills regarding career opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.</p>	<p>We are building a program of study for Agriculture Business</p>	No
Dual Credit HVAC (TSTC)	<p>In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration, students will gain knowledge and skills needed to enter the industry as technicians in the HVAC and refrigeration industry or building maintenance industry, prepare for a postsecondary degree in a specified field of construction management, or pursue an approved apprenticeship program. Through a series of courses at TSTC, students will acquire knowledge and skills in safety, principles of HVAC theory, use of tools, codes, and installation of HVAC and refrigeration equipment.</p>	<p>This class will assist in helping students prepare for college or career opportunities. They will gain real-world experience along with getting a head start for a future career or for transition into college.</p>	No
Practicum of Masonry Tech	<p>Practicum in Masonry Technology is an occupationally specific course designed to provide classroom technical instruction or work-based learning experiences. Instruction may be delivered through laboratory training or through career preparation delivery arrangements. Safety and career opportunities are included, in addition to work ethics and job-related study in the classroom. Trade and industrial education provides the knowledge, skills, and technologies required for employment in masonry construction. For safety and liability considerations, including power tools usage during training, limiting course enrollment to 15 students is recommended.</p>	<p>This course is the capstone Level 4 course for the Masonry program of study.</p>	No

Annual Investment Report

Presented for:

Board Action X Report/Review Only

Supporting documents:

None Attached X Provided Later

Contact Person:

Dr. Bill Johnston, 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 41 of the Annual Investment Report.



Red Oak Independent School District

Annual Investment Report

2023-2024 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 2023-2024 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 operating funds investments during the 2023-2024 school year were spread primarily among three public funds investment pools: Lone Star Investment Pool, TexSTAR, and TexPool. Bond proceeds received in 2023 were initially invested in the Lone Star Investment Pool and then a large majority of the proceeds were invested with PMA Asset Management starting in March.

Day-to-day investments in government investment pools 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, 2024, the District's portfolio for operating funds 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 Board has employed various third-party organizations to assist in the operations. These third parties are as follows – Investment Managers: American Beacon Advisors, Resolute Investment Managers and Mellon Investments; Investment Consultant: CAPTRUST Financial Advisors; Custodian: State Street Bank and RSM US; 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.

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.

Portfolio Composition (Continued)

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.

TexSTAR is administered by HilltopSecurities and J.P. Investment Management Inc. Together, these organizations bring a powerful partnership of two leaders in financial services with a proven and noted track record in local government investment pool management. HilltopSecurities is the leading financial advisor to Texas local governments and one of the top ranked advisory firms in the nation. For over 60 years, HilltopSecurities has assisted clients in managing the continual change of the financial landscape by providing unique investment banking services in the areas of public, private and corporate banking. As a result of this experience, HilltopSecurities has gained a thorough understanding of the needs of Texas local governments which fosters comfort and confidence in the oversight of their most precious financial assets. J.P. Morgan Asset Management is an asset management subsidiary of JPMorgan Chase & Co., a leading global financial services company and is one of the largest asset managers worldwide.

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.

As of June 30, 2024, the District's portfolio for bond proceeds was comprised of PMA Asset Management and a small portion of the bond proceeds in the Lone Star Investment Pool.

PMA Asset Management

PMA Asset Management, LLC provides investment advisory services to a broad base of institutional and individual clients. PMA was founded in 1996 and is registered with the U.S. Securities and Exchange Commission. PMA is a premier full-service provider of comprehensive financial and advisory services, including managing bond proceeds, to municipalities, school districts and other local government entities in over 12 states and manage \$28.6 billion of assets.

PMA provides discretionary and non-discretionary investment management solutions and investment advisory services to a broad range of institutional entities and individual clients. The current client base includes municipal entities, insurance companies and other corporations, banks, corporate profit-sharing plans, trusts, charitable institutions, foundations, endowments, and self-insurance companies whose members are public entities and other post-employment benefit accounts, generally known as "OPEB" accounts. It also includes high net worth and other individual investors. PMA customizes portfolio strategies to meet each client's unique investment goals. Portfolios are managed consistent with each client's investment policy and other governing requirements. Portfolio Asset allocation, portfolio risk profile, duration, quality, sectors and benchmarks utilized may vary by client. Securities utilized will vary depending on the clients' investment needs and policy as well.

Red Oak ISD Investments

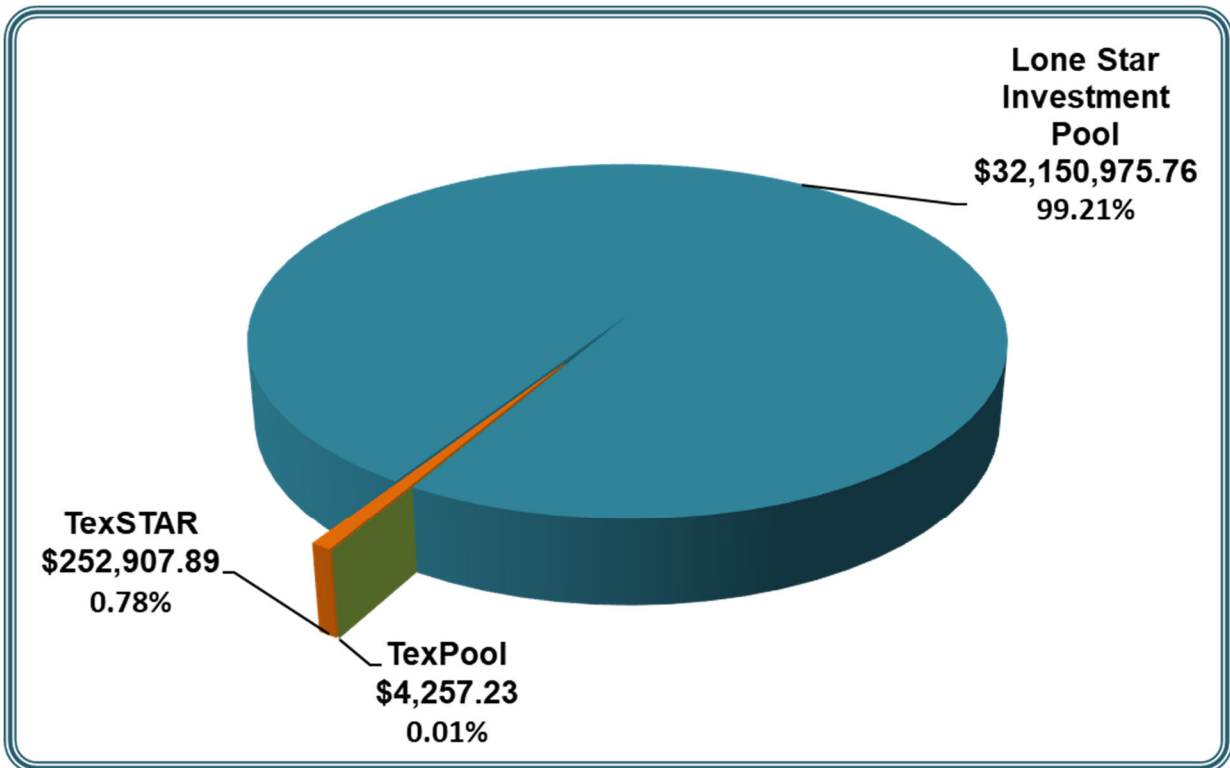
As of 6/30/2024

For the 2023-2024 school year, Red Oak ISD invested the operating 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.

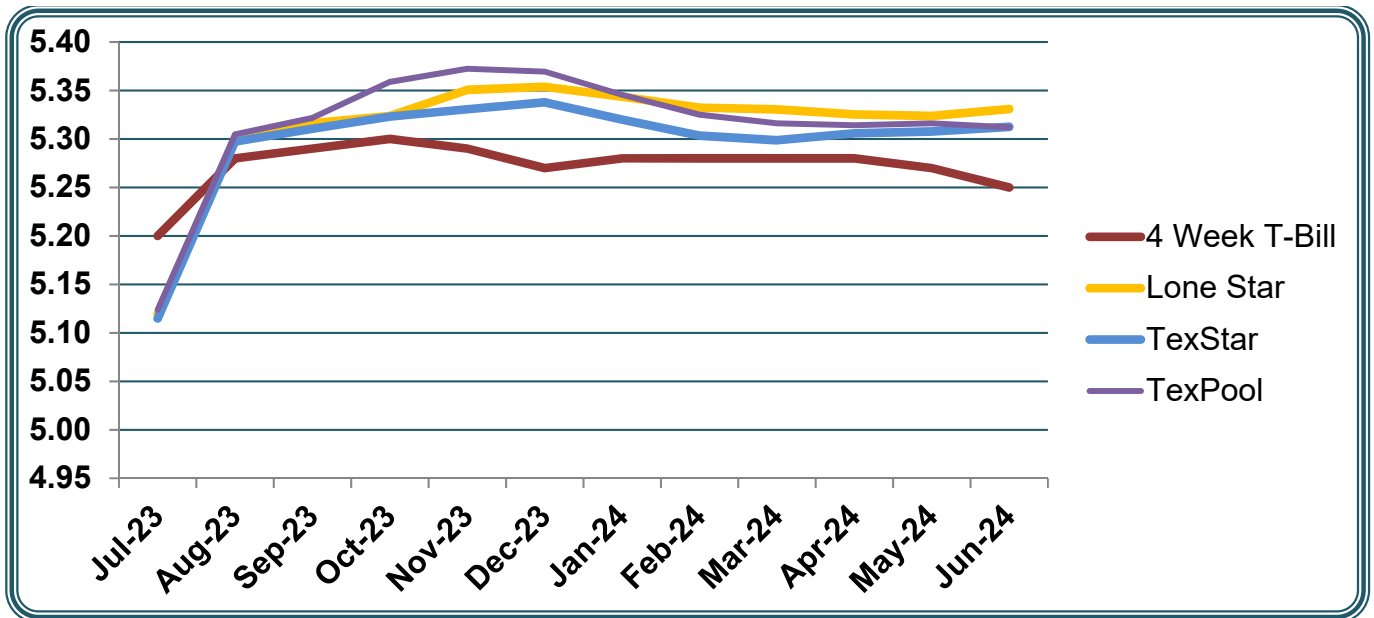
As of June 30, 2024, \$3.85 million of the outstanding bond proceeds were invested in the Lone Star Investment Pool.

INVESTMENTS AS OF 06/30/2024 BY POOL

INVESTMENT POOLS	MARKET VALUE	PERCENTAGE
Lone Star Investment Pool	\$32,150,975.76	99.21%
TexPool	\$4,257.23	0.01%
TexSTAR	\$252,907.89	0.78%
	\$32,408,140.88	100.00%

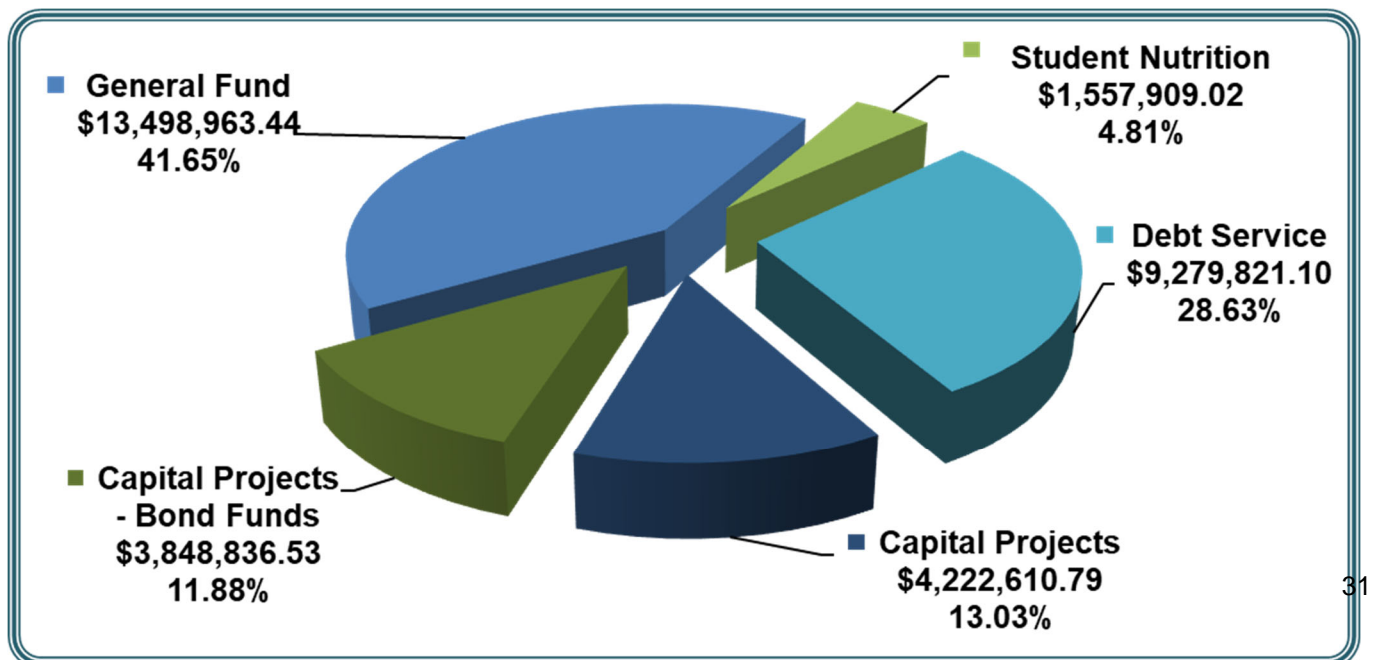


Red Oak ISD Investments (Continued)



INVESTMENTS AS OF 06/30/2024 BY FUND

DISTRICT FUNDS	MARKET VALUE	PERCENTAGE
General Fund	\$13,498,963.44	41.65%
Student Nutrition	\$1,557,909.02	4.81%
Debt Service	\$9,279,821.10	28.63%
Capital Projects	\$4,222,610.79	13.03%
Capital Projects - Bond Funds	\$3,848,836.53	11.88%
	\$32,408,140.88	100.00%

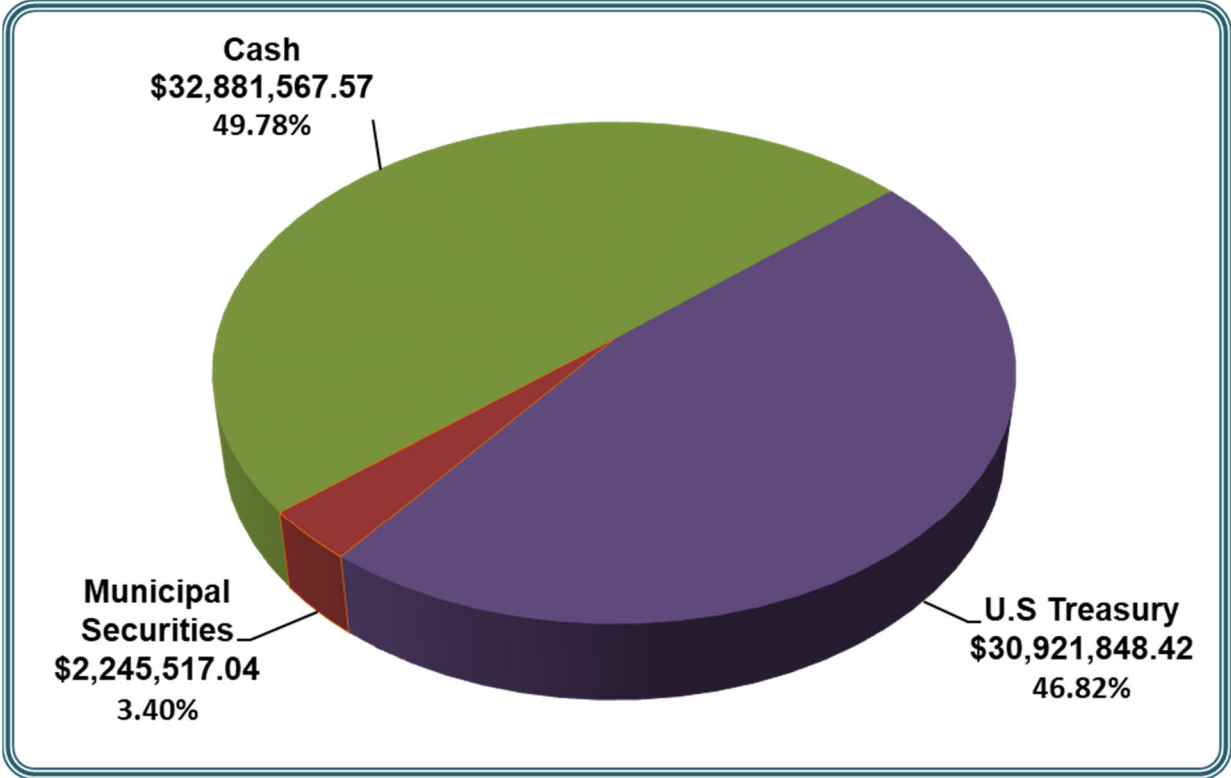


For the 2023-2024 school year, Red Oak ISD initially invested bond proceeds with Lone Star Investment Pool. In March 2024, \$65 million of the bond proceeds were invested with PMA Asset Management. The interest rates for PMA Asset Management has been higher than the investment pools and Lone Star Investment Pool have been comparable with other investment pools.

PMA BOND INVESTMENTS AS OF 06/30/2024 BY INVESTMENT TYPE

INVESTMENT TYPE	MARKET VALUE	PERCENTAGE
Cash	\$32,881,567.57	49.78%
U.S Treasury	\$30,921,848.42	46.82%
Municipal Securities	\$2,245,517.04	3.40%
	\$66,048,933.03	100.00%

The Cash category is comprised mostly of highly rated, short-term commercial paper. U.S. Treasury securities are debt instruments issued by the U.S. Government and are backed by the full faith and credit of the United States. Municipal securities are highly rated obligations of political subdivisions located in the United States.



The total bond market value as of June 30, 2024 is \$69,897,769.56 with \$66,048,933.03 invested with PMA Asset Management and \$3,848,836.53 invested in the Lone Star Investment Pool.

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Investment Policy

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OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

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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 invested.
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>
Joint Account	“Joint account” means an account maintained by a custodian bank and established on behalf of two or more parties to engage in aggregate repurchase agreement transactions.
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>

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

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;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
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)

OTHER REVENUES
INVESTMENTS

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Investment Officer	<p>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, withdraw, 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. <i>Gov't Code 2256.005(f)</i></p> <p>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. <i>Gov't Code 2256.003(c)</i></p>
Investment Training	<p>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. <i>Gov't Code 2256.008(c)</i></p>
<i>Initial</i>	<p>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 10 hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. <i>Gov't Code 2256.008(a)</i></p>
<i>Ongoing</i>	<p>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</p>

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:

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:

1. The investment officer owns 10 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 10 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.

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)*

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

Investment Management Firm

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.

A district that contracts with an investment management firm may authorize the firm to invest the district's public funds or other funds

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under the district's control in repurchase agreements as provided by Government Code 2256.011 using a joint account.

An investment management firm responsible for managing a repurchase agreement transaction using a joint account on behalf of a district must ensure that:

1. Accounting and control procedures are implemented to document the district's aggregate daily investment and pro rata share in the joint account;
2. Each party participating in the joint account retains the sole rights of ownership to the party's pro rata share of assets invested in the joint account, including investment earnings on those assets; and
3. Policies and procedures are implemented to prevent a party participating in the joint account from using any part of a balance of the joint account that is credited to another party.

Gov't Code 2256.003(b), .011(f), (g)

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;
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;

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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 10 years; and

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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:

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 Com-

mission 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 either directly or through a joint account approved by the district, held in the district's name either directly or through a joint account approved by the district, 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(a), (c), (d), (e)

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;

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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

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 10 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;

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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)*

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.

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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;

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- 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), 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*

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Investment Authority

The chief financial officer 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 indi-

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vidual 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, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

Operating Funds

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary

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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

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)]

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).

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

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.

The District shall monitor interest rate risk using weighted average maturity and specific identification.

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.



Recommendations

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Recommendations

1. Red Oak Independent School District's primary investment strategy for 2023-2024 was to invest operating funds 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 limited resources. The District partnered with PMA Asset Management, LLC for the investment of the bond proceeds. The main objective is to proactively invest and monitor the District's bond proceeds associated with the middle school project. In working with PMA, the District will seek a diversified portfolio of investments that are in keeping with State Statute and the District's Investment Policy to maximize investment income while keeping funds safe and providing adequate liquidity

For the fiscal year 2024-2025 it is recommended to continue the 2023-2024 investment strategy including concentrating the operating 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)
- ✓ PMA Asset Management, LLC
- ✓ TexPool (Federated Investors)
- ✓ Texas CLASS Local Government Investment Pool
- ✓ Texas Short Term Asset Reserve Program(TexSTAR)
- ✓ Texas TERM Local Government Investment Pool
- ✓ Merrill Lynch
- ✓ Morgan Stanley
- ✓ Citigroup Global Markets, Inc.
- ✓ Wells Fargo Securities
- ✓ BOSCO, Inc.

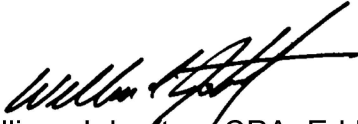
Recommendations (Continued)

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, 2024 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



Sandra King, RTSBA
Finance Coordinator

RFP #2024-08-01 Red Oak Middle School #2 (Dr. Joy Shaw Middle School) Technology Package

Presented for:

Board Action _____ X _____ Report/Review Only _____

Supporting documents:

None _____ Attached _____ X _____ Provided Later _____

Contact Person:

Joshua Crutchfield, Director of Internet Technology
Julie Phillips, Director of Purchasing
Dr. Thurston Lamb, Chief Operations Officer
Dr. Bill Johnston, Assistant Superintendent of Business Services, Chief Financial Officer

Background Information:

In order to reduce overall costs, ROISD did not include the installation of technology infrastructure or related devices in the design or construction of the second middle school (Dr. Joy Shaw Middle School) in our architectural/general contractor agreements. With the assistance of our consultant, True North, a formal solicitation was issued in compliance with Texas Education Code 44.031(a).

Multiple vendors will complete the installation for the all of the technology related services outside of the scope of our architect or general contractor for the second middle school (Dr. Shaw Middle School).

Responses were received from the following vendors:

Advanced Connections, Inc.
Network Cabling Services, Inc.
Superior Fiber & Data Services, Inc.
KLC Security
UDT (United Data Technologies)

Fiscal Implications:

The services will be funded from bond funds, as detailed below.

Administrative Recommendation:

A committee of seven (7) reviewed and evaluated the responses, scoring each proposal individually.

Administration recommends the Board award the following vendors on Red Oak ISD RFP #2024-08-01:

Infrastructure/Cabling/Grounding/Firestopping:

Superior Fiber & Data Services, Inc..... \$354,042

Physical Security/Access Control/Cameras:

KLC Video Security.....\$419,495

Communications/Phones:

UDT (United Data Technologies)\$100,678

Summary Evaluation Form

PROJECT:

RED OAK MIDDLE SCHOOL #2 TECHNOLOGY PACKAGE

RFP # 2024-08-01	MAX POINTS	Infrastructure/Cabling/Grounding/Firestopping			Physical Security/Access Control/Cameras	Communications/Phones
		VENDOR	VENDOR	VENDOR	VENDOR	VENDOR
		ADVANCED CONNECTIONS, INC	NETWORK CABLING SERVICES, INC.	SUPERIOR FIBER & DATA SERVICES, INC	KLC VIDEO SECURITY	UDT(UNITED DATA TECHNOLOGIES)
PARAMETERS:						
The purchase price of proposed products and services	30	28.57	21.8	26.25	27.14	27.14
The reputation of the vendor and vendor's goods and services	15	10.86	12.43	11.43	11.86	11.43
The quality of the vendor's goods and services	15	12.43	13.14	13.71	13.57	13.86
The extent to which the goods or services meet the district's needs	20	14.43	17.71	19.29	18.14	18.71
The vendor's past relationship with the district	5	0.36	0.36	3.14	4.07	0.36
The impact on the district to comply with laws and rules relating to historically underutilized businesses	1	0.86	0.86	0.86	0.86	0.86
The long-term cost to the district to acquire the vendor's goods and services	4	3.43	3.43	3.71	3.57	3.43
For a contract for goods and services, other than goods or services related to telecommunications and information services, building construction and maintenance or instructional materials, whether the vendor or 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
Any other relevant factor specifically listed in this request for bids and proposals	10	7.29	8.43	9	8.29	8.57
	100	78.23	78.16	87.39	87.5	84.36



1111 Texas Blvd
 Texarkana, TX 75501

O: 903-792-7262 F: 903-793-6655

Quote

Date	Estimate #
9/18/2024	24481

Name / Address
Red Oak Independent School District 109 W Red Oak Rd Red Oak, TX 75154

Qty	Description	U/M	Rate	Total
	RFP 2024-08-01 Middle School #2 - Video Surveillance, Access Control, and Vape Detection			
1	KLC-NVR-R-2-2-240TB 12-Bay 2U Rack Server, Redundant Power Supply, Dual Xeon CPU, 64GB RAM, Total Storage 205TB, Windows Server 2022, 960GB OS RAID-1, Storage RAID-5, Dual 10GB Fiber NIC, Keyboard, Mouse, and Rack Rails with Video-Insight Enterprise VMS		28,000.00	28,000.00
3	WV-S25500-V3LN i-PRO 5MP Vandal Resistant Outdoor Dome Camera with AI Engine		988.00	2,964.00
3	PWM485AW Wall Mount and Shroud Kit for WV-S25500-V3LN		103.00	309.00
85	WV-S25700-V2LN1 i-PRO 4K Outdoor Vandal Dome with AI Engine		1,341.00	113,985.00
35	WV-S8573L i-Pro 3x4K Multi-Sensor Dome Camera with AI Engine		2,885.00	100,975.00
35	QSR503-W and QWL501-W Mounting Bracket for Multi-Sensor Cameras		385.00	13,475.00
18	PACA4W Corner Adapter for Multi-Sensor Cameras		148.00	2,664.00
4	WV-S8544L i-Pro 4x4MP Multi-Sensor Dome Camera with AI Engine and IR LED		2,554.00	10,216.00
9	WV-S4576LA i-Pro 12 Megapixel Outdoor 360° Dome Camera with AI Engine		954.00	8,586.00
7	LE-770 Louroe Omnidirectional Microphone		250.00	1,750.00
136	Installation - per camera, includes set up/ configuration of camera		135.00	18,360.00
98	Tile Bridge Support		20.00	1,960.00
1	VLS-IP-C PoE+ Extender		336.00	336.00
2	Lift Rental		1,500.00	3,000.00
	Subtotal			306,580.00
20	Schlage RC-15 Reader, and cabling at door		1,400.00	28,000.00
20	Installation of all proximity card readers, and associated hardware - per door		250.00	5,000.00
4	Isonas IP Bridge for 2 Doors, includes cabling, and installation		1,500.00	6,000.00
8	Isonas IP Bridge for 3 Doors, includes cabling, and installation		1,800.00	14,400.00
TX LIC # B13758		Subtotal		
		Sales Tax (0.0%)		
		Total		
				68



1111 Texas Blvd
 Texarkana, TX 75501

O: 903-792-7262 F: 903-793-6655

Quote

Date	Estimate #
9/18/2024	24481

Name / Address
Red Oak Independent School District 109 W Red Oak Rd Red Oak, TX 75154

Qty	Description	U/M	Rate	Total
1	IX-MV7 Aiphone IP Master Station	ea	1,550.00	1,550.00
1	IX-DVF/ DV Aiphone IP Door Station	ea	1,320.00	1,320.00
2	Installation of all Aiphone stations, and associated hardware - per station		135.00	270.00
1	License Fee to Integrate with Video Insight VMS - per Aiphone station	ea	150.00	150.00
1	Schlage MT-20W Enrollment Reader		757.00	757.00
6	Door Release Button, includes cabling and installation		325.00	1,950.00
1	Pure Access Cloud License PAC-51-100 Pure Access Cloud License, for 51-100 doors, 1 Year	ea	2,175.00	2,175.00
1	HID Fargo HDP5000 ID Card Printer Bundle (FX-89300)		6,500.00	6,500.00
	Subtotal			68,072.00
	Vape Sensors			
23	Vape Detector Sensor	ea	1,250.00	28,750.00
23	Installation - per sensor		135.00	3,105.00
	Subtotal			31,855.00
191	5 Year Labor Warranty - per camera/ reader/ bridge/ vape sensor (for years 2-5 because the first year is included in labor pricing)		68.00	12,988.00
	Specific Parts Warranties: i-PRO cameras have a seven year parts warranty. Schlage readers have a one year parts warranty. Aiphone stations have a two year parts warranty.			
	***All door hardware is to be provided by Division 8 door hardware contractor. KLC will connect any pertinent devices to the access control system. All network drops for each camera, reader, vape sensor, and Aiphone station are to be provided by the cabling contractor.			

TX LIC # B13758	Subtotal	\$419,495.00
Regulated by: Texas Department of Public Safety Private Security Bureau P.O. Box 15999 Austin, TX 78761-5999 512-424-7710 PSB@txdps.state.tx.us	Sales Tax (0.0%)	\$0.00
	Total	\$419,495.00 69

STRUCTURED CABLING BID RESPONSE FOR RED OAK ISD - RED OAK MIDDLE SCHOOL #2

Red Oak ISD

RE: Structured Cabling Bid Response for Red Oak ISD - Red Oak Middle School #2

On behalf of all of us at Superior Fiber & Data Services, we appreciate the opportunity to provide you with the enclosed bid response for Structured Cabling Bid Response for Red Oak ISD - Red Oak Middle School #2

Superior supports many of the top Dallas Fort Worth area companies with turnkey technology services. Our core service is the design, building and maintenance of the technological infrastructure throughout the life cycle of the facility. Our success is largely due to our ability to partner with all project team members to ensure a productive, efficient, and cohesive approach to servicing the end user. We have been in business for over 20-years and we have never missed a cutover date in the history of our firm.

It would be my pleasure to discuss with you a time to meet and review this proposal. If you have any questions, please do not hesitate to contact me via my contact information listed below.

Again, thank you for consideration of our services. I personally look forward to the opportunity to work with you on this project and establish our firm as an entrusted technology partner.

Acknowledgement of Plans, Specs, Addenda

Superior Fiber & Data Services acknowledges receipt and full understanding of the plans, specifications and addenda for this project.

This proposal package cannot be accepted or awarded separately. Individual Scope of Works for the following must be awarded together.

Addendums:

1

Questions regarding this proposal may be directed to:

Superior Fiber & Data Services, Inc.

Travis Johnston, RCDD
Lead Estimator
1711 Briercroft Court, Suite 154
Carrollton, TX 75006
Office: (972) 245-6014
Cell: (817) 832-7693
Fax: (972) 245-6586
travis.johnston@sfdcabling.com

STRUCTURED CABLING

SCOPE

HORIZONTAL CABLING

Superior shall provide and install a total of (655) Category 6 & (140) Category 6A Plenum Cable Segments

DATA - (446) Category 6 Blue Cables, terminated with Blue Jacks at the Workstation & Blue Jacks at the Patch Panel

SECURITY - (209) Category 6 Blue Cables, terminated with Blue Jacks at the Workstation & Blue Jacks at the Patch Panel

WAPS - (140) Category 6A Blue Cables, terminated with Green Jacks at the Workstation & Green Jacks at the Patch Panel

All category cables shall originate from the nearest IDF or MDF and terminate on new 48-Port Modular, Flat, Empty Patch Panels

- Data, WAP's & Security Cables shall be terminated on individual, dedicated patch panels based on their cable color and use.

All category cables terminated in wall boxes shall be housed in a 2-Port or 4-Port White Faceplate, with any unused ports filled with white blank inserts.

All category cables terminated above ceiling shall be housed in a 2-port plastic surface mount box, coiled above ceiling on a j-hook nearest to the symbol location per the drawings.

PATHWAYS

Superior shall provide and install j-hooks sized to support the horizontal cables.

Superior shall provide and install grid wire to support the j-hooks or directly attached to walls using appropriate screws.

Superior assumes all pathways across hard-lid, exposed, or specialty ceiling spaces that are not drop-tile ceiling shall have conduit furnished and installed by others for our use.

Superior assumes any outside plant conduit, underground conduit, and pull-boxes shall be furnished and installed per EIA/TIA/BICSI Standards.

Superior assumes any conduit, pull-box shall be furnished and installed by others.

Superior assumes any and all conduits for our use, shall be equipped with pull-string and installed by others.

Superior assumes the cable tray shown outside of the MDF/IDF Rooms are to be furnished and installed by others for our use.

MDF/IDF BUILDOUT

Superior shall provide and install the following equipment within IDF/MDF Rooms as shown per drawing T40-00

- 2-Post Equipment Racks
 - Equipped with (1) Basic Horizontal PDU
 - Equipped with (1) Basic Vertical PDU
- 6" Vertical Wire Managers (Ends of racks)
- 10" Vertical Wire Managers (Between Racks)
- 12" Ladder Rack from top of rack to the wall behind.
- 12" Mesh Cable Tray around the room interior walls, placed above the 12" Ladder rack.
- Bonding Connections from Each equipment rack to the rooms busbar
- Bonding Connections between each piece of ladder rack or cable tray within each IDF/MDF room
- Bonding Connection from the closest piece of ladder rack or cable tray to the rooms busbar
 - Busbar shall be furnished and installed by others for our use.

Superior shall provide and install the following equipment within the stadium concessions building, as shown per drawing T01-01:

- (1) Wall Mount Equipment Cabinet
 - Equipped with Fan Filter Kit & Basic Horizontal PDU
- Bonding Connections from the equipment cabinet to the rooms busbar
 - Busbar shall be furnished and installed by others for our use.
- Bonding Connections between each piece of ladder rack within each IDF/MDF room
- Bonding Connection from the closest piece of ladder rack to the rooms busbar

All bonding connections shall be #6 AWG Green insulated ground wire and terminate using 2-hole compression ground lugs.

Main Electrical/Building Ground for IDF/MDF & Concessions IDF busbar shall be furnished and installed by others.

BACKBONE CABLING

Superior shall provide and install backbone fiber segments as per the following breakdown:

- (1) 6-Strand Armored, Indoor, Plenum Fiber from MDF to each of the (6) Interior IDF's
- (1) 6-Strand Armored, Indoor/Outdoor, Plenum Fiber from MDF to the Concessions Building IDF Cabinet

All Fiber strands shall be terminated within a rack mount fiber enclosure and connected to 12-Port, 6-Duplex, LC Fiber Adapter Panels

MDF shall receive (1) 4U Rack Mount Fiber Enclosure

Each of the (7) IDF's shall receive (1) 1U Rack Mount Fiber Enclosure

At the IDF end of each Backbone fiber segment, the armored jacketing shall be bonded to the equipment rack where the fiber is to be terminated.

All fiber segments shall be terminated using splice on LC Fiber Connectors

PATCH CORDS

Superior shall provide and transmit to the owner, (2) Patch cords for each category 6 cable installed.

- (1) Workstation Patch Cord - 10' in Length

- (1) Closet Patch Cord - 7' in Length

Superior shall provide and transmit to the owner, (42) LC Duplex Fiber OM4 Fiber Patch Cords

Superior is not responsible for providing labor to patch in any workstation or closet end patch cords.

MISC. EQUIPMENT

Superior is **NOT** responsible for providing, nor installing any of the following:

- Network Switches
- Telephones
- Computers / Servers
- Rack Mount UPS's
- Cameras
- Access Control
- Fire Alarm
- Wireless Access Point Devices

EXCLUSIONS & NOTES

Superior is **NOT** responsible for providing, nor installing any of the following:

- Conduit Pathways
- Building Penetrations or Coring
- Pull-boxes, Pull-string, Mule-Tape or Bushings for conduit that has been provided by others for our use
- Sleeves or conduit for pathways into classrooms, offices and other building spaces with horizontal cabling indicated.
- Cable Tray outside of MDF/IDF rooms
- Fiber to a Marquee or Digital Sign exterior of the building
- Maxcell Innerduct
- Innerduct

TESTING/DOCUMENTATION/CUTOVER SUPPORT

All cabling shall be tested after termination.

As-built's for workstation shall be provided at the completion of the project in AutoCAD format with customer provided floor plans in AutoCAD.

Superior requires the AutoCAD files to be in .DWG format to complete shop drawings and provide final As-Built Drawings.

PATHWAYS & ROUGH-IN

QTY	DESCRIPTION	PRICE EXT
19	Dottie CWC6 6' Grid Wire W/ Clip (Pkg. 100)	\$3,462.94
850	Panduit JP131W-L20 1.31" Wall Mount J-Hook - Black	\$2,048.50
850	Panduit JP2W-L20 2" Wall Mount J-Hook - Black	\$2,320.50

QTY	DESCRIPTION	PRICE EXT
200	Panduit JP4W-X20 4" Wall Mount J-Hook - Black	\$1,066.00
147	Leviton Berk-Tek 10032094 Category 6 UTP Plenum Cable - Blue, 1,000' Box	\$62,107.50
32	Leviton 11142454 Category 6A UTP Plenum Cable - Blue, 1,000' Box	\$20,592.00

FIELD & CLOSET TERMINATION

QTY	DESCRIPTION	PRICE EXT
892	Leviton 61110-RL6 Category 6 Jack Outlet - Blue	\$7,367.92
418	Leviton 61110-RL6 Category 6 Jack Outlet - Blue	\$3,452.68
280	Leviton 6110G-RV6 Category 6A Jack Outlet - Green	\$3,276.00
343	Leviton 41089-2WP 2-Port Surface Mount Box - White	\$891.80
222	Leviton 42080-2WS 2-Port Faceplate - White	\$461.76
30	Leviton 42080-4WS 4-Port Faceplate - White	\$62.40
15	Leviton 41084-BW Blank Insert - White - Pkg. 10	\$37.05
29	Leviton 49255-H48 48-Port Modular Flat Patch Panel w/ Strain Relief Bar	\$1,885.00

CLOSET BUILDOUT

QTY	DESCRIPTION	PRICE EXT
8	CPI 55053-703 7' 2-Post Equipment Rack - Black	\$2,070.64
8	CPI 10595-712 2-Post Equipment Rack Top Plate - Black	\$391.04
8	CPI 10506-706 2-Post Equipment Rack 6" Elevation Kit - Black	\$454.48
14	CPI 13912-703 6" Vertical Wire Manager - 7'H, Double Sided - Black	\$5,111.54
1	CPI 13914-703 10" Vertical Wire Manager - 7'H, Double Sided - Black	\$604.83
8	CPI 10250-712 12" Ladder Rack - Black	\$1,320.80
8	CPI 11421-712 12" Ladder Rack Wall Angle Support Bracket - Black	\$288.08
8	CPI 10642-001 Ladder Rack Rubber End Caps - Black	\$88.40
16	CPI 10608-701 Ladder Rack Vertical Wall Bracket - Black	\$382.72
1000	Generic THHN-6-STR-GRN-CUT REEL #6 AWG Green Insulated Ground Wire	\$1,300.00
200	Burndy YA6CL2TC14 #6 AWG 2-Hole Compression Ground Lug	\$794.00
9	Tripp-lite IBAR12-20ULTRA 1U Basic Horizontal PDU	\$2,218.32
8	Tripp-lite PDUMV40 Vertical PDU 120V Outlets (32 5-15/20R), L5-20P/5-20P	\$3,605.68
1	CPI 12419-736 Wall-Mount Cabinet 36"H x 24"W x 30"D - Black	\$1,259.38
1	CPI 40972-001 Wall-Mount Cabinet Fan Kit, 120v	\$143.26
31	Cablofil CF54/300BL 12"x2" Mesh Cable Tray - Black	\$4,239.56
28	Cablofil HB2KITBL Cable Tray Wall Termination Bracket - Black	\$196.56
3	Cablofil SWKBL Cable Tray Splice Washer Kit - Black (Pkg. 50)	\$292.50
14	Cablofil EZT90KITBL Cable Tray 90-Degree Splice Bracket (Pkg. 2)	\$579.74
47	Cablofil FASL300BL 12" Cable Tray L-Bracket - Black	\$604.89
7	Cablofil GNDCL Cable Tray Grounding Lug	\$89.67

BACKBONE CABLING

QTY	DESCRIPTION	PRICE EXT
4455	Leviton PDPK006FB3010/F5 6-Strand, Armored, Indoor, Plenum OM4 Fiber	\$17,374.50
1365	Leviton PDPK006FB3010/F5-I/O-C4C5AQU 6-Strand, Armored, I/O, Plenum OM4 Fiber	\$5,773.95
7	Leviton 5R1UM-S03 1U Rack Mount Fiber Enclosure	\$2,002.00
1	Leviton 5R4UM-F12 4U Rack Mount Fiber Enclosure	\$435.50
14	Leviton 5F100-2QL 12-Strand, 6-Duplex, LC OM3/OM4 Fiber Adapter Panel	\$1,365.00
84	Sumitomo LYNX2-LCUPCM510G-250900 LC OM3/OM4/OM5 Splice-On Connector	\$1,419.60
7	Panduit ACG24K Armored Fiber Grounding Kit	\$245.70

QTY	DESCRIPTION	PRICE EXT
200	Generic THHN-6-STR-GRN-CUT REEL #6 AWG Green Insulated Ground Wire	\$260.00
14	Burndy YA6CL2TC14 #6 AWG 2-Hole Compression Ground Lug	\$62.58

PATCHING

QTY	DESCRIPTION	PRICE EXT
42	Leviton EFLC2-03-10GIG-AQ LC Duplex OM4 Fiber Patch Cord - 3M	\$1,638.00
446	Leviton 6H460-7L Category 6 Patch Cord - 7' Blue	\$4,785.58
446	Leviton 6D460-10L Category 6 Patch Cord - 10' Blue	\$4,928.30
209	Leviton 6H460-7O Category 6 Patch Cord - 7' Orange	\$2,242.57
209	Leviton 6D460-10O Category 6 Patch Cord - 10' Orange	\$2,309.45
140	Leviton H6A10-7W Category 6A Patch Cord - 7' White	\$1,502.20
128	Leviton 6ASP0-10W Category 6A Plenum Patch Cord - 10' White	\$3,328.00
12	Leviton 6AS10-10W Category 6A F/UTP Patch Cord - 10' White	\$156.00

MISC.

QTY	DESCRIPTION	PRICE EXT
3	SFD Lift/Equipment Rental (Monthly) Lift/Equipment Rental (Monthly)	\$4,134.00
18	SFD Connex Rental Connex Rental (Monthly)	\$5,850.00
1	Veracity VOR-ORM-G Category Cable PoE Extender	\$325.10

PROJECT SUMMARY

LOCATIONS	EQUIPMENT	LABOR	TOTAL
STRUCTURED CABLING	\$195,206.17	\$151,893.75	\$347,099.92
MISC. MATERIALS			\$6,942.00
	<hr/>		
	PROJECT TOTAL		\$354,041.92



**Red Oak ISD-Middle School #2
Request for Proposals
Section 27.30.00 Voice Communications
RFP-2024-08-01**

Submitted to:

**Julie Phillips
Business Services
109 W. Red Oak Rd.
Red Oak, TX 75154
Email: julie.phillips@redoakisd.org**

Submitted by:

**Ileana Colmener
Account Executive Sales - Midwest
United Data Technologies, Inc.
7500 Rialto Blvd.
Austin, TX 78735
321-314-3270
icolmener@udtonline.com**

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Letter of Transmittal

United Data Technologies. Inc.
2900 Monarch Lakes Blvd. Suite 300
Miramar, Florida 33027

Red Oak ISD
Julie Phillips
Business Services
109 W. Red Oak Rd.
Red Oak, TX 75154

Hello,

United Data Technologies, Inc. (UDT) is pleased to have this opportunity to provide a response to Red Oak ISD – Middle School #2 Section 27.30.00 Voice Communications RFP-2024-08-01

UDT is a leading provider of innovative and customized technology services, products, and solutions that enhance your business performance and efficiency. UDT has been delivering high-quality IT solutions to clients across various industries and sectors since 1995. Some of the benefits of choosing UDT as your IT solutions provider are:

- UDT offers a comprehensive range of IT solutions, including cloud computing, cybersecurity, data analytics, digital transformation, managed services, mobility, and network infrastructure.
- UDT has a team of certified and experienced IT professionals who are committed to understanding your needs, challenges, and goals, and providing you with tailored and cost-effective solutions that meet or exceed your expectations.
- We have a proven track record of delivering successful IT projects on time and within budget, with minimal disruption to your operations and maximum customer satisfaction.

UDT has a customer-centric approach that focuses on building long-term and mutually beneficial relationships with our clients, based on trust, transparency, and collaboration.

We are confident that we can provide you with the best IT solutions that will help you achieve your business objectives and gain a competitive edge in your market. We look forward to discussing this opportunity further with you and demonstrating our capabilities and value proposition.

UDT has provided the name, title, address, telephone, and email address of the persons to be contacted for clarifications or additional information regarding its proposal.

Primary Contact:

Ileana Colmener
Account Executive Sales - Midwest
United Data Technologies, Inc.
600 Congress Ave.
Austin, TX 78701
321-314-3270
icolmener@udtonline.com

Authorized Signee:

Karrie Henderson
VP of Sales- SLG, HED, & Commercial
United Data Technologies. Inc.
2900 Monarch Lakes Blvd. Suite 300
Miramar, Florida 33027
425-829-2300
khenderson@udtonline.com

In closing, thank you for the opportunity to propose Section 27.30.00 Voice Communications RFP-2024-08-01. With this signature, UDT acknowledges the RFP, any addendum(s) requirements, and information discovered during the question-and-answer period.

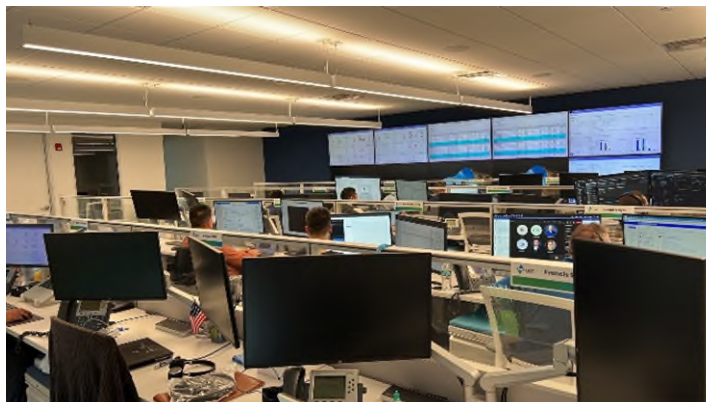
Regards.



Karrie Henderson
Vice President of Sales

UDT Background

United Data Technologies (UDT), founded in 1995, is a minority business headquartered in South Florida, with thirteen locations across eleven states. We focus on delivering Cyber Security, Managed Lifecycle, Managed Services, and Design and Implementation of local and Cloud datacenters for State & Local governments, and commercial entities. Since UDT’s founding, the company has grown both its infrastructure and capabilities. UDT started with its headquarters in Doral, Florida, eventually building a new location and relocating to Miramar, Florida.



Optimize IT and Develop Your Technology Roadmap With UDT’s IT Professional Services

Managing a complex IT environment is a challenge for leaders at every organization. UDT’s IT Professional Services provide support by connecting you with in-house experts who can identify and implement the right technology solutions for your organization.

You need an IT Professional Services provider who can equip your organization with **expert knowledge and skills** while ensuring efficient resource utilization, data protection, and seamless integration that fits your business needs—UDT can be that partner for you.

Bridge the Gaps in Your IT Operations with UDT IT Professional Services



IT Consulting Services

Understand your performance, risk, and compliance requirements while uncovering critical gaps in your current IT infrastructure and processes



Integration & Implementation

Benefit from an end-to-end implementation experience with the critical integrations, security definitions, and service-level considerations you require.



IT Modernization

Enable automation, efficiency, security, and consolidation from the edge to the cloud, optimizing networks, servers, data, devices, and applications across your ecosystem.

UDT Services

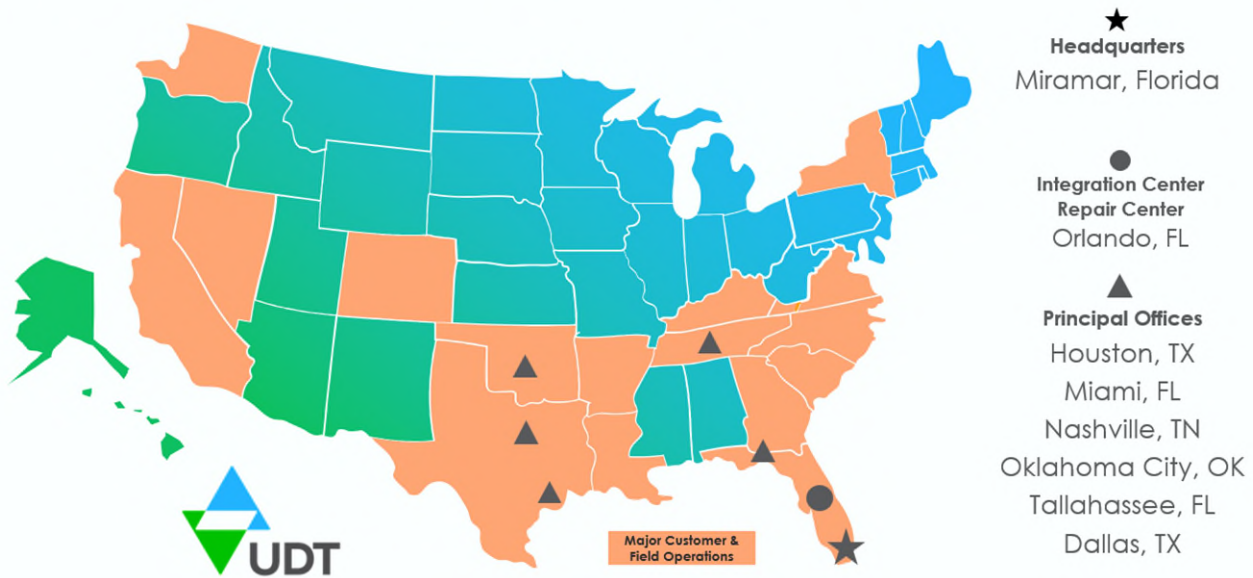
At UDT, providing comprehensive IT solutions to businesses of all sizes is our main priority. Our team consists of highly skilled individuals with diverse backgrounds and extensive business knowledge. Among our abilities are:

- **Cloud Solutions:** We Service businesses use cloud technologies to reduce costs and enhance operations. For businesses to benefit from the security, scalability, and flexibility that cloud platforms offer, our staff assists with cloud migration, management, and optimization.
- **Lifecycle Services:** As a cross-OEM authorized provider, UDT’s proven approach to Lifecycle Services is backed by the top vendors. We deliver complete, custom endpoint management solutions that support your goals for sustainability and growth while keeping you out of the PC business.
- **Cybersecurity:** UDT is knowledgeable about the newest cybersecurity threats as well as best practices. Among the services we offer are risk assessments, vulnerability management, incident response, and security awareness training. Protecting businesses' data and preventing cyberattacks is our goal.
- **IT Infrastructure Management:** We design, implement, and oversee a robust range of IT infrastructures, including cloud solutions, network architecture, and data centers. Our expertise ensures that businesses have reliable and scalable IT infrastructure.
- **Managed Services:** We provide comprehensive, proactive IT management services that include Service desk support, patch management, system updates, and 24-hour monitoring. Our managed services approach allows businesses to focus on their core competencies while we handle their IT infrastructure.
- **Collaboration and Communication Solutions:** UDT offers collaboration and communication tools to boost productivity and teamwork in companies. Our expertise with platforms like Microsoft Teams, Cisco Webex, and Zoom ensures seamless integration and user-friendly experiences for both on-site and remote workers.
- **Data Analytics:** UDT is skilled at implementing data analytics initiatives to allow businesses to draw meaningful conclusions from their data. Our experts use state-of-the-art analytics tools and methodologies to assess data, identify trends, and reach data-driven decisions.
- **IT Strategy and Consulting:** We provide strategic IT consulting services to Service businesses that align their IT projects with their overall objectives. Our consultants work closely with clients to understand their specific issues and provide tailored solutions that support productivity and expansion.

All things considered, UDT's core competencies enable us to offer complete IT solutions that provide businesses with dependable technology, heightened security, and heightened productivity.

Locations

Nationwide Reach, Local Expertise



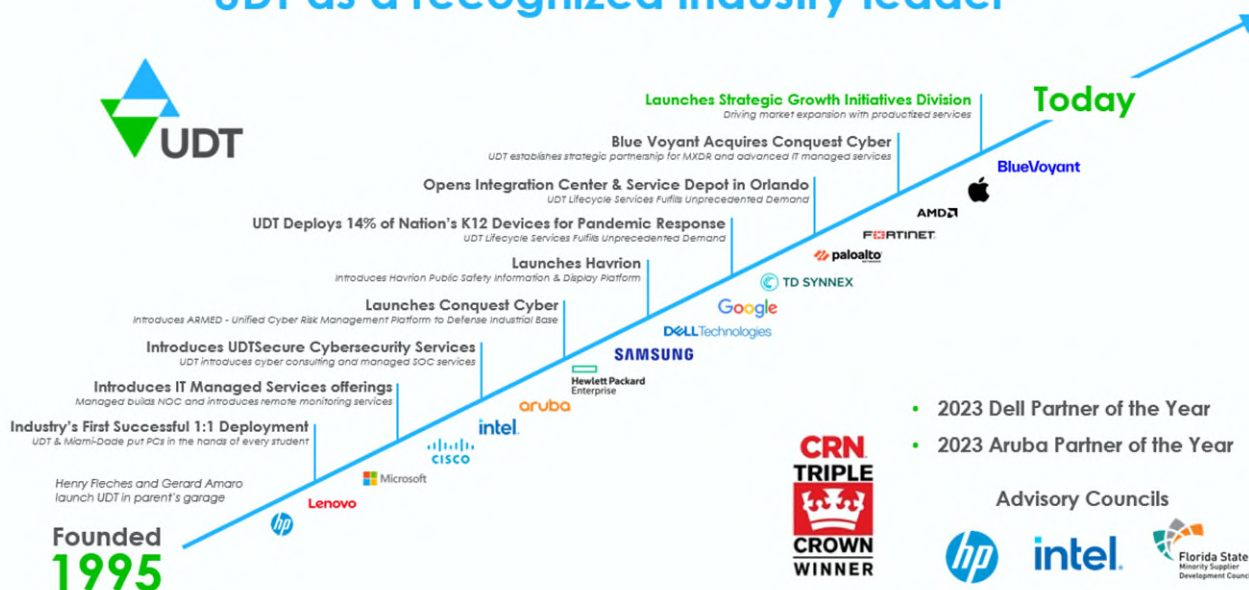
Ownership structure

- UDT is a Florida Corporation established in 1995. Privately Owned Corporation.
- UDT is owned by Enrique A. Fleches 40%, Gerard Amaro 40%, and Trust 20%.
- UDT minority business headquartered in South Florida, that has also expanded its reach into fifteen states while also growing its portfolio to include cybersecurity, cloud, managed services, and lifecycle services.
- On March 23rd, UDT began its 30th year in business. Founded in their parent's garage, UDT has grown to a company of 370+ employees and expected sales of \$400+ million in 2024.
- United Data Technologies was established with a focus on Florida K-12. Since then, UDT has grown with higher education, state, and local, and commercial customers.

UDT by the Numbers

Annual Revenue	\$400 million
Length of Time in Business	Founded 1995
Staff Members	370+
States with Client Operations	9
Largest School Districts in US	9 of 20
National E-Rate Providers	Top 10
Fortune 500 Clients	7
State Governments	3
Assets Under Management	1.5 million+
Annual Service Incidents Resolved	2.1 million+
Devices Repaired Daily	1,000+
Devices Configured and Enrolled per Day	11,000+
Annual Device Capacity	1.2 million+
Security Certifications	SSAE-16 / SOC 2 TYPE II

30 years of innovation and growth have established UDT as a recognized industry leader



Certifications

UDT is proud of the diversity of consultants, skill sets, and offerings across our IT services. We strive to keep our consultants up to date with their training certifications. The following list is a testament to how seriously UDT takes acquiring knowledge.

Number of Certifications	Types of Certifications
26	<ul style="list-style-type: none"> • Cisco Certified Engineers - 10 CCIEs - 3 of which hold dual and triple CCIEs
15	<ul style="list-style-type: none"> • Certified VMware Engineers <ul style="list-style-type: none"> ○ 6 with VMware Certified Professionals (VCP) specializing in vSphere, Data Center Virtualization, and Data Center Administration.
8	<ul style="list-style-type: none"> • 8 Total HP Enterprise Certified Engineers <ul style="list-style-type: none"> ○ 4 with Aruba Certified Mobility Professionals.
3	<ul style="list-style-type: none"> • Aruba Certified Design Expert. <ul style="list-style-type: none"> ○ ACDX: Highest level of Aruba Certification).
4	<ul style="list-style-type: none"> • HPE Master ASE specializing in Server and Networking. <ul style="list-style-type: none"> ○ (Master ASE: Highest level of HPE certification).
30+	<ul style="list-style-type: none"> • Microsoft Certified Professionals <ul style="list-style-type: none"> ○ 15 Microsoft Solutions Experts (MCSE) specializing in Data Centers.
38	<ul style="list-style-type: none"> • Specializing in cloud technologies including Azure and Office 365.
45+	<ul style="list-style-type: none"> • Criminal Justice Information Services Compliant Service Desk Agents
12	<ul style="list-style-type: none"> • Fortinet Certified Associate Cybersecurity
24	<ul style="list-style-type: none"> • Fortinet Certified Fundamentals Cybersecurity
1	<ul style="list-style-type: none"> • Fortinet Certified Professional Network Security
1	<ul style="list-style-type: none"> • Fortinet Certified Professional Public Cloud Security
1	<ul style="list-style-type: none"> • Fortinet Certified Professional Security Operations
2	<ul style="list-style-type: none"> • Fortinet Certified Solution Specialist Network Security
15+	<ul style="list-style-type: none"> • HP, Inc. Certified Technicians.
15	<ul style="list-style-type: none"> • Our team of Dell and EMC certified engineers collectively hold over 15 Expert level certifications spanning the entire solutions portfolio
5	<ul style="list-style-type: none"> • Project Management Professional (PMP)
3	<ul style="list-style-type: none"> • Certified Scrum Master (CSM)
3	<ul style="list-style-type: none"> • Certified Information Systems Security Professional (CISSP)
1	<ul style="list-style-type: none"> • Certified Information Security Manager (CISM)
3	<ul style="list-style-type: none"> • Certified Ethical Hacker (CEH)
1	<ul style="list-style-type: none"> • CompTIA Security+

Number of Certifications	Types of Certifications
3	<ul style="list-style-type: none"> • Certified Information Security Auditor (CISA)
2	<ul style="list-style-type: none"> • Certified Chief Information Security Officer (CCISO)
1	<ul style="list-style-type: none"> • Offensive Security Certificate
2	<ul style="list-style-type: none"> • Master’s Degree in Cybersecurity
1	<ul style="list-style-type: none"> • Master’s Degree in Forensic Analysis

UDT Partners

Data Center	
End User Computing	
Edge Networking	
Core/Data Center Networking	
Cloud	
Security	

[INTENTIONALLY LEFT BLANK]

Scope of Work

PART 1 - GENERAL

1.1 SCOPE

A. Refer to Section 27 00 00 for additional project scope information.

UDT understands and will comply

B. Successful bidder shall provide, install, configure, and provide warranty service for telephone system, unified messaging system, and unified communications applications, and other equipment as described herein.

As per the Q&A, this is a new site/extension of an existing phone solution already deployed at other Owner sites. UDT understands and is proposing a solution to add on the same level of functionality that is currently in place

Question: Are the system-wide features identified on pages 8-9 already in place, or would they need to be added?

Answer: Already in place

Asked: 9/10/2024 11:56 AM (CT)

C. Equipment & Systems: All equipment and systems shall be new and currently manufactured.

UDT understands and will comply

D. Voice Platform: All locations shall be served by a single IP-based telephone system platform capable of providing feature transparency for all described locations.

See response to item B above in Section 1.1 Scope

E. Fault Tolerance: The system shall be redundant and shall be designed to ensure that internal and external traffic can be rerouted or reconnected in the event of a system or major component failure.

See response to item B above in Section 1.1 Scope

F. VMware: The system and associated applications shall utilize the Owner's VMware environment to the maximum extent possible.

See response to item B above in Section 1.1 Scope

G. Survivability: All IP telephones at the locations designated as survivable in the configuration section shall register with the local survivable gateway during an outage of the primary controller/server or if the WAN connection is lost, and shall have continued access to locally equipped trunks.

See response to item B above in Section 1.1 Scope

H. System Management: The management systems shall provide a single point of access to the system for day-to-day administration, reporting, and telephone system maintenance.

See response to item B above in Section 1.1 Scope

I. Unified Messaging (UM): The UM system shall be centralized and provide service for all described locations. In addition, it shall support integration with Microsoft Office 365.

As per Q&A, this function is already in place.

Question: Is the existing phone system and voicemail (Unity Connections) currently integrated with either AD or SSO?

Answer: AD

Asked: 9/10/2024 11:55 AM (CT)

Question: Does Red Oak ISD already have unified messaging configured, as per the requirement on page 8? What messaging?

Answer: Yes. No requirements.

Asked: 9/10/2024 11:55 AM (CT)

J. Unified Communication Applications: The system shall be capable supporting unified communications applications, including presence, instant messaging, mobility, audio conference bridge, collaboration, PC desktop call control and video conferencing.

See response to item B above in Section 1.1 Scope

K. Headsets: Telephones shall support Electronic Hook Switch Control compliant headsets or similar device to eliminate the need for handset lifters.

UDT understands and will comply

L. Voice Contractor: The solution shall be provided by an experienced Contractor who has extensive IP telephony, data networking, unified communications, and contact center experience. The Contractor shall provide a turnkey system including but not limited to all hardware, software, installation, training, and support.

UDT understands and will comply

M. Serviceability: All systems shall be easy to configure and maintain.

See response to item B above in Section 1.1 Scope

1.2 EXISTING INFRASTRUCTURE

- A. Owner has standardized Cisco Unified Communications Manager (CUCM) and Unity Connection, both on version 14.0.1.
- B. Owner has standardized Cisco switches to provide PoE+ to all ports.
- C. Existing district standard for voice gateway is Cisco 8200.
- D. Licensing shall be Owner-provided. Contractor shall coordinate with Owner accordingly.

UDT understands and will consider during initial proposal development as well as during Network Readiness

1.3 ANY APPLICATIONS PROVIDED THAT REQUIRE WINDOWS SERVER SHALL SUPPORT SERVER 2012.

UDT understands and will comply.

1.4 RELATED WORK

- A. Section 27 00 00 – General Technology Requirements
- B. Section 27 05 00 – Communications General Requirements
- C. Section 27 05 26 – Grounding and Bonding for Technology Systems
- D. Section 27 05 28 – Pathways for Technology Systems
- E. Section 27 11 00 – Communications Equipment Rooms
- F. Section 27 15 00 – Communications Horizontal Cabling

UDT understands and will keep in consideration

1.5 DEFINITIONS

- A. Refer to Section 27 00 00 for additional definitions.
- B. Voice Contractor: Voice Contractor (also referred to as Contractor within this section): The entity contracted by the District to provide and implement the systems specified within this Section.

UDT understands

1.6 REFERENCE STANDARDS AND CODES

- A. Refer to Section 27 00 00 for additional requirements.

UDT Understands and will comply

1.7 QUALIFICATIONS

- A. Refer to Section 27 00 00 for additional requirements.

UDT Understands and will comply

B. Contractor and/or its subcontractors are fully authorized/certified to supply, upgrade, install, configure, provide warranty service, and troubleshoot/support the proposed equipment.

UDT Understands and will comply

C. Primary Voice Contractor shall have at least one (1) employee assigned to the project in a design or management role, and at least three (3) employees assigned to the project in an installing technician role, certified by the manufacturer on the equipment and applications

UDT Understands and will comply.

Andres Avila - Senior Collaboration Engineer
Josh Wesley - Senior Collaboration Engineer
Jonathan Greenberg - Collaboration Technology Manager
Kristen Broseker, Senior Project Manager

D. All installing/service technicians assigned to the project shall be manufacturer trained and certified for the installation, system administration and maintenance of all items/systems/alternates accepted.

UDT Understands and will comply

E. The personnel listed in the Respondent's proposal shall be the personnel assigned to this project. If changes are required, the Contractor shall gain written approval from the Owner's project manager prior to assignment of substitutes.

UDT Understands and will comply. See Item C in this section to note the initial personnel list.

F. Refer to subsequent sections for section specific qualification requirements.

UDT Understands and will comply

1.8 PRE-CONSTRUCTION SUBMITTALS

A. Refer to Section 27 00 00 for additional requirements.

NA – UDT is only responding to the Voice portion of the RFP

1.9 CONSTRUCTION PROGRESS SUBMITTALS

A. Refer to Section 27 00 00 for additional requirements.

NA – UDT is only responding to the Voice portion of the RFP

1.10 CLOSEOUT SUBMITTALS

A. Refer to Section 27 00 00 for additional requirements.

UDT Understands and will comply

B. When installation is complete, the Contractor shall furnish the Owner with a complete set of project documentation in electronic format as follows.

UDT Understands and will comply

C. All naming standards/schema to be used in documentation must comply with existing MPRB standards and be pre-approved by the MPRB's Project Manager

UDT Understands and will comply

D. Acceptable documentation formats include Microsoft Word, Microsoft Excel, and Microsoft Visio

UDT Understands and will comply

E. Logical diagrams for the voice and data products provided, installed, and connected to the network

UDT Understands and will comply

F. Static IP numbers assigned to all voice and data equipment, noted both on diagrams and on a separate table/spreadsheet

UDT Understands and will comply

G. Additional Voice Documentation

1. Standard templates for all telephones provided
2. Numbering plan design for each location
3. Least cost call routing schemes
4. Class of restriction tables
5. Class of service tables
6. Route and trunk configuration tables
7. Contact center call flow diagram
8. Dial Number Identification Service (DNIS) assignment
9. Diagram of all auto attendants/self-service trees/menu services

UDT Understands and will comply

H. The Contractor shall supply one complete set of hardware and software documentation/manuals in electronic format for all systems and applications provided.

UDT Understands and will comply

PART 2 - PRODUCTS

2.1 TELEPHONE HARDWARE

A. The phones shall be manufactured in accordance with FCC hearing aid compatibility technical standards codified at 47 C.F.R. § 68.316 and the Telecommunications Act of 1996.

UDT Understands and will comply

B. Provide pricing for the following handset specifications:

1. Office phone

- a. Quantity: 1 per office
- b. Acceptable Product:
 - i. Cisco CP-8861-K9=

2. Reception phone

- a. Quantity: 2
- b. Acceptable Product:
 - i. Cisco cp-8861-K9=
- c. Provide cordless headsets for each reception phone, see below.

3. Classroom phone

- a. Quantity: 1 per classroom
- b. Wall-mounted
- c. Acceptable Product:
 - i. Cisco CP-8841-K9= with CP-8800-WMK= wall mount kit

4. Conference phone

- a. Quantity: 1 per conference room
- b. Acceptable Product:
 - i. Cisco CP-8832-K9= with CP-8832-POE= power over ethernet adapter

5. Staff Break Room Phone

- a. Quantity: 1 per break room
- b. Wall-mounted
- c. Acceptable Product:
 - i. Cisco CP-8841-K9= with CP-8800-WMK= wallmount kit

UDT Understands and will comply

6. See table below for unit quantities by room type:

Room Type	8841	8861	8832
Offices		45	
Reception		2	
Classrooms(Wall-Mounted)	73		
Conference Rooms			3
Break Rooms (Wall-Mounted)	1		

2.2 CORDLESS HEADSETS

- A. Provide for all phones in reception area.
- B. Multiuse connectivity including desk and softphones.
- C. Range up to 350 feet.
- D. Talk time 9 hours.
- E. Convertible wearing style including headband and ear hook.
- F. Noise-canceling microphone.
- G. Provide required options to support electronic hook switch control on the proposed telephone system.
- H. Provide indicator light on headset to indicate user is on a call.

UDT Understands and will comply

2.3 VOICE ROUTERS:

- A. Campus voice routers shall meet the following requirements:
 - 1. Quantity: 1
 - 2. Two (1) analog station (FXS), two (2) analog trunk ports (FXO) minimum. See table below for per-campus details.
 - 3. Provide outbound backup/emergency dial tone services for all handsets at each respective campus.
 - 4. Provide two (2) 1000BaseT ports for network connectivity
 - 5. Include single power supply
 - 6. Five (5) year maintenance (8x5xNBD)
 - 7. Manufacturer:
 - a. Cisco 8200 with firmware version 17.6(6r)

UDT Understands and will comply

B. Include pricing for professional services to install, configure, integrate with the call processing system, integrate with existing circuits, and test the voice router at the site. Testing of 911 calls will require prior scheduling with the local Public Safety Answering Point (PSAP) and District Safety and Security personnel. It is the responsibility of the Contractor to coordinate with the PSAP and District Safety and Security personnel.

UDT Understands and will comply

2.4 NETWORKING

A. The telephone system supports four-digit dialing to all locations without dialing a leading digit.

UDT Understands and will comply

B. The telephone system allows users to transfer calls across the internal network. There shall be no limit on the number of times a call can be transferred between locations, and the system shall utilize trunk optimization to ensure that redundant paths are released when both the transferred and terminating station/trunk are within the same network location.

See response to item B above in Section 1.1 Scope C. If a call is transferred across the internal network, it recalls the original phone on a busy or no answer condition.

See response to item B above in Section 1.1 Scope D. Users with display phones or UC application shall have caller ID name and number appear on display before answering when a call originates over the internal network.

UDT Understands and will comply

E. The following features should be available from one site to another over an internal transparent network:

1. Callback busy/no answer
2. Call forwarding
3. Call hold
4. Called line identity
5. Camp on
6. Conferencing
7. Distinctive ringing
8. Do not disturb
9. Centralized SMDR.

See response to item B above in Section 1.1 Scope

F. Analog trunks shall terminate at specified Owner locations and shall be accessible by all locations on the network.

UDT Understands and will comply

G. Proposed system(s) shall support centralized voice messaging over the IP network. User interaction with the voice messaging system shall be the same no matter where the user is located on the internal network. This includes, but is not limited to, multi-hop forwarding, message waiting lights, call forwarding to personal greetings, and message retrieval.

See response to item B above in Section 1.1 Scope H. Proposed system(s) must allow for a common numbering plan.

UDT Understands and will comply

2.5 E-911

A. All 911 calls originating from an Owner location shall provide an emergency line identification (ELID) number that could be used by the public safety automatic line identification (PSALI) database to identify the location of the calling party. The ELID number shall be a DID number that is assignable to a single telephone or group of telephones that are in the same area.

UDT Understands and will comply

B. The system must have the ability for on-site notification that a 911 call has been made. The call shall generate an audible alarm and display the calling party line information to a telephone or a PC.

UDT Understands and will comply

C. The system shall have the ability to present an ELID number based on the data electronics switch port that supports the IP telephone.

UDT Understands and will comply

2.6 UNIFIED MESSAGING

A. This system shall provide unified/integrated messaging interoperability with the Owner's e-mail system.

See response to item B above in Section 1.1 Scope B. Subscriber mailboxes must provide the following:

1. E-mail Delivery: The system shall deliver voice and fax messages to a user's e-mail inbox with unique identifiers for each.

2. Message Management

a. New messages will be delivered to users' voice mailbox and e-mail inbox regardless of the status of the Outlook client.

b. Users must be able to reply to an internal e-mail or voice mail message with voice or e-mail response.

c. System must allow users to save a voice message as a .WAV/MPEG file so that it can be attached to an e-mail and sent to any e-mail address.

- d. Deleted voice mail messages will be removed from the email inbox and voice mailbox regardless of the interface used to delete them.
- e. Message waiting will be turned off no matter what interface is used to listen to a new message.
- f. The message status will be changed from “New” to “Listened to” no matter what interface is used to listen to a message.

3. PC Playback Options

- a. Provide a playback tool that has the following attributes:
 - i. Does not require any secondary login to voice mail or PC playback control client or playback browser in order to play message.
 - ii. Allows user to control playback of message through any user-defined multimedia device or telephone.
 - iii. PC playback control will allow user to respond via e-mail, voice mail, or direct dial, delete message, forward message, or save message.

4. Telephone User Interface (TUI) Playback

- a. Must provide user with the ability to determine the total number of new voice and e-mail messages upon login to voice mailbox.
- b. Must allow a user to access and listen to their e-mail messages from their voice mailbox. Please indicate whether this feature would be supported.
- c. Must allow user to access and modify calendar.

See response to item B above in Section 1.1 Scope C. Emergency Call Recording: Allow user to record calls in progress directly to their mailbox by pressing a button on their telephone.

This feature is not currently in place and as per the Q&A is not required for this new site install.

Question: Will any users at the school need QA recording?

Answer: No

Asked: 9/10/2024 11:57 AM (CT)

Question: Does Red Oak ISD already have a call recording solution in place?

Answer: No

Asked: 9/10/2024 11:57 AM (CT)

D. Password Protection: Access to a subscriber’s mailbox will be password protected.

UDT Understands and will comply

E. Answer Greeting: Individual personalized greetings of up to three minutes for each mailbox are required. At a minimum, the system will provide standard and extended absence greetings.

UDT Understands and will comply

F. Message Waiting Light: Provide a message-waiting light on the telephone, along with the option to allow a user to set up external notification to pager, cell phone, or other telecommunications device when a new message has arrived.

UDT Understands and will comply

G. Find Me Follow Me: Allows callers to reach a user at an alternate number based on rules the user defines, such as time of day, day of week, and calling line ID.

UDT Understands and will comply

H. User Mailbox Administration: Allows users to manipulate their personal voice mailbox features such as attendants, schedules, and greetings.

UDT Understands and will comply

I. Outcall Notification: Ability to notify users of new voicemail messages via phone call, text message, or DTMF.

UDT Understands and will comply

J. Auto Attendant: Provide multiple auto attendants or trees with the ability to do the following:

1. Play different multi-level greetings depending on the time of day, day of week, or day of year.
2. Provide a company directory that allows dial-by-number or dial-byname.
3. Provide separate auto attendant or trees for departmental use as required. Can be configured/revised by user-department staff.
4. Provide zero-out option to predefined extension number or secondary tree.

UDT Understands and will comply

K. Call Answer: Calls will be answered on the first ring and be time and date stamped.

UDT Understands and will comply

L. Disconnect Detection: Detect that a caller has hung up and immediately disconnect and restore the line to service.

UDT Understands and will comply

M. DTMF Signaling: Must be able to receive and generate standard DTMF tone signaling.

UDT Understands and will comply

N. Escape: A caller shall have escape options before, during, or after leaving a message by dialing 0 to reach an operator or up to five digits to an extension.

UDT Understands and will comply

O. Integration: Must fully integrate with the proposed unified communication and contact center systems.

UDT Understands. As per Q&A, contact center is not a part of this site install.

Question: Does Red Oak ISD already have a contact center solution installed?

Answer: No

Asked: 9/10/2024 11:57 AM (CT)

P. PSTN Connection Blocking: It shall not be possible for a caller connected to the PSTN to be reconnected to the PSTN.

UDT Understands and will comply

Q. Security: A caller shall not be able to pass through any auto attendant to reach an outside line.

UDT Understands and will comply

R. System Backup: Provide a means to back up all system configurations, including mailboxes, greetings, auto attendants, and messages. This is normally provided via connection to a separate storage device through the LAN/WAN.

UDT Understands that as per Q&A, Red Oak is responsible for all backup/recovery options.

Question: What solution/s does red Oak ISD have from a backup and disaster recovery perspective? I.E Rubrik, Commvault,

Answer: Cloud services

Asked: 9/12/2024 12:25 PM (CT)

Question: Does Red Oak ISD have backup and disaster recovery services?

Answer: Yes

Asked: 9/12/2024 12:25 PM (CT)

2.7 UNIFIED MESSAGING TEXT TO SPEECH.

A. Feature enable voice mail messages to be converted to text message and delivered to a user email address.

As per Q&A, this feature is not required for this site.

Question: Is the Unity Connection system-wide text-to-speech feature currently configured and in place, or would it

Answer: No, it does not need to be configured for this project

Asked: 9/10/2024 11:56 AM (CT)

2.8 UNIFIED COMMUNICATION APPLICATION.

A. PC Desktop Call Control.

1. Directory/Contacts Dialing: Provide a drop-down box for name entry and dialing from internal directory or Outlook contacts.
2. Call Control: Provide call control, including dialing, disconnect, transfer, and conference.
3. Key Label: Allow user to change the label associated with feature or line appearance key.
4. Speed Call List: Allow user to program numbers into a personal speed call list.
5. Call History: Allow user to view and redial a minimum of the last 100 calls placed or received at their telephone extension. The history must include the following:
 - a. Date
 - b. Start and end time
 - c. Telephone number
 - d. Name from system directory and Outlook contacts database
6. Status Change: Allow user to select a status that approximates their current state from a group of predefined definitions.

UDT Understands and will comply

B. PC Desktop Presence Application

1. Presence: The ability to dynamically display a person or group of peoples' availability or status for various communication systems, including desktop and mobile telephone, IM, PC activity, and MS Outlook/Exchange calendar information.
2. Work Groups/Buddy List: Each user must be allowed to define work groups or a buddy list and assign other users as required, provided their restriction class allows.
3. Restriction Class: Provide a means to restrict which users an individual can view in their buddy list or workgroup.
4. Collaboration: Provide the means to allow real time file and screen sharing, and white boarding.
5. Docking: Allow user to dock the application on the top, side, or bottom of monitor or minimize to system tray if desired.
6. Unified Communications Mobility

As per Q&A, UDT understands that Presence is not required at this time.

Question: Does Red Oak ISD already have the PC Desktop Presence application system-wide features configured Answer: No

Asked: 9/10/2024 11:56 AM (CT)

C. Single Number Reach for Mobile User: Allow user to define when and how calls that are presented to a user's PBX telephone are distributed to their mobile or stationary device, including the following:

1. Time of day and day of week
2. Call ringing location
3. Desk phone
4. Cell phone
5. Other location
6. Simultaneous ring at desk phone and designated alternate
7. Number of rings before forwarding

UDT Understands and will comply

D. Call Hand-off: Allow user to hand off active call from desk phone to mobile or from mobile to desk phone without interrupting the call.

UDT Understands and will comply

E. Call Control: Allow user to access PBX features, including the ability to transfer, conference, and place outgoing calls utilizing simple feature/access codes.

UDT Understands and will comply

F. Unified Communications Application on Smart Phones shall include:

1. Enterprise-wide Presence
2. Internal or external calls placed from Smart Phone using UC application will present users office telephone number.
3. Provide visual voice mail review and access
4. Mobile device users' availability shall be updated based on the current state of the telephone.
5. Instant Messaging: Provide the ability to send and receive secure text messages from the presence application to the user's mobile telephone.

As per Q&A, UDT understands that Presence is not required at this time.

Question: Does Red Oak ISD already have the PC Desktop Presence application system-wide features configured Answer: No

Asked: 9/10/2024 11:56 AM (CT)

2.9 HOT DESK

A. Allows any user to log into a telephone to change the profile theirs. Including telephone number, feature keys and message waiting lamps.

UDT Understands and will comply

2.10 QUALITY CONTROL CALL RECORDING

- A. VoIP Integration – The system will provide VoIP integration with the proposed telephone platform and allow a combination of scheduled and on demand a Contact Center call recording to be used at any Owner location.
- B. Scheduled Agent Call Recordings and Screen Capture – Schedule recordings shall capture agent-customer conversation and all agent PC activity is recorded and automatically synchronized with the recorded phone conversation.
- C. On Demand Call Recording – On demand recordings shall be initiated with a single point and click on the PC or by depressing a key on the telephone. The system will capture agent customer conversation from the point of initiation.
- D. Playback – The system will allow Supervisors to simply choose the recorded interaction to be reviewed, and the recorded PC activity and conversation is replayed in a full motion format.
- E. Performance Evaluation – The system will provide browser-based evaluation tools which can be customized to meet the Owners unique grading requirements. It will support standard grading formats including Yes/No, Pass/Fail, Excellent/Good/Average/Poor, and allow the Owner to customize scoring as needed. Questions or sections can be weighted differently. In addition, it will automatically calculate the scores and store the results on the server.
- F. Historical Reports – System will allow reports to be generated for a specific agent, group/skill set or evaluation form. Reporting periods that can be specified must be interval, hourly, daily, weekly, and monthly.
- G. Report Format – Supported formats include Crystal Reports, PDF, and MS Excel.
- H. Automatic Evaluation Scheduling – Allows the scheduling of a predetermined number of recorded calls per agent to be automatically located and presented to the Supervisor to grade.
- I. Call Location – Supervisors can quickly locate all calls that have been recorded or graded for their agents using a wide variety of search criteria such date and time, agent id, calling number, and DNIS digits.
- J. Agents Access – From their desktop, the agents will be able to review and grade their recorded calls and view performance evaluations.

This feature is not currently in place and as per the Q&A is not required for this single site install.

Question: Will any users at the school need QA recording?

Answer: No

Asked: 9/10/2024 11:57 AM (CT)

Question: Does Red Oak ISD already have a call recording solution in place?

Answer: No

Asked: 9/10/2024 11:57 AM (CT)

2.11 MUSIC ON HOLD SOURCE

- A. Provide music on hold device equipped to support connection to proposed telephone system.
- B. Solution must offer a wide variety of licensed royalty free music for the Owner to select from.
- C. Allow Owner to insert Owner or professionally recorded announcements and have them played intermittently with the music.

See response to item B above in Section 1.1 Scope

2.12 CABLE

- A. Refer to Section 27 00 00 for additional requirements.
- B. Plenum: Plenum-rated cables shall be used where required by code or by best practices. All cables run beneath raised floor shall be plenum-rated.

NA – UDT is not responding to the Cabling portion of the RFP

2.13 FIRE STOPPING MATERIALS

- A. Refer to Section 27 00 00 for additional requirements.

NA – UDT is not responding to the Construction portion of the RFP

PART 3 - EXECUTION

3.1 SYSTEM PROGRAMMING – REQUIRED ELEMENT

- A. Installation requirements shall meet the following minimum requirements. This list is not intended to be all inclusive but rather a description of the level of installation the District is seeking. Respondents are required to provide a detailed scope of work in the response and failure to do so may result in disqualification due to unresponsiveness.
 - 1. Network Readiness
 - a. Contractor shall discuss with District and provide industry best practices recommendations for VLAN setup, IP subnet schemes, DHCP scopes, QoS configurations, and any other applicable network functions to facilitate an enterprise-grade IP-based unified communications system.
 - b. The District will be responsible for implementing the agreed-upon recommendations.
 - 2. Call Processing
 - a. Build a new site in CUCM dedicated to this new campus that is consistent with the configuration of the existing campuses, including but not limited to partitions, calling search spaces, and ELINs. Apply new licenses to CUCM.
 - b. Assemble and place handsets into appropriate location.

c. Import new users into the new site in CUCM. Configure handsets with appropriate extension, user information, class of service, time of day routing, calling permissions, and other typical settings.

d. Configure dial plan for PSTN access using an access code and leveraging any available toll bypass.

e. Configure codec selection and any necessary transcoding.

f. Configure all media services such as music on hold.

g. Configure voice routers and all associated ports (Ethernet, FXO, FXS, E&M, T1, PRI, and SIP) to fully operate.

h. Submit call flow diagrams for approval in MS Visio for each hunt group to show the hunt number, how the call is treated, all recipients or members of the of the hunt group, and timeout treatment.

i. Configure inbound call flow for up to 3 hunt groups.

j. Configure and test call processing redundancy. This testing must be done in the presence of a District representative.

k. If applicable, verify last successful system backup prior to implementation and perform and confirm successful system backup after implementation.

l. Test the following at a minimum:

i. Outbound local call

ii. Outbound long-distance call

iii. Outbound toll-free call

iv. Outbound 911 call and X-911 (where X is District's access code) call

v. Inbound call flow for each hunt group

vi. Time of day routing

vii. Call processing failure

viii. All testing must be documented and done in the presence of District

representatives.

3. Voice Mail/Unified Messaging

a. Apply new licenses to Unity Connection as necessary.

b. Integrate into Active Directory and M365 email.

c. Configure and provision automated attendant for each department at each facility and campus including menus dedicated for after-hours and holidays. The District will provide staff to provide voice talent to record the greetings with close coordination with the Contractor.

d. Configure and provision user profiles for appropriate settings after performing data collection from District representatives to include but not limited to, message limits, keypad mapping, user input, greetings, notification, and other typical settings.

e. Configure and provision user mailboxes.

- f. Configure operator extension to be unique to that campus as directed by the District.
- g. Add new user voicemail messages to existing backups, if applicable.
- h. Test automated attendant for all menu options and for any time period behaviors (during campus hours, after campus hours).

4. Fax Integration

- a. Contractor shall physically connect fax machine to voice router.
- b. Contractor shall configure voice router for fax machine functionality.
- c. Contractor shall test inbound and outbound functionality and provide documentation.

5. Systems Management

- a. Ensure all new devices are accounted for in the existing system.
- b. Configure for appropriate monitoring, alerting, and notification settings after performing data collection from District representatives.
- c. Configure configuration backup, if applicable.
- d. Ensure all licenses are applied and activated.

6. E911

- a. Integrate with Active Directory and all network devices, all voice routers, and all applications supported by the platform.
- b. Ensure all monitored devices are accounted for in the system.
- c. Configure at least one (1) Emergency Response Location (ERL) and one (1) Emergency Location Identification Number (ELIN).
- d. Configure for appropriate monitoring, alerting, and notification settings after performing data collection from District representatives. Outbound 911 shall initially report the campus's main phone number and physical address but the system shall have the ability to report down to the extension level in the future if the District chooses.
- e. Testing of 911 calls will require prior scheduling with the local Public Safety Answering Point (PSAP) and District Safety and Security personnel. It is the responsibility of the Contractor to coordinate with the PSAP and District Safety and Security personnel.
- f. Configure configuration backup, if applicable.

7. Attendant console

- a. Integrate with Active Directory and all applications supported by the platform.
- b. Configure software application or package for two (2) stations/users for rollout. Work with the District to develop the rollout plan.
- c. Configure configuration backup, if applicable.
- d. Conduct training for up to two (2) staff members at the new campus.

8. Mobility/soft phone functions

- a. Integrate with Active Directory and all applications supported by the platform.
- b. Ensure all monitored devices are accounted for in the system.

- c. Configure software application or package for users for rollout. Work with the District to develop the rollout plan.
 - d. Configure for appropriate monitoring, alerting, and notification settings after performing data collection from District representatives.
 - e. Configure configuration backup, if applicable.
9. Public address system integration
- a. Physically terminate a network drop that is run between each campus's PA system head-end and the campus MDF into an analog port in the provided the voice router to facilitate integration between the two systems. In most cases, PA racks are located in or near the front office of the campus building.
 - b. Configure/program the voice router analog port and phone system to allow for dialing an extension on a phone for all calls.
 - c. Contractor will work with the District to determine the extension to use at the new campus. Test and confirm functionality.

As per Q&A, this is an extension of an existing phone solution already in place at the other Owner locations. The proposal and subsequent Statement of Work included will address this new site set up and integration with the existing phone solution. Integration with AD is already in place and the Red Oak staff will use their existing SCCM environment to deploy any applications (Jabber/Softphones/Etc.) to the appropriate end users as/if applicable.

Question: Is Red Oak using the Jabber or Webex app for softphone, messaging, and presence applications?

Answer: No

Asked: 9/10/2024 11:56 AM (CT)

Question: Does Red Oak ISD already have the PC Desktop Presence application system-wide features configured

Answer: No

Asked: 9/10/2024 11:56 AM (CT)

Question: Regarding the deployment of Jabber/Webex soft client applications: · Does Red Oak ISD have a means Intune, MDM tools)? · Will it be the responder's or Red Oak ISD's responsibility to deploy softphone applications?

Answer: SCCM - Red Oak ISD's Responsibility

Asked: 9/10/2024 11:56 AM (CT)

3.2 TESTING

A. Refer to Section 27 00 00 for additional requirements.

UDT Understands and will comply

B. Contractor shall complete manufacturers recommended installation test plan for all proposed products and application and provide documented outcomes to owner and consultant prior to cutting the system over.

UDT Understands and will comply

3.3 TRAINING

A. Refer to Section 27 00 00 for additional requirements.

UDT Understands and will comply

B. End User: The Contractor shall conduct on-site, hands-on user training sessions for all users, limited to a maximum of 12 people in any one session. All costs for training shall be included in the proposals.

1. Standard user – up to 1.5 hours:
 - a. Telephone & voice mail
 - b. UC desktop
 - c. Conference collaboration

UDT Understands and will comply

3.4 PROJECT CLOSEOUT AND ACCEPTANCE

A. Punch List: Work or materials found to be incomplete, of unsatisfactory quality, failing to meet the specifications in the RFP package and resulting contract, and/or unacceptable to the Owner shall be documented in a punch list by the Owner and provided to the Contractor to rectify.

UDT Understands and will comply

B. Punch List Approval: The punch list shall be considered complete only after having been signed by the Owner.

UDT Understands and will comply

C. Acceptance: Acceptance shall occur after all of the following conditions have been met:

UDT Understands and will comply

D. All items/systems have been delivered, installed, configured, tested, and transitioned into service.

UDT Understands and will comply

E. All of the work has been completed in accordance with the contract and RFP specifications (including testing procedures as outlined in the accepted response).

UDT Understands and will comply

F. Public Switched Telephone Network connections with desired local and long distance call routing options requested by the Owner (least cost, next best route, etc.) are all functioning correctly.

UDT Understands and will comply as it pertains to this new location. This assumes the Owner and/or Cabling respondent has these already established at the time of Voice component installation.

G. The system operates in conformance with manufacturer's published specifications.

UDT Understands and will comply

H. The system, including all ancillary devices, applications, and options made part of the contract, has had 30 consecutive days with 100 percent availability.

UDT understands and will comply

I. Training as specified is complete.

UDT Understands and will comply

J. All of the documentation requirements have been met.

UDT Understands and will comply

K. All outstanding punch list items have been completed.

UDT Understands and will comply

L. The system post-cutover requirements have been completed.

UDT Understands and will comply

M. The Contractor has certified in writing to the Owner that the system is installed and operational in accordance with these specifications.

UDT Understands and will comply

N. At this time, upon the Owner's written acceptance, operational control becomes the responsibility of the Owner. This constitutes Date of Acceptance. The warranty for components and service begins as of this date.

UDT understands and agrees

3.5 WARRANTY

A. Refer to Section 27 00 00 for additional requirements.

UDT Understands and will comply

B. Warranty will begin at acceptance.

UDT understands and agrees

C. The Contractor, by entering into a contract with the Owner, warrants and represents that all materials, equipment, and services delivered to the Owner pursuant to the contract conforms to all of the specifications contained or referred herein. The Contractor further guarantees to replace all materials, equipment, software, or services that may be rejected by the Owner due to defective materials or workmanship for a minimum of one year following final acceptance of all systems. Failure or neglect of the Owner to require compliance with any term or condition of the contract specifications shall not be deemed a waiver of such term or condition.

UDT understands and will comply via the provided Cisco SmartNet extended warranty and support included in our solution with the exception of end user devices based on the Q&A response.

Question: Does Red Oak ISD require support contracts on endpoint devices (phones and headsets)?

Answer: No

Asked: 9/10/2024 11:58 AM (CT)

3.6 MAINTENANCE GUARANTEE

A. Provide letters from both the Respondent and all manufacturers guaranteeing maintenance support of the proposed system(s) for a minimum of five (5) years.

As a Gold Cisco Integrator UDT will follow the guidelines for end-of-life and end-of service provided by Cisco. Please see attached Cisco's end-of life Policy document

B. Should the manufacturer discontinue this product or cease to do business, the Respondent guarantees to stock an adequate supply of components to maintain the system for a minimum of five (5) years. Further, should the Respondent cease to do business, the manufacturer guarantees to provide components and services for this installation for a minimum of five (5) years.

UDT does not stock equipment. As stated above, UDT is including the End of Sale/End of Support Policy from Cisco.

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3.7 SERVER AND SOFTWARE MAINTENANCE

A. The Contractor shall provide software and server maintenance on a turnkey basis during the first year warranty period and any subsequent maintenance term. The Contractor shall be responsible for operating system and database tuning, patches, hardware and software diagnosis, recovery, and version upgrades as needed. Contractor shall manage backups of data, application, operating system, and database management system as required to provide for full recovery in the event of a disaster or hardware failure. The Contractor shall coordinate and work with the server hardware maintenance provider in the diagnosis and repair of the server hardware. The Contractor shall perform restores and recovery without the Owner's assistance.

As per Q&A, this is a new site to an existing phone solution. Red Oak (Owner) has responsibility for back up and recovery as well as stating no monitoring/management is required.

Question: What solution/s does red Oak ISD have from a backup and disaster recovery perspective? I.E Rubrik, Commvault,

Answer: Cloud services

Asked: 9/12/2024 12:25 PM (CT)

Question: Does Red Oak ISD have backup and disaster recovery services?

Answer: Yes

Asked: 9/12/2024 12:25 PM (CT)

Question: Is the desire for Red Oak ISD to have 24x7x365 Help Desk support for this bid?

Answer: No

Asked: 9/12/2024 12:25 PM (CT)

Question: Is the desire for Red Oak ISD to have 24x7x365 Remote Monitoring and Management services for this bid?

Answer: No

Asked: 9/12/2024 12:25 PM (CT)

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3.8 VOICE SYSTEMS SERVICE AND SUPPORT

A. The following must be included in the warranty period and under maintenance contract:

1. Monday-Friday, 8:00 a.m. to 5:00 p.m. call-out on minor alarms
2. Seven day per week 24-hour call-out coverage shall be provided for the items listed

below:

3. Critical alarms and or system outages including 10% or more of telephones or trunks at any Owner location or department shall have:

4. One-hour remote access response time
5. Two-hour on-site response time
6. After-hours call out to be billed hourly at the rate provided in the Cost Worksheet.

7. Software upgrades for all systems provided

8. Patches

9. Corrective maintenance

10. All labor except for upgrades to major software releases

11. All Parts and Materials

12. Four-hour replacement of critical components for all locations

13. Next business day for non-critical components

14. 24-hour x 7 days Telephone support to assist Owner’s IT personnel with technical and system management issues and questions

15. 24-hour x 7 days a week service center

16. 24-hour x 7 days a week alarm monitoring and remote trouble resolution

17. Respondent must include all hardware and software required to support this application in base telephone system cost.

18. Alarm notifications system shall also provide notification to personnel via email and external dialing.

B. Contractor shall provide bi-annual review and audit of all applications and performance and make recommendations on any required changes.

As per the Q&A responses, some items in Section 3.8 would only be covered by any vender purchased support. The support as outlined above describes a managed environment which is not required for this site installation

Question: What is the average amount of help desk calls per month? If these numbers are not known; please provide

Answer: 0

Asked: 9/12/2024 12:26 PM (CT)

Question: What is the average amount of onsite visits per month? If these numbers are not known; please provide

Answer: 0

Asked: 9/12/2024 12:26 PM (CT)

Question: There is a 2 hour SLA expectation for onsite support. Can Red Oak ISD provide the current average of onsite a historical estimate:

Answer: 0

Asked: 9/12/2024 12:25 PM (CT)

Question: Is the desire for Red Oak ISD to have 24x7x365 Help Desk support for this bid?

Answer: No

Asked: 9/12/2024 12:25 PM (CT)

Question: Is the desire for Red Oak ISD to have 24x7x365 Remote Monitoring and Management services for this bid?

Answer: No

Asked: 9/12/2024 12:25 PM (CT)

3.9 SYSTEM DESIGN REVIEWS & DATABASE COLLECTION

A. Client quantities included in this RFP are estimates. The Contractor shall be required to perform station surveys to verify quantities. Any increases in components prior to acceptance shall be at pre-cutover costs, and deletions shall not be charged restocking fees.

B. The Contractor's project manager shall inform the Owner's Project Manager of decisions that they need to make regarding the items/systems/alternates being installed. The Owner's project manager shall set standards and determine which decisions are available for the departments to make. Any decisions or requests at the department level that either increase cost or are outside of the Owner standards shall need the written approval of the Owner's project manager.

UDT Understands and will comply. In regard to deletion, Equipment must remain sealed in boxes until the time of deployment.

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3.10 SECURITY

A. When deploying any product, software, or application associated with this RFP, the Contractor shall harden the resulting system(s). Hardening includes the following actions:

1. Installing the most secure and up-to-date versions of applications
2. Configuring privilege and access controls by first denying all, then granting back the minimum necessary to each user
3. Configuring security settings as appropriate, enabling allowed activity and disallowing other activity
4. Enabling logging sufficient for the Owner IT staff to determine equipment faults or configuration problems in the telephony equipment
5. Archiving the configuration and checksums in secure storage prior to system deployment
6. Testing the system to ensure a secure configuration
7. Using secure replication procedures for additional, identically configured systems, making configuration changes on a case-by-case basis
8. Changing all default passwords
9. Test the resulting systems to include but not limited to penetration test on all external facing systems and IP addresses.
10. Document all test results and provide to Owner.

UDT Understands and will comply

3.11 DATABASE ENTRY

A. The Contractor shall provide all system programming and database entry, including but not limited to stations and station features, voice mail boxes, auto attendants, trunks, least cost routing, networking, and integrated connections to the voice mail system, system management, contact center, and data network to provide a fully operational turnkey system.

UDT Understands and will comply

3.12 TELEPHONE, FXS, & TRUNK PLACEMENT AND CONNECTIONS

A. The Contractor shall provide and complete all required cross-connects or patch cord connections between the telephone system equipment and the telephones at the telco demarc, main equipment room (MER), and all telecommunication room (TR) locations, including all required connections between the data switch and VoIP telephones.

UDT will not be responding to the Cabling contract. UDT will connect the proposed solution to the network in the primary closet and will connect the phones as applicable from the designated wall port to the phone as required. Patch cables for that are included in the quote.

Question: Does the proposing vendor need to quote additional copper patch cables, beyond those included with the

Answer: Yes

Asked: 9/10/2024 11:57 AM (CT)

Question: Regarding analog (FXO) connectivity at the school: · Will the connection be extended from the MPOE into responsibility to extend this connection?

Answer: Yes - No it will be Red Oak ISD's responsibility

Asked: 9/10/2024 11:55 AM (CT)

B. Contractor shall tone, test, and identify all cable and make all required crossconnects needed to extend PRI and analog trunks, fax, modem, or telephone services between the telephone system and the demarc or end device.

NA – UDT is not responding to the cabling portion of the RFP

C. The Contractor is responsible for placing, testing, and labeling all phones. Every phone, fax, and modem line shall be tested to ensure it can make and receive calls at the assigned number and the assigned features and PSTN connections function properly when placed.

UDT understands and will comply

3.13 ASSET TAGS

A. Contractor shall label and inventory all provided equipment and components (including telephones) with a contractor asset tag. The inventory format and information to be included shall be reviewed with and approved by Owner.

UDT will inventory, and asset tag the equipment. Red Oak will be responsible for providing the asset tags and adding them to their asset inventory database

3.14 GROUNDING

A. Refer to Section 27 00 00 for additional grounding requirements.

NA – UDT is not responding to the Grounding portion of the RFP

B. Install Products in accordance with manufacturer's instructions. Mechanical connections shall be accessible for inspection and checking. No insulation shall be installed over mechanical ground connections. Ground connection surfaces shall be cleaned and all connections shall be made so that it is impossible to move them.

NA – UDT is not responding to the Grounding portion of the RFP

Exhibit A: Statement of Work

Please see UDT's format statement of work in the following pages.

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Statement of Work



MMIDDLE SCHOOL #2 VOICE COMMUNICATIONS DEPLOYMENT RFP MIDDLE SCHOOL #2

PREPARED FOR: REPARED FOR: RED OAK Independent School District



Agreement AGR-00012056-1.0

This Statement of Work (“SOW”), effective as of 9/17/2024, by and between **United Data Technologies, Inc. (“UDT”)** with its registered office address at 2900 Monarch Lakes Blvd, Ste. 300, Miramar, FL 33027 and **Red Oak ISD (“Client”)** with its registered office address at P O Box 9000 Red Oak, TX 75154-9000 United States (each a “Party” and together the “Parties”).

WORKING WITH UDT

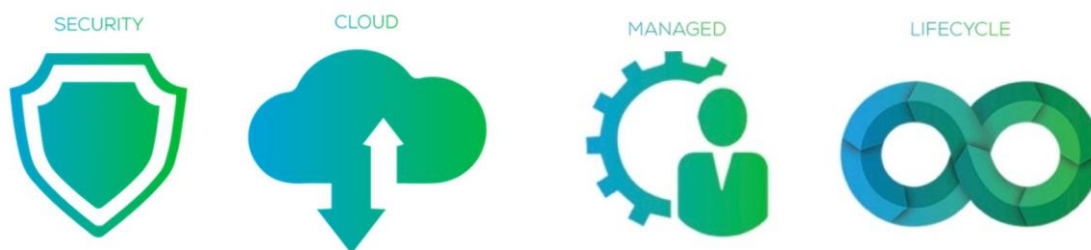
OBJECTIVE

- To document the responsibilities of all parties taking part in the Agreement.
- To define the services to be delivered by UDT and the level of service that can be expected by the Client.
- To ensure that UDT achieves a high quality of service for end users with the full support of the Client.
- To define the commencement of the Agreement, its initial term, and the provision for renewals.

WORKING WITH UDT

UDT is a privately-owned minority business headquartered in Miramar, Florida, with thirteen locations across five states. We focus on delivering advanced technical solutions to small, mid-market, and enterprise Clients. UDT is recognized as an industry-leader in the technology solutions arena.

Founded in 1995, UDT quickly established its reputation as the technological resource of choice for its clients. Our organization subscribes to a Total Solutions Approach that includes traditional Consulting, Design, and Engineering Services; as well as a unique approach to Managing Infrastructure, Security, Cloud, and Device Lifecycles for our Clients.



PROJECT MANAGEMENT

UDT follows our proven “i3e project management framework” and focuses efforts on providing an exceptional customer experience.

UDT capabilities run the full gamut, from providing on-demand and remote project management for lighter touch projects; to on-site, full-time project managers for complete lifecycle management. Our project management professionals leverage years of experience and knowhow to bring successful outcomes to our customers.



AGILE FRAMEWORK



AGILE FRAMEWORK

UDT helps customers address complex adaptive problems, achieve high productivity, and ensure quality results using the SCRUM approach.

- SCRUM Kick-Offs
- Sprint Planning
- Managing Product Backlog
- Sprint Backlog
- Daily Stand-Ups / Increments
- Sprint Review
- Sprint Retrospective

CERTIFICATION

UDT staffs in-house Project Coordinators, Project Managers, SCRUM Masters and SCRUM Product Owners - specializing in:

- Infrastructure
- Cloud
- Risk Management
- Advanced Application Development

The team holds the following industry certifications:

- Project Management Professional (PMP)
- Certified Scrum Master (CSM)
- Certified Scrum Product Owner (CSPO)
- ITIL v3
- Six Sigma Green Belt (SSGB)
- Project +



PROJECT OVERVIEW

Red Oak Independent School District (ISD) is a dynamic educational institution committed to fostering academic excellence, personal growth, and community involvement. Located in North Texas, Red Oak ISD serves a diverse student population through a comprehensive curriculum that emphasizes innovative teaching, strong leadership, and a supportive learning environment. The district is dedicated to preparing students for success in a rapidly evolving world by offering a wide range of academic, extracurricular, and vocational programs. With a focus on developing well-rounded individuals, Red Oak ISD partners with families and the community to ensure every student has the opportunity to thrive.

Red Oak ISD currently utilizes a Cisco phone system for its communications across the school district and is seeking professional services to expand this system to add its new middle school. They require expertise in configuring, integrating, and deploying the new location into their existing infrastructure to ensure seamless communication and functionality with the rest of the school district. The customer aims to maintain consistency in system performance, security, and user experience while ensuring the expanded system supports their growing operational needs.

This project is planned for 1 Cutover. Additional Cutovers may require a Change Order.

PROJECT LOCATIONS

Location	Address
Middle School #2	Westmoreland Rd. south of Ovilla Rd.

PROJECT CONTACTS

	Client Sponsor	UDT Account Manager
Name	Megan Corns	Ileana Colmener
Title	CTO	Account Executive
Email	Megan.corns@redoakisd.org	icolmener@udtonline.com
Address	P O BOX 9000 Red Oak, TX 75154-9000	2900 Monarch Lakes Blvd. #300 Miramar, FL 33027
Phone	(972) 617-2941	3213143270

TECHNOLOGIES

The following items will be implemented as part of this project:

Qty	Model	Description
1	Cisco Catalyst 8200	Local Analog / SRST gateway
74	Cisco 8841 Phones	Classroom and Break room phones with wall mounts
47	Cisco 8861 Phones	Office and Reception Phones
3	Cisco 8832 phones	Conference Room Phones
2	Cisco 561 or 562 Headset	Wireless headset for Reception

PROJECT PHASES

This project will consist of the following phases:

KICKOFF

In order to introduce the appropriate stakeholders from ROISD and **UDT**, a project kickoff meeting will be held. The purpose of the kickoff meeting is to formally notify all team members, clients, and stakeholders that the project has begun and make sure everyone has a common understanding of the project goals. The content of this SOW will be reviewed to ensure that there is a clear understanding between **UDT** and ROISD as it relates to roles and responsibilities for this project.

UDT Responsibilities:

- Understand Project Prerequisites & Risks.
- Conduct project Kickoff meeting with the ROISD project team.
- Clearly Review Defined Roles, Responsibilities, Prerequisites, Risks, and PM Tools.
- Establish Communication Plan.
- Communicate High Level Timeline.

ROISD Responsibilities:

- Participate in the project kickoff meeting.
- Provide relevant diagrams and documentation on existing Architecture.

Required Resources:

- **UDT** Project Manager.
- **UDT** Lead Engineer.
- ROISD Project Sponsor.
- ROISD Project Lead.
- Other ROISD Technical Representative(s).

Deliverables:

- Project Plan and Timeline

PLANNING

The purpose of the planning phase is to allow the lead engineer and project manager from **UDT** to fully understand the ROISD technical and business requirements for this project. **UDT** will conduct a Design Workshop with ROISD IT staff to obtain all the information required to configure, test, and implement the solution. The Design Workshop will also allow ROISD IT staff to give their input on the design.

UDT will conduct a design workshop with ROISD IT staff and will review the existing Cisco UC deployment to gather the information required to deploy the UC configurations for the new school. When the planning and discovery is completed, **UDT** will create a Design Document that will detail all aspects of the installation.

UDT Responsibilities:

- Hold a Design Workshop with ROISD staff.
 - Discuss network requirements
 - Discuss UC-specific requirements, such as licensing, extension ranges, DIDs, voicemail, auto attendants, hunt groups, park groups, and pickup groups.
- Perform a discovery of the phone system to capture the configurations and design standards currently in place
- Create a Design Document to include:
 - Phone templates
 - Numbering plan
 - COR and COS tables
 - Call Routing and trunk configurations
 - User, extension, DID, phone assignments
 - Diagrams of hunt groups and auto attendants
 - Logical network diagram
 - Hardware and software documentation links
 - Post-Implementation Test Plan.
- Present the Design Document to ROISD for approval.

ROISD Responsibilities:

- Sign off on the Design Document and device configurations.
- Provide remote access to engineers for initial discovery and for configuration once the design is approved.
- Participate in project runbook and rollout schedule review.

Required Resources:

- **UDT** lead engineer.
- **UDT** Project Manager.
- ROISD project lead.
- ROISD technical representative(s).

Deliverables:

- Design Document - to be signed by ROISD before the rollout begins.

STAGING

During the staging phase, **UDT** will remotely configure the Cisco UC solution (CUCM and Unity Connections) for the deployment. The deployment will include everything discussed during the planning and design phases.

UDT will come on-site to complete the staging of the solution. The on-site staging will include the unboxing and inventory of the phones and voice gateway. The configuration of the voice gateway as an analog and SRST gateway. If there is any Dead-on-Arrival (DOA) equipment or if any equipment fails during the staging period, **UDT** will obtain Return Merchandise Authorization (RMA) for the equipment and secure a replacement from the manufacturer.

UDT Responsibilities:

- Inventory and unbox equipment in a staging area.
- RMA any defective equipment.
- Apply device labels and asset tags.
- Test phone and gateway functionality.

ROISD Responsibilities:

- Provide a secure staging area for **UDT** to un-box, pre-configure, and test equipment.
- Provide Asset Tags if required.
- Document Asset Tag assignment in an appropriate ROISD database.

Required Resources:

- **UDT** lead engineer.
- Additional UDT engineers, as required to complete the staging
- ROISD project lead.
- ROISD technical representative(s).

Deliverables:

- IOS revision report and options.

IMPLEMENTATION

During the Implementation phase, **UDT** will move the solution into production. This includes deploying the voice gateway and connecting it to the network and analog lines. UDT will also deploy the phones at this time in the project. **UDT** will perform a series of system functionality tests as identified in the Post-cutover Test Plan to determine success. This includes testing inbound and outbound calling during normal operations as well as failing over the system to SRST and conducting calling tests in a failover scenario.

UDT Responsibilities:

- Conduct a pre-cutover walkthrough with the implementation team.
- Deploy and connect the Cisco Catalyst 8200
- Deploy phones
- Provide user training on phone and voicemail usage
- Perform testing as per the post-migration test plan
 - Normal operations
 - SRST Operations

ROISD Responsibilities:

- Handle all internal change control processes and approvals.
- Provide access to rooms and areas for phone deployment and gateway installation
- Schedule Cutover windows in a timely manner.
- Sign off on a successful test scenario(s).

Required Resources:

- **UDT** lead engineer.
- Other **UDT** resources required to accommodate deployment schedule.
- ROISD project lead.
- ROISD technical representative(s).

Deliverables:

- Post-cutover test results (to be signed ROISD).

FOLLOW-UP

During the Follow-Up phase, **UDT** will be responsible for providing support, creating the final project documentation, and providing knowledge transfer to ROISD. Final project documentation will include everything that was configured during this project and can be used as a reference for operations.

UDT Responsibilities:

- Prepare As-Built Documentation.
- Provide knowledge transfer of implemented solution.

ROISD Responsibilities:

- Provide office area for on-site engineer to work.
- Attend knowledge transfer and lessons learned meetings.

Required Resources:

- **UDT** Lead Engineer.
- Other **UDT** resources required to provide on-site support.
- **UDT** Project Manager.

Deliverables:

- As-Built Documentation.

CLOSEOUT

Once all project phases have been completed, the **UDT** project manager will pull together the appropriate resources from ROISD and **UDT** to conduct a closeout meeting. The purpose of this meeting is to review the project with ROISD. In addition, this will provide ROISD the opportunity to raise any open issues that need to be addressed either as part of this SOW, a change order or as a new SOW.

UDT Responsibilities:

- Conduct Project Closeout meeting.
- Address Any Outstanding Issues/Tasks.
- Conduct Lessons Learned Workshop.
- Obtain Client Acceptance.
- Distribute Customer Satisfaction Survey.
- Close Project Portal and Archive Documents.

ROISD Responsibilities:

- Attend Lessons Learned Workshop.
- Attend Closeout Meeting.
- Provide Feedback.

Required Resources:

- **UDT** Project Manager.
- **UDT** Lead Engineer.
- ROISD Project Sponsor.
- ROISD Project Lead.
- Other the ROISD Technical Representative(s).

Deliverables:

- Last milestone sign-off sheet.

CLIENT RESPONSIBILITIES

- Participate in the project kickoff meeting.
- Provide relevant diagrams and documentation on existing Architecture.
- Provide remote access to the UC system
- Provide licensing for the phones and SRST gateway
- Sign off on the Design Document and device configurations.
- Provide secure staging area for **UDT** to un-box, pre-configure, and test equipment.
- Provide Asset Tags if required.
- Document Asset Tag assignment in an appropriate database.
- Identify change windows for deployment.
- Handle all internal change control processes and approvals.
- Sign off on a successful test scenario(s).
- Provide office area for on-site engineer to work.
- Attend knowledge transfer and lessons learned meetings.
- Attend Closeout Meeting.
- Provide Feedback.

OUT OF SCOPE

UDT is responsible only for performing the Services described in this SOW. Services outside the scope of this SOW include but are not limited to:

- Additional required tasks discovered after the execution of this SOW that are not mentioned in this SOW will require a change order.
- Defective equipment provided by Client utilized for this solution that require **UDT** additional hours of troubleshooting will require a change order.
- Troubleshooting issues due to Client's configuration changes after milestone signoff will require a change order.

GENERAL ASSUMPTIONS

UDT made the assumptions that follow in the preparation of the cost, resource estimates and schedule reflected in this SOW. Any changes to the assumptions may result in changes to **UDT** pricing and/or Project schedule.

- **UDT** will be provided all required physical access to the Clients' facilities (identification badge, escort, parking decal, etc.) as required by the Client's policies.
- Some of the Services provided may be performed during the night shift and weekends. Client will provide the required access to systems and resources.
- Client is responsible for all transport of equipment from receiving area(s) to the data center(s) and/or equipment rooms where it will be installed.



- Client is responsible for the condition and readiness of the electrical power distribution plant and the correction of any anomalies and/or deficiencies.
- Client is responsible for providing all patch cables (copper and fiber optic) unless specifically indicated in the bill of materials.
- Client is responsible for providing adequate rack space, power, environmental controls, data wiring, engineering/staging workspace and any other access required for completion of this project.
- Some activities on this project may be performed on **UDT's** premises.
- **UDT** may engage subcontractors and third parties in performing a portion of this work.
- **UDT** will not make changes to the configuration of any network equipment after it has been installed and tested.
- Client's technical resources will be made available to the **UDT** project team for planning purposes and to answer questions about the existing environment.
- Client's staff resources will participate in the acceptance and ready for use (RFU) testing associated with this solution and sign off on those tests upon successful completion.
- Client will provide **UDT** admin access on appropriate devices for the success of this project.

PROJECT DELAYS

Any delays caused by site non-readiness that could require return visits and additional time are subject to billing. Examples:

- Power Issues.
- Cabling Delays.
- Personnel Availability.
- Delays in Receiving Required Client Provided Documentation.

PROJECT SCHEDULE

Below is the Project Schedule and high-level timeline.

Milestone	Timeline
Kickoff	1 Day
Planning and Design	3-4 Days
Staging and Deployment	2.5 Weeks
Project Completion	2 Days

The above Project Schedule is dependent upon ROISD carrying out the responsibilities defined in this SOW. Delays to the Project Schedule may require a Change Order.

CHANGE REQUEST PROCESS

If the Parties wish to change or modify an existing Statement of Work, they shall execute a written statement that references the specific Statement of Work by date, purchase order number, or other identifier, and describes the requested changes using the form set forth in Exhibit A (a “Change Order”). No changes to a SOW shall become effective until both Parties have mutually agreed upon and executed the Change Order Form. When charges are necessary to analyze a change, **UDT** will provide a written estimate and begin the analysis on written authorization from Client. The terms of a mutually agreed upon Change Request will prevail over those of this SOW or any previous Change Request Form.



BILLING SCHEDULE AND PAYMENT TERMS

Pricing is effective for the 60 days following 9/17/2024

FIXED PRICE SERVICES

These services will be delivered on a fixed price basis regardless of the actual number of engineers or hours reasonably required to complete the work.

Milestone Name	Price
Kickoff and Planning	\$10,180.00
Deployment	\$27,830.00
Project Completion	\$4,720.00
Total	\$42,730.00

SIGNATURES

This SOW may be executed by the Parties in counterparts which together shall constitute one and the same SOW among the Parties. A facsimile and/or electronic signature shall constitute an original signature for all intent and purposes.

THE PARTIES HERETO HAVE CAUSED THIS SOW TO BE EXECUTED BY THEIR RESPECTIVE DULY AUTHORIZED REPRESENTATIVES AS OF THE EFFECTIVE DATE HEREOF.

By signing below, each party acknowledges that it has read and understood the terms of this SOW and agrees to be bound by these terms.

Red Oak ISD	UNITED DATA TECHNOLOGIES, INC.
Name:	Name:
Title:	Title:
Signature:	Signature:
Date:	Date:

TERMINATION

This Statement of Work “SOW” may be terminated by either Party if the other Party breaches any of its material obligations under this SOW and fails to cure such breach within thirty (30) days after receipt of written notice of such breach. The termination of this Agreement will not affect Client’s obligation to make payments as a result of events that occurred prior to termination. To the extent that the Services include the hosting, maintaining or otherwise managing of any Client data where Client does not otherwise have the ability to download a copy of such Client data, UDT shall provide Client with a copy of such Client data within thirty (30) days after the effective date of termination in a standard, electronic format to be mutually agreed upon by the parties. UDT has no obligation to retain, and reserves the right to dispose of, all Client data after such time period.

MANUFACTURER PRODUCT DEFECTS

UDT is neither a manufacturer of hardware nor a publisher of computer software. Because of this, UDT cannot be held responsible for a functionality or performance defects of any products associated with this engagement. Manufacturer warranties, where extended by the manufacturer, for products sold or otherwise provided by or licensed through UDT (or UDT product partners) are set forth in the end user license agreements and manufacturer warranty statements, and such warranties, if any, are solely those of the manufacturer. UDT will take reasonable measures to work, on behalf of the engagement, with vendors to escalate problems and take corrective action, based on the vendor’s recommendations. Any delays caused by support calls due to manufacturer defects that will require additional time are subject to billing.

EMPLOYEE NON-SOLICITATION

During the term of the Agreement and for a period of twelve (12) months thereafter, neither Party will solicit for employment any employee or contractor of the other who was directly involved in the provision or receipt of the Services. A general advertisement or a request for employment initiated exclusively by the employee is not considered a solicitation. In the event either Party violates this provision and subsequently retains an employee of the other, the Party in breach will pay to the other, as liquidated damages and not as a penalty, an amount equal to twelve (12) month’s base salary at the rate provided to that employee by the Party in breach of this provision.

NOTICES

Legal notices shall be sent via electronic mail and First-Class Mail to the individuals named in the SOW, and copied to:

To UDT:

United Data Technologies, Inc.
2900 Monarch Lakes Blvd. Ste 300, Miramar, FL 33027

To Client:

Red Oak ISD
P O Box 9000 Red Oak, TX 75154-9000 United States

Non-legal notices in the ordinary course of business; e.g., notice to postpone a shipment, shall be sent via electronic mail to the Designated Representative of the other Party or to such other designee as may be

set forth herein. Notices shall be effective as of the day sent via email, or if that day is not a Business Day or the first Business Day that follows the day sent.

WARRANTY

UDT warrants that the Services will be performed diligently by qualified personnel and will be of the kind and quality described in the Statement of Work. In performing its obligations, UDT may give advice to Client based on information supplied to UDT by Client or third parties who have expertise or knowledge not held by UDT with regard to Services or products necessary for UDT to complete Services, but not originating or endorsed by UDT. UDT will be entitled to rely on that information without assuming responsibility for decisions made by Client based on that advice. Products provided to Client under a Statement of Work that are neither manufactured nor designed by UDT will carry the warranty provided by the manufacturer, if any, and UDT makes no independent warranty with respect to those Products. UDT specifically disclaims any and all warranties and liability related to any Third Party Technology and Hardware. Client's exclusive remedy for breach of this warranty is the correction of defective Services by UDT. UDT will take reasonable measures to work, on behalf of the engagement, with vendors to escalate problems and take corrective action, based on the vendor's recommendations. Any delays caused by support calls due to manufacturer defects that will require additional time are subject to billing.

SUPPORT AND SECURITY

Unless otherwise expressly provided in this SOW, UDT is not responsible for any information stored or transferred via the Services, for backing up or maintaining copies of any data (including, without limitation, Client data, or for the removal or disposal of any confidential, proprietary, or personal information. Unless otherwise expressly provided in this SOW, UDT is not responsible for managing Client's network environment. UDT shall not attempt to access Client's secure network(s) or other information systems without Client's prior consent, either via its personnel performing Services onsite, or remotely. To the extent reasonably required for the provision of the Services, Client hereby grants UDT the right to use Client Data subject to this SOW.

For the term of this SOW, UDT shall implement and maintain any applicable access security protocols set forth in this SOW. Notwithstanding the foregoing, Client acknowledges that (i) neither those protocols nor any security software guarantees the security of Client's network, (ii) Client is responsible for all other aspects of security, including without limitation, correctly configured security policies, selection of hardware and software (including network security tools), correct installation, configuration, and maintenance of the hardware and software, the interoperability of the various components of Client's network, and a physically and electronically secure operating environment and (iii) Client is responsible for any claims, damages, costs, expenses, losses or the like resulting from the failure or breach of such access security protocols, unless such claims, damages, costs, expenses, losses or the like resulting from the failure or breach of such access security protocols were caused by UDT's gross negligence or intentional misconduct.

LIMITATION OF LIABILITY

TO THE FULLEST EXTENT POSSIBLE UNDER APPLICABLE LAW, NEITHER PARTY (NOR ITS EMPLOYEES, AGENTS, SUPPLIERS OR AFFILIATES) SHALL BE LIABLE TO THE OTHER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, PUNITIVE, OR CONSEQUENTIAL LOSS OR DAMAGE OF ANY KIND, INCLUDING WITHOUT LIMITATION ARISING IN CONNECTION WITH THE STATEMENT OF WORK, HOWEVER CAUSED AND ON ANY

THEORY OF LIABILITY, EVEN IF THE PARTY HAS BEEN ADVISED OR SHOULD BE AWARE OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT WILL UDT (OR ITS EMPLOYEES, AGENTS, SUPPLIERS OR AFFILIATES) BE LIABLE FOR ANY LOST PROFITS, REVENUE, SALES, SAVINGS, OR VALUE AS WELL AS LOSS OF DATA OR INABILITY TO ACCESS DATA.

EXCEPT FOR CLAIMS ARISING FROM A PARTY'S BREACH OF ITS CONFIDENTIALITY OBLIGATIONS OR BREACH OF UDT'S INTELLECTUAL PROPERTY RIGHTS UNDER THIS SOW, EACH PARTY'S ENTIRE LIABILITY ARISING OUT OF OR RELATED TO THIS SOW SHALL BE LIMITED TO THE AMOUNT OF SERVICE FEES PAID OR PAYABLE UNDER THE SOW WHERE THE CLAIM AROSE IN THE SIX (6) MONTH PERIOD PRIOR TO THE DATE OF THE CLAIM. THE PARTIES AGREE TO HOLD EACH OTHER HARMLESS FOR ANY INJURIES TO PERSONS OR PROPERTY CAUSED BY THE INTENTIONAL AND WILLFUL ACTS OR GROSS NEGLIGENCE OF EACH PARTY IN THE PERFORMANCE OF SERVICES IN THIS SOW. NOTHING HEREIN SHALL PREVENT EITHER PARTY FROM OBTAINING INJUNCTIVE RELIEF.

INDEMNIFICATION

Each Party will defend the other, and each of their respective directors, officers, agents, and employees against any unaffiliated third party claim based on that Party's gross negligence or intentional misconduct, and indemnify each of them from the resulting losses, damages, and costs and expenses (including reasonable attorney fees) finally awarded to the third party by a court of competent jurisdiction or pursuant to a settlement agreement. The indemnifying party may settle, at its sole expense, any claim for which it is responsible under this Section. The indemnifying party shall control the defense and/or settlement of any claim covered by this subsection, provided that the indemnified party reserves the right to employ counsel at its own expense and participate in the defense. Client will defend UDT, and each of its respective directors, officers, agents, and employees (collectively, the "UDT Indemnitee"), against any unaffiliated third party claim arising out of, resulting from or otherwise in connection with any security breach of Client's network and any failure or breach of the access security protocols set forth in this SOW, and indemnify the UDT Indemnitee from all resulting damages provided that UDT shall promptly notify Client in writing of the claim, provide Client sole control over the defense and/or settlement of such claim with Client's choice of counsel, and at Client's request and expense, provide full information and reasonable assistance to Client with respect to such claim. Notwithstanding the prior sentence, (a) UDT's failure to give prompt notice of the claim shall not relieve Client of its obligations under this Section except to the extent such failure prejudices Client's defense of the matter and (b) Client shall not be obligated to defend or be liable in any manner under this Section to the extent any such unaffiliated third party claim arises out of UDT's gross negligence or intentional misconduct.

INSURANCE

At all times during the terms of this SOW, UDT shall procure and maintain, at its sole cost and expense, at least the following types and amounts of insurance coverage:

1. Commercial General Liability with limits no less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate including bodily injury and property damage and products and completed operations and advertising liability, which policy will include contractual liability coverage insuring the activities of UDT under this SOW;
2. Worker's Compensation with limits no less than the minimum amount required by applicable law; and
3. Errors and Omissions/Professional Liability with limits no less than \$1,000,000 per

occurrence and \$2,000,000 in the aggregate.

Upon the written request of client, UDT shall provide Client with copies of the certificates of insurance for all insurance coverage required under this Section.

CONFIDENTIALITY

The following information is “Confidential Information”: (i) as to both parties, the terms of this SOW, and all information exchanged by the parties during negotiations culminating in this SOW and during the Term of this SOW, any information related to a Party’s performance of, or failure to perform, this SOW, and any information that is marked or designated as “Confidential” or with like notice; (ii) as to the Party disclosing the information, any information related to that Party’s assets, liabilities, financial results, financing plans, business strategies, product development plans, operations, source code, technology, know-how, trade secrets, clients, vendors, contractors, personnel, and all other information that a reasonable person would understand to be confidential; and (iii) as to Client, data center locations, data center designs (including non-graphic information observed at Client’s data center), Client data but excluding in all cases any information which is independently developed by the other Party as shown by such Party’s written business records, or information that becomes generally available to the public other than through breach of this SOW, or violation of law or other agreement. Each Party agrees not to disclose the other Party’s Confidential Information to any third party except to its agents and representatives who need to know the information to represent or advise it with respect to the subject matter of this SOW and who are bound by written non-disclosure obligations at least as stringent as those stated in this SOW; provided, however, that a Party will not be liable for disclosure of the other Party’s Confidential Information if it is required by law or regulation to be disclosed and the disclosing party gives advance written notice of the disclosure to the other Party at the earliest possible time, or the Party discloses the information as part of a bona fide legal proceeding to enforce its rights under this SOW. Each Party agrees to use at least a reasonable degree of care to protect the other Party’s Confidential Information. Each Party agrees not to use the other Party’s Confidential Information except in connection with the performance of its obligations or exercise of its rights under this SOW. Each Party shall return or destroy the other Party’s Confidential Information on completion of the Services, or earlier on request of the other Party, provided that a Party may retain the other Party’s Confidential Information in backup medium where return or deletion is not commercially reasonable, or otherwise as required by law. On request of a Party, an officer of the other Party shall certify its compliance with the preceding sentence.

TRADEMARKS AND INTELLECTUAL PROPERTY

Neither Party may use the other Party’s name, logo, trade or service marks, or similar indicia (each a “Trademark”) without the other Party’s prior written consent. Any authorized use shall be subject to the Trademark owner’s mark usages guidelines provided to the other or published on its website. All right, title, and interest in the intellectual property (including all copyrights, patents, trademarks, trade secrets, and trade dress) embodied in the Services, Technology and Hardware, as well as the methods by which the Services is performed and the processes that make up the Services, shall belong solely and exclusively to UDT or the applicable suppliers or licensors, and Client shall have no rights whatsoever in any of the above, except as expressly granted in this SOW. The Services are protected pursuant to intellectual property laws and treaties. Client may not modify, remove, delete, augment, add to, publish, transmit, adapt, translate, participate in the transfer or sale of, create derivative works from, or in any way exploit any of the Services, in whole or in part.

OWNERSHIP AND LICENSES

Upon UDT's receipt of payment in full with regard to a particular Deliverable, Client shall own all right, title and interest in and to such Deliverable, including any derivative or modification rights to the Deliverable, excluding any Technology embedded within such Deliverable. A Deliverable is deemed to be a "Work Made for Hire" as set forth in the United States Copyright Act of 1976 or if for any reason held not to be a work made for hire, UDT hereby assigns all of its right, title, and interest in such Deliverable to Client.

To the extent that any UDT Technology is intangible and embedded within any of the Deliverables, UDT hereby grants Client a royalty-free, fully paid-up, worldwide, perpetual, irrevocable, nonexclusive, non-transferable license to use such UDT Technology solely in connection with the Deliverables; provided, however, that the UDT Technology is still subject to any use restrictions specified in this SOW and UDT may revoke any use of the UDT Technology, which is outside the license grant as set forth herein. UDT has the right and title to grant all such licenses necessary for Client to own and/or use the Deliverables as set forth herein.

The UDT Technology is personal property of UDT, and the Third Party Technology is personal property of the Third Party Technology provider. No title, equity, ownership or right (including any license right) in or to the UDT Technology or the Third Party Technology in whole or in part shall pass to Client except as otherwise expressly provided by this SOW. Client agrees that it may not pass any right or interest in the UDT Technology or Third Party Technology to any third party and Client shall ensure it takes all necessary steps to protect UDT's and the applicable Third Party Technology providers' rights under this SOW such that neither the UDT Technology nor the Third Party Technology can be construed as a fixture nor shall it become a fixture on the Premises or any other location.

RELATIONSHIP OF THE PARTIES

Each Party is an independent contractor of the other and nothing in this SOW shall be construed to create an association, trust, partnership, joint venture, or agency relationship between the Parties. Although the Parties may refer to each other colloquially as "partners" they do not intend to create a partnership, and neither Party has any fiduciary duty, obligation, or liability to the other or any obligation to share profits and losses. Neither Party will have any rights, power, or authority to act or create an obligation, express or implied, on behalf of another Party except as expressly specified in this SOW.

ASSIGNMENT

Client may not assign this SOW without UDT's prior written consent, not to be unreasonably withheld. Any attempted assignment in violation of the preceding sentence shall be void. This SOW shall inure to the benefit of the Parties permitted successors and assigns. UDT has the right to assign, subcontract, or delegate in whole or in part this SOW, or any rights, duties, obligations or liabilities under this SOW, by operation of law or otherwise.

NON-WAIVER

The failure to exercise or delay in exercising a right or remedy under this SOW shall not constitute a waiver of the right or remedy or a waiver of any other or subsequent right or remedy. Specifically, but without limitation, Client's payment of fees is not a waiver of any claims for breach of this SOW.

FORCE MAJEURE

UDT will not be liable for any failure of performance hereunder due to causes beyond its reasonable control, including, but not limited to, acts of God, pandemics, epidemics, environmental conditions at



Premises, suppliers, fire, vandalism, cable cut, power outage, Client’s third party contractors, non-performance of Third Party Technology providers specified by Client, storm or other similar occurrences; any law, order, regulation, action or request of any government, including state and local governments having jurisdiction over either of the parties, or of any instrumentality thereof, or of any civil or military authority; wars; or strikes or other labor difficulties.

CONTROLLING LAW, VENUE, AND COSTS OF SUITS

With respect to disputes which may arise as a result of this SOW in the US, the laws of the State of Florida (exclusive of its choice of law principles) govern this SOW and the Parties agree to submit to the exclusive jurisdiction of, and venue in, the courts in the State of Florida, Broward County, in any dispute arising out of or relating to this SOW. If any action is brought to enforce this SOW, the prevailing party shall be entitled to collect its reasonable attorney fees and costs of suit. This choice of jurisdiction does not prevent either party from seeking injunctive relief with respect to a violation of intellectual property rights or confidentiality obligations in any appropriate jurisdiction. The U.N. Convention on the International Sale of Goods shall not apply to this SOW.

ENTIRE AGREEMENT

This SOW is the complete and exclusive agreement between the Parties regarding its subject matter and supersedes and replaces any prior or contemporaneous agreement or understanding, written or oral.

Required Forms

Executed Form 1295

Signed Supplier Information Form

UDT Fomal Project Quote

UDT Certificate of Insurance

UDT Form W9

Cisco End of Sale/End of Support Policy document

UDT Certificate of Minority

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CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
 Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

**OFFICE USE ONLY
 CERTIFICATION OF FILING**

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
 United Data Technologies, Inc.
 Miramar, FL United States

Certificate Number:
 2024-1213986

Date Filed:
 09/12/2024

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
 RED OAK MIDDLE SCHOOL

Date Acknowledged:

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
 2024-08-01
 Telecommunication/voice

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Fleches, Enrique	Miramar, FL United States	X	
	Amaro, Gerard	Miramar, FL United States	X	

5 Check only if there is NO Interested Party.

6 UNSWORN DECLARATION

My name is Jesus Pena, and my date of birth is 01/02/1965.

My address is 2900 Monarch Lakes Blvd. STE# 300, Miramar, FL, 33027, US.
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Broward County, State of Florida, on the 12th day of September, 2024.
(month) (year)

Jesus Pena
Jesus Pena (Sep 13, 2024 10:18 EDT)

Signature of authorized agent of contracting business entity
 (Declarant)










Form 1295 Certificate 101263887_PRT

Final Audit Report

2024-09-13

Created:	2024-09-12
By:	UDT Legal (legalsupport@udtonline.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAApAmg0EhdAl0mjPj8a_jGE7-e5Q1bLjcC

"Form 1295 Certificate 101263887_PRT" History

-  Document created by UDT Legal (legalsupport@udtonline.com)
2024-09-12 - 9:01:18 PM GMT- IP address: 162.246.142.66
-  Document emailed to jpena@udtonline.com for signature
2024-09-12 - 9:01:23 PM GMT
-  Email sent to jpena@udtonline.com bounced and could not be delivered
2024-09-12 - 9:01:37 PM GMT
-  UDT Legal (legalsupport@udtonline.com) replaced signer jpena@udtonline.com with Jesus Pena (jpena@udtonline.com)
2024-09-13 - 2:07:08 PM GMT- IP address: 96.46.249.200
-  Document emailed to Jesus Pena (jpena@udtonline.com) for signature
2024-09-13 - 2:07:08 PM GMT
-  Email sent to jpena@udtonline.com bounced and could not be delivered
2024-09-13 - 2:07:22 PM GMT
-  Email viewed by Jesus Pena (jpena@udtonline.com)
2024-09-13 - 2:18:39 PM GMT- IP address: 99.137.81.96
-  Document e-signed by Jesus Pena (jpena@udtonline.com)
Signature Date: 2024-09-13 - 2:18:59 PM GMT - Time Source: server- IP address: 99.137.81.96
-  Agreement completed.
2024-09-13 - 2:18:59 PM GMT

Supplier Information

Company Name: United Data Technologies, Inc.

Contact Name: Karrie Henderson - Vice President of Sales

Address: 7500 Rialto Blvd Suite 250 Austin, TX 78735

Phone: 800-882-9919

Fax: 954-432-5203

Email: khenderson@udtonline.com

Supplier Notes

Multiple horizontal lines for notes.

By submitting your response, you certify that you are authorized to represent and bind your company.

Karrie Henderson
Print Name

Karrie Henderson
Karrie Henderson (Sep 12, 2024 17:12 CDT)
Signature


Supplier FOrM - Red Oak ISD - TBS


Final Audit Report


2024-09-12


Created:	2024-09-12
By:	UDT Legal (legalsupport@udtonline.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAAuutpmIW5ZMfFMcirsN3337SANGouS5dc


"Supplier FOrM - Red Oak ISD - TBS" History


 Document created by UDT Legal (legalsupport@udtonline.com)
2024-09-12 - 8:47:24 PM GMT- IP address: 162.246.142.66

 Document emailed to khenderson@udtonline.com for signature
2024-09-12 - 8:47:27 PM GMT

 Email viewed by khenderson@udtonline.com
2024-09-12 - 10:11:56 PM GMT- IP address: 108.147.150.74

 Signer khenderson@udtonline.com entered name at signing as Karrie Henderson
2024-09-12 - 10:12:28 PM GMT- IP address: 108.147.150.74

 Document e-signed by Karrie Henderson (khenderson@udtonline.com)
Signature Date: 2024-09-12 - 10:12:30 PM GMT - Time Source: server- IP address: 108.147.150.74

 Agreement completed.
2024-09-12 - 10:12:30 PM GMT



United Data Technologies, Inc.
 7500 Rialto Blvd
 Suite 250
 Austin, Texas 78735

Quotation (Open)	
Date Sep 19, 2024 07:18 AM CDT	Expiration Date 11/20/2024
Modified Date Sep 19, 2024 04:22 PM CDT	
Quote # COQO-63355 - rev 1 of 1	
Description Red Oak ISD - RFP 2024-08-01 Addendum 1 Voice Communication Section 27 30 00	
SalesRep Colmener, Ileana (P) 321-314-3270	
Customer Contact Corns, Megan (P) 972-617-4150 tiffany.horn@redoakisd.org	

Customer

Red Oak ISD (RO3688)
 Corns, Megan
 109 W. Red Oak Rd
 Red Oak, TX 75154
 United States

Bill To























Red Oak ISD
 Phillips, Julie
 109 W. Red Oak Rd
 Red Oak, TX 75154
 United States
 (P) 972-617-4176
 julie.phillips@redoakisd.org

Ship To

Red Oak ISD
 Phillips, Julie
 109 W. Red Oak Rd
 Red Oak, TX 75154
 United States
 (P) 972-617-4176
 julie.phillips@redoakisd.org

Customer PO:	Terms: Undefined	Ship Via: Other None
Special Instructions:		Carrier Account #:

#	Image	Description	Part #	Qty	Unit Price	Total
1		Cisco IP Phone 8861 - VoIP phone - IEEE 802.11a/b/g/n/ac (Wi-Fi) - SIP, RTP, SDP - 5 lines - charcoal VoIP phone - IEEE 802.11a/b/g/n/ac (Wi-Fi) - SIP, RTP, SDP - 5 lines - charcoal	CP-8861-K9=	45	\$404.45	\$18,200.25
2		Cisco Smart Net Total Care - Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-8861-K9, CP-8861-K9+=, CP-8861-K9=, CP-8861-K9-RF, CP-8861-K9-WS Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-8861-K9, CP-8861-K9+=, CP-8861-K9=, CP-8861-K9-RF, CP-8861-K9-WS	CON-SNT-P8XK96X7	45	\$32.80	\$1,476.00
3		Cisco IP Phone 8861 - VoIP phone - IEEE 802.11a/b/g/n/ac (Wi-Fi) - SIP, RTP, SDP - 5 lines - charcoal VoIP phone - IEEE 802.11a/b/g/n/ac (Wi-Fi) - SIP, RTP, SDP - 5 lines - charcoal	CP-8861-K9=	2	\$404.45	\$808.90
4		Cisco Smart Net Total Care - Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-8861-K9, CP-8861-K9+=, CP-8861-K9=, CP-8861-K9-RF, CP-8861-K9-WS Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-8861-K9, CP-8861-K9+=, CP-8861-K9=, CP-8861-K9-RF, CP-8861-K9-WS	CON-SNT-P8XK96X7	2	\$32.80	\$65.60
5		Cisco 562 Wireless Dual - Headset - on-ear - DECT 6.0 - wireless - with Multibase Station - for Cisco DX70, DX80; IP Phone 68XX; Webex Board 55, Board 70, Board 85, Room 55, Room 70 Headset - on-ear - DECT 6.0 - wireless - with Multibase Station - for Cisco DX70, DX80; IP Phone 68XX; Webex Board 55, Board 70, Board 85, Room 55, Room 70	CP-HS-WL-562-M-US=	2	\$308.28	\$616.56
6		Cisco Smart Net Total Care - Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-HS-WL-562-M-US=, CP-HS-WL-562MUS-RF Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-HS-WL-562-M-US=, CP-HS-WL-562MUS-RF	CON-SNT-PHSUSWS8	2	\$39.20	\$78.40
7		Cisco 561 Wireless Single - Headset - on-ear - convertible - DECT 6.0 - wireless - with Multibase Station Headset - on-ear - convertible - DECT 6.0 - wireless - with Multibase Station	CP-HS-WL-561-M-US=	2	\$281.67	\$563.34
8		Cisco Smart Net Total Care - Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-HS-WL-561-M-US= Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-HS-WL-561-M-US=	CON-SNT-PHIUSW18	2	\$36.00	\$72.00
9		Cisco IP Phone 8841 - VoIP phone - SIP, RTCP, RTP, SRTP, SDP - 5 lines VoIP phone - SIP, RTCP, RTP, SRTP, SDP - 5 lines	CP-8841-K9=	73	\$291.69	\$21,293.37
10		Cisco Smart Net Total Care - Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-8841-K9, CP-8841-K9+=, CP-8841-K9=, CP-8841-K9-RF, CP-8841-K9-WS Extended service agreement - replacement - 8x5 - response time: NBD - for P/N: CP-8841-K9, CP-8841-K9+=, CP-8841-K9=, CP-8841-K9-RF, CP-8841-K9-WS	CON-SNT-P8IK94I2	73	\$24.00	\$1,752.00
11		Cisco - Telephone wall mount kit for VoIP phone - for IP Phone 8841, 8851, 8861 Telephone wall mount kit for VoIP phone - for IP Phone 8841, 8851, 8861	CP-8800-WMK=	73	\$49.66	\$3,625.18
12		Cisco IP Phone 8841 - VoIP phone - SIP, RTCP, RTP, SRTP, SDP - 5 lines VoIP phone - SIP, RTCP, RTP, SRTP, SDP - 5 lines	CP-8841-K9=	1	\$291.69	\$291.69

13	 Cisco - Telephone wall mount kit for VoIP phone - for IP Phone 8841, 8851, 8861 Telephone wall mount kit for VoIP phone - for IP Phone 8841, 8851, 8861	CP-8800- WМК=	1	\$49.66	\$49.66
14	 Cisco IP Conference Phone 8832 - Conference VoIP phone - SIP - charcoal Conference VoIP phone - SIP - charcoal	CP-8832-K9	3	\$973.91	\$2,921.73
15	 Cisco - PoE injector - Worldwide - for IP Conference Phone 8832 PoE injector - Worldwide - for IP Conference Phone 8832	CP-8832- POE	3	\$0.00	\$0.00
16	 Cisco Catalyst 8200-1N-4T - Router - GigE - rack-mountable Router 1GbE - rack-mountable	C8200-1N-4T	1	\$1,558.24	\$1,558.24
17	 Cisco CX Success Tracks Level 1 - Extended service agreement - advance hardware replacement - shipment - 8x5 - response time: NBD - for P/N: C8200-1N-4T, C8200-1N-4T=, C8200-1N-4T-RF Extended service agreement - advance hardware replacement - shipment - 8x5 - response time: NBD - for P/N: C8200-1N-4T, C8200-1N-4T=, C8200-1N-4T-RF	CON-L1NBD- C82001N4	1	\$551.84	\$551.84
18	 Cisco - Memory - module - 8 GB - for P/N: C8200-1N-4T=, C8200L-1N-4T, C8200L-1N-4T=, C8200-UCPE-1N8, C8200-UCPE-1N8= Memory - module - 8 GB - for P/N: C8200-1N-4T=, C8200L-1N-4T, C8200L-1N-4T=, C8200-UCPE-1N8, C8200-UCPE-1N8=	MEM-C8200- 8GB	1	\$0.00	\$0.00
19	 Cisco - SSD - 16 GB - external (portable) - M.2 - USB - for P/N: C8200-1N-4T, C8200-1N-4T=, C8200L-1N-4T, C8200-UCPE-1N8, C8500L-8S4X, C8500L-8S4X= SSD - 16 GB - external (portable) - M.2 - USB - for P/N: C8200-1N-4T, C8200-1N-4T=, C8200L-1N-4T, C8200-UCPE-1N8, C8500L-8S4X, C8500L-8S4X=	M2USB-16G	1	\$0.00	\$0.00
20	 Cisco - RFID tag - 1U - for P/N: C8200-1N-4T, C8200-1N-4T=, C8200L-1N-4T, C8200-UCPE-1N8, C8500L-8S4X, C8500L-8S4X= RFID tag - 1U - for P/N: C8200-1N-4T=, C8200L-1N-4T, C8200-UCPE-1N8, C8300-UCPE-1N20, C8500L-8S4X=	C-RFID-1R	1	\$0.00	\$0.00
21	 CISCO CATALYST 8200 RACK MOUNT KIT - 19IN 1R Rack mounting kit - 1U - 19" - for Catalyst 8200-1N-4T	C8200-RM- 19-1R	1	\$0.00	\$0.00
22	 NETWORK PLUG-N-PLAY CONNECT FOR ZERO-TOUCH DEVICE DEPLOYMENT License - for P/N: C9500X-60L4D-EDU, CG113-4GW6E, CW9163E-E, CW9166D1-ROW, ISR1100X-6G-RF, VG410-48FXS	NETWORK- PNP-LIC	1	\$0.01	\$0.01
23	 Cisco Catalyst 8200 Edge PIM Blank Blank panel - for P/N: C8200-1N-4T=, C8200L-1N-4T, C8200L-1N-4T=, C8200-UCPE-1N8, C8200-UCPE-1N8=	C8200-PIM- BLANK	1	\$0.00	\$0.00
24	 TE agent for IOSXE on Enterprise Routing Subscription license - hosted - for Cisco IOS XE	TE-R-SW	1	\$0.00	\$0.00
25	 U.S. EXPORT RESTRICTION COMPLIANCE LICENSE FOR C8000 SERIES License - for Catalyst 8300, 8500, 8500-12, 8500-12X10	C8000- HSEC	1	\$0.00	\$0.00
26	 Cisco - Power cable - IEC 60320 C13 to NEMA 5-15 (M) - 8 ft - United States - for Catalyst 3560V2-24PS, 3560V2-24TS, 3560V2-24TS-SD, 3560V2-48PS, 3560V2-48TS Power cable - IEC 60320 C15 to NEMA 5-15 (M) - AC 125 V - 15 A - 8 ft - United States - for Cisco 3925, 3925 ES24, 3925E, 3945, 3945 ES24, 3945E	CAB-AC	1	\$0.00	\$0.00
27	 UNIVERSAL (v. 17.6) - license - for P/N: C8200-1N-4T=, C8200L-1N-4T, C8200L-1N-4T=, C8200-UCPE-1N8, C8200-UCPE-1N8=	SC8KBEUK9- 176	1	\$0.00	\$0.00
28	 IOS XE AUTONOMOUS OR SD-ROUTING MODE FOR UNIFIED IMAGE License - Autonomous boot up mode - for P/N: C8200L-1N-4T=, C8200-UCPE-1N8=, C8500-20X6C, IR1835-K9, IR8140H-K9, IR8140H-P-K9	IOSXE- AUTO- MODE	1	\$0.00	\$0.00
29	 2-PORT FXS/FXS-E/DID AND 4-PORT FXO NETWORK INTERFACE MODULE Expansion module - FXS/DID x 2 + FXO x 4 - for Cisco 4451-X; Integrated Services Router 4221, 4321, 4331, 4351, 2FXS/4FXOP 4431	NIM- 2FXS/4FXOP	1	\$960.36	\$960.36
30	 CISCO DNA ADVANTAGE STACK - UPTO 25M (AGGR, 50M) License - 30 Mbps aggregated throughput, up to 15 Mbps - for P/N: C8300-UCPE-1N20, C8500-20X6C, ISR1100X-6G-RF	DSTACK-T0- A	1	\$0.00	\$0.00
31	 CISCO NETWORK ADVANTAGE STACK - UPTO 25M (AGGR, 50M) License - 30 Mbps aggregated throughput, up to 15 Mbps - for P/N: C8300-UCPE-1N20, C8500-20X6C, ISR1100X-6G-RF	NWSTACK- T0-A	1	\$0.00	\$0.00
32	 ThousandEyes WAN Insights - Term License - hosted - embedded Term License - hosted - embedded - for P/N: C8300-UCPE-1N20, C8500-20X6C, ISR1100X-6G-RF	TE-EMBED- WANI	1	\$0.00	\$0.00
33	 Cisco Umbrella for DNA Advantage License - hosted - for Cisco DNA Advantage - for P/N: C8300-UCPE-1N20, C8500-20X6C, ISR1100X-6G-RF	SDWAN- UMB-ADV	1	\$0.00	\$0.00
34	 CISCO DNA CENTER ON PREM DEPLOYMENT OPTION FOR WAN On-Premise license - Deployment - for P/N: C8300-UCPE-1N20, C8500-20X6C	DNAC- ONPREM-PF	1	\$0.00	\$0.00
35	 C8200-1N-4T PLATFORM SELECTION FOR DNA SUBSCRIPTION Subscription license - for Digital Network Architecture	C82-1N-4T- PF	1	\$0.00	\$0.00
36	IOS XE AUTONOMOUS OR SD-ROUTING MODE FOR UNIFIED IMAGE License - Autonomous boot up mode - for P/N: C8300-UCPE-1N20, L-DNA-TIER-1Y, L-DNA-TIER-HA, L-DNA-TIER-HA-1Y, L-DNA-TIER-HA-MOD	IOSXE- AUTO- MODE-PF	1	\$0.00	\$0.00
37	CISCO DNA ADVANTAGE ON-PREM LIC 5Y - UPTO 25M (AGGR, 50M) On-Premise subscription license (5 years) - 30 Mbps aggregated throughput, up to 15 Mbps - for P/N: C8300-UCPE-1N20, ISR1100X-6G-RF	DNA-P-T0-A- 5Y	1	\$2,390.48	\$2,390.48
38	Cisco CX Success Tracks Level 1 - Technical support - for Cisco DNA Advantage - license - Tier 0 - on-premise - phone consulting - 5 years - 24x7 - response time: 30 min - for P/N: C8300-UCPE-1N20, ISR1100X-6G-RF Technical support - for Cisco DNA Advantage - license - Tier 0 - on-premise - phone consulting - 5 years - 24x7 - response time: 30 min - for P/N: C8300-UCPE-1N20, ISR1100X-6G-RF	SVS-PSTL1- T0-A5Y	1	\$672.00	\$672.00



39 Professional Services for Advanced Technologies

PS-AT-01 1 \$42,730.00 \$42,730.00

See Statement of Work (SWO) for detailed Milestones. This service line include: Implementation, Project Management, Testing, Documentation, Training as requested in the RFP 2024-08-01 Addendum 1 Voice Communication (Section 27 30 00)

Customer may purchase the Products listed herein by Customer's Purchase Order (PO) or by signing and returning this Quote to UDT.

Subtotal: \$100,677.61
 Shipping: \$0.00
 Misc: \$0.00
Total: \$100,677.61

By accepting and signing this Quote, issuing a PO for the Product(s), or otherwise accepting the Product(s), Customer agrees that Customer's purchase and use of the Product(s) is governed by the UDT Terms and Conditions for Product Purchases (which can be found at https://udtonline.com/product_terms/) and, if applicable, any Manufacturer's terms (collectively, the T&Cs). Notwithstanding the foregoing, if a separate agreement is expressly written on this Quote, that agreement shall apply in addition to the T&Cs and shall have precedence over the T&Cs. Any additional or different terms in any PO or other documents from Customer are material alterations to the T&C's, are rejected, and will not be binding on UDT. Customer's purchase of any of UDT's services requires a separate written Service Agreement and these T&Cs shall be superseded by the terms in any such Services Agreement.

CUSTOMER HEREBY ACCEPTS TO PURCHASE THE PRODUCTS LISTED IN THIS QUOTE AND AGREES TO BE BOUND TO THE T&Cs.

Client

Name: _____

Title: _____

Signature: _____

Date: _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/30/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Keyes Coverage Insurance 5900 Hiatus Road Tamarac FL 33321	CONTACT NAME: Krystle Grilli PHONE (A/C. No. Ext): 954-724-7000 E-MAIL ADDRESS: Kgrilli@keyescoverage.com		FAX (A/C. No): 954-724-7024
	INSURER(S) AFFORDING COVERAGE		
INSURED United Data Technologies Inc. UDT 2900 Monarch Lakes Blvd., Suite 300 Miramar FL 33027	14202	INSURER A : National Fire Insurance Company of Hartford	NAIC # 20478
		INSURER B : Continental Casualty Company	20443
		INSURER C : Columbia Casualty Company	31127
		INSURER D : The Continental Insurance Company	35289
		INSURER E : Hartford Fire Insurance Co	19682
		INSURER F : American Casualty Company of Reading	20427

COVERAGES

CERTIFICATE NUMBER: 898048367

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:			GL 7015483862	11/1/2023	11/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			BUA 7015483893	11/1/2023	11/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Comp/Coll Deductible \$ 1,000
D	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			CUE 7015483909	11/1/2023	11/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
F	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			7017891436	11/1/2023	11/1/2024	<input checked="" type="checkbox"/> PER-STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C B E	Technology E&O/Cyber Liability* D&O/EPLI/Fiduciary Crime			652386469 652383068 21 TP 0323221-23	11/1/2023 11/1/2023 11/1/2023	11/1/2024 11/1/2024 11/1/2024	Liability Limit \$5MM/\$100,000 Ded D&O/EPLI/FID 5MM/5MM/1MM Employee Theft Client \$2MM/\$25,000 Ded

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

*Technology E&O/Cyber Liability - Carrier: Columbia Casualty Company / Effective Date: 11/1/2023 - 11/1/2024 / Policy number: 652386469 / Retro Date: 11/14/2003

CERTIFICATE HOLDER

CANCELLATION 30 Days Notice / 10 Days for Non-Pay

United Data Technologies Inc.
 2900 Monarch Lakes Blvd, Suite 300
 Miramar FL 33027

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

143

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Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. United Data Technologies, Inc.	
2 Business name/disregarded entity name, if different from above UDT, UDT Financial Services	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input checked="" type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ►	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>
5 Address (number, street, and apt. or suite no.) See instructions. 2900 Monarch Lakes Boulevard, Suite 300	Requester's name and address (optional)
6 City, state, and ZIP code Miramar, FL 33027	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number								
or								
Employer identification number								
6	5	-	0	5	6	6	1	3
8								

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ►	Date ► 1/2/2024
------------------	----------------------------	-----------------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
 - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
 - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
 - Form 1099-S (proceeds from real estate transactions)
 - Form 1099-K (merchant card and third party network transactions)
 - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
 - Form 1099-C (canceled debt)
 - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.
- If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, 144 later.*



End-of-Life Policy

Purpose

All products reach the end of their life cycle for several reasons, including market demands, technology innovation and development-driven changes, or product maturity and replacement with functionally richer technology. Even so, Cisco also recognizes that end-of-life (EOL) milestones often prompt companies to review the impact to the Cisco products, services, or subscriptions in their networks. With that in mind, we have set out below Cisco's End of Life milestones to help manage EOL transitions and to explain the role that Cisco can play in helping to migrate to alternative Cisco technology.

Scope

Cisco's End of Life Policy ("Policy") applies to all Cisco hardware, software, cloud services and service offers (collectively "Products") that have their own unique product part number or product identifier ("PID"). Versions or releases of a Product that do not have a unique PID are not subject to this Policy.

This Policy covers all new EOL notifications made in all theaters on or after September 29th 2022. It does not apply to a Cisco Product that is already subject to an EOL notification as of September 29th 2022.

Policy

End of Life Milestones:

- External notification of end of sale is typically six (6) months before the End of Sale ("EOS") date, which is the date after which you can no longer purchase the relevant Cisco Product. Such notice will appear on cisco.com at <http://www.cisco.com/c/en/us/products/eos-eol-listing.html>. Please visit this site regularly as it contains useful information regarding Cisco's end-of-life program. Sign up to receive notifications at the **Cisco Notification Service**.
- No subscriptions (including renewals) with a term extending beyond Last Day of Support ("LDOS") will be sold after the EOL Notification Date.
- The Last customer ship date for hardware is three (3) months after the hardware EOS date.

Cisco will provide the following to customers with active support contracts or subscriptions (including cloud services):

- One (1) year of routine failure analysis for hardware from the EOS date.
- One (1) year of bug fixes, maintenance releases, workarounds or patches for critical bugs from the EOS date, when reported to TAC. After the first year, Cisco will provide bug fixes,

Definitions

For purposes of this policy, the following definitions apply:

End of Life (EOL)	A process that guides the final business operations associated with the Cisco Product life cycle. The end-of-life process consists of a series of technical and business milestones and activities that, once completed, make a Product obsolete. Once obsolete, the Product is not sold, improved, maintained, or supported.
End of Sale date (EOS)	The Product is no longer offered for sale after this date. This is also the last date to order the Product through Cisco point-of-sale mechanisms. The EOS date is documented in the EOL notification.
EOL Notification Date	The date on which the end of sale and the end-of-life milestones for a Product is communicated to the public.
Last Date of Support (LDOS)	The last date to receive support as entitled by active service contracts for covered Cisco hardware and software. After this date, support is no longer available.

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* Description of their product/services as defined by the North American Industry Classification System (NAICS)

01/01/2024

Issued Date

FL02336

Certificate Number

01/01/2025

Expiration Date

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Red Oak ISD Bilingual / ESL Program Evaluation

Shana Owen
Executive Director of Specialized Learning

Magda Davis
Assistant Director of State & Federal Programs



October 2024

INTRODUCTION

Per TEA, English Language Learners are 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.



Purpose

The purpose of this presentation is to provide the required annual evaluation of the District's two (3) language programs for Emergent Bilingual students:

- Bilingual - One-Way Dual Language Immersion
- ESL - Content-Based
- ESL - Pull-Out





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

3rd - 12th Grade:

Pull-Out ESL Program

- ELAR Teacher of record is ESL certified and provides linguistic support



Bilingual – One Way Dual Language Immersion Program

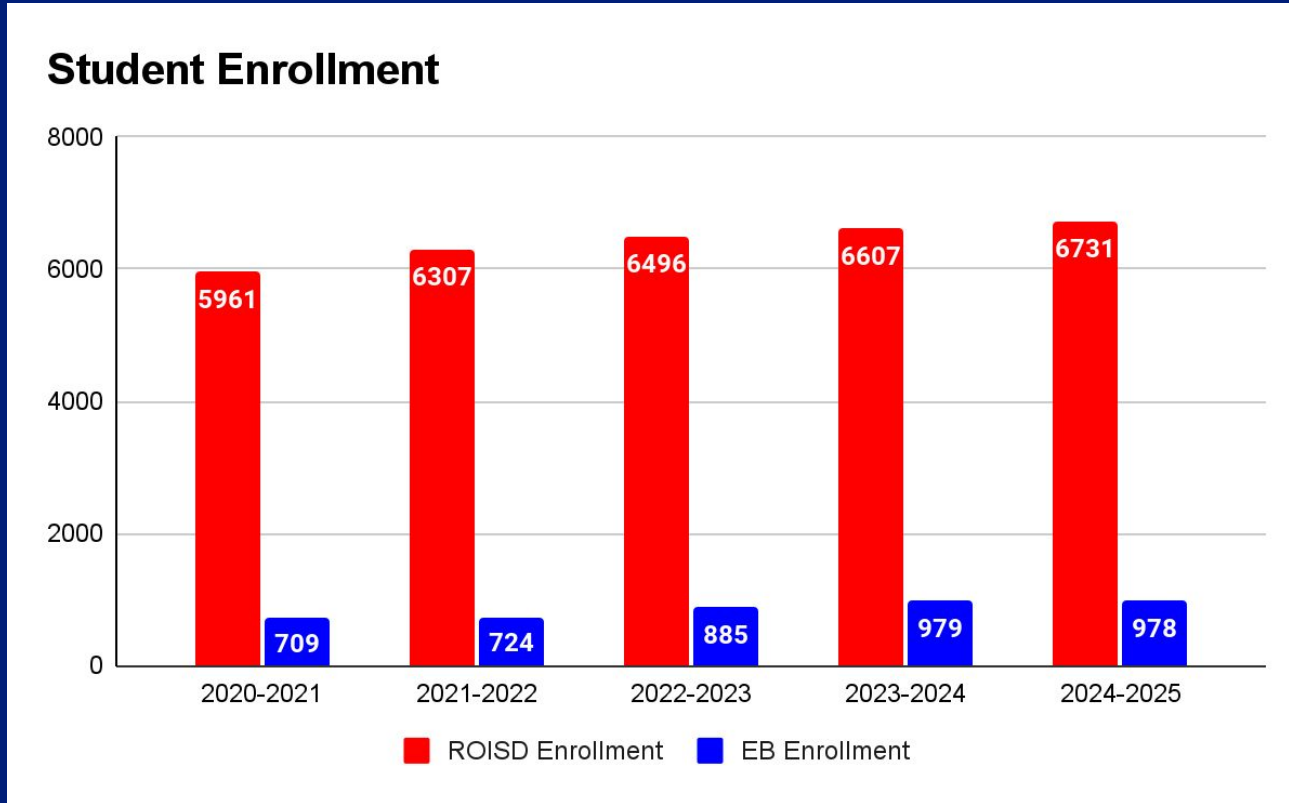
PK 5th Grade:

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 bilingual, biliterate and bicultural.

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.

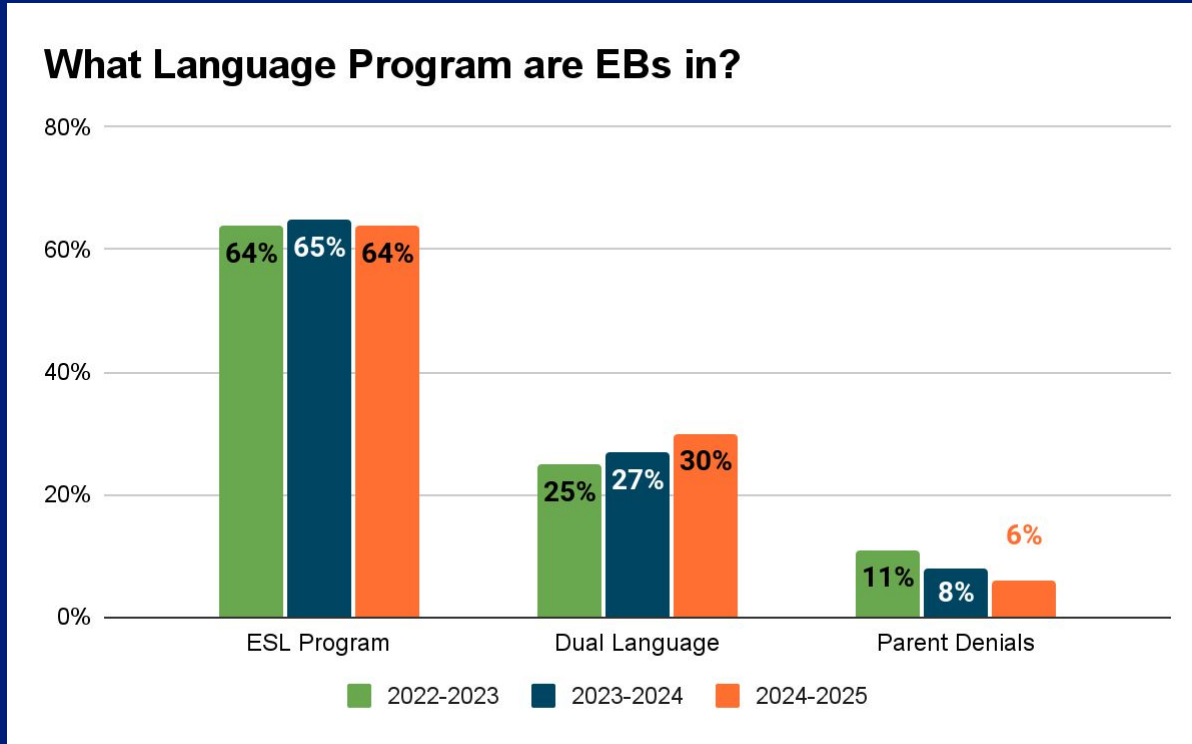
From grades 2-5, language of instruction is 50% English and 50% Spanish; Language Arts is taught dual language; math is taught in English; other subjects language varies by grade.

Enrollment Trends



Currently, 14.5 % of our student population are EB students.

Our Language Programs



8% of our ESL students were under an alternative language program because their reading teachers were not ESL certified. A waiver was filed and professional development provided.



Analysis of English Language Acquisition

TELPAS Testing

Texas English Language Proficiency Assessment System

This testing is used by the state to monitor EB student progress in English language acquisition in listening, speaking, reading and writing.

- 956 students were tested last Spring
- 4 students took TELPAS ALT (severe cognitively delayed EB students)

Yearly Progress Summary

- 32 % of our EB students met Yearly Progress
- 215 students advanced one English Proficiency Level
- 13 students advanced two English Proficiency Levels



K – 2 TELPAS Testing Results

	Beginner	Intermediate	Advanced	ADV High
Listening	12 %	31 %	34 %	22 %
Speaking	25 %	40 %	22%	13 %
Reading	36 %	37 %	17 %	11 %
Writing	38 %	40 %	13 %	9 %
Composite	17 %	48 %	24 %	11 %

Students in grades 1-2 who score ADV High on their Composite score have met the first requirement for reclassification. (Program Exit)



3rd – 12th TELPAS Testing Results

	Beginner	Intermediate	Advanced	ADV High
Listening	8 %	25 %	37 %	30 %
Speaking	19 %	31 %	42 %	8 %
Reading	12 %	35 %	28 %	25 %
Writing	21 %	44 %	30 %	6 %
Composite	8 %	36 %	43 %	13 %

Students in grades 3-12 who score ADV High on their Composite score have met the first requirement for reclassification. (Program Exit)



ROISD Reclassification

History of EB Reclassification



What also made the difference was that we did goal-setting with 4-8th grade students.

Reclassification is when an EB student reaches English Proficiency.

Here is the state's criteria.

1. Composite score of ADV High on TELPAS.
2. Pass Reading STAAR or IOWA test
3. Teacher recommendation

*** The state changed the requirement for TELPAS. Before it was they had to score ADV High in each of the 4 domains.



Continued Progress After Reclassification



STAAR EOCs

100% of all reclassified students scored approaches or above on ALL End of Course STAAR tests



GRADES

Campus LPAC administrators continue to monitor grades of reclassified students to ensure academic success



Analysis of Spanish Language Acquisition

SPANISH READING PROGRESS

End of Year Percentages

K



35% at or above
Reading Level

01



55 % at or above
reading level

02



63% at or above
reading level

03



55% at or above
reading level

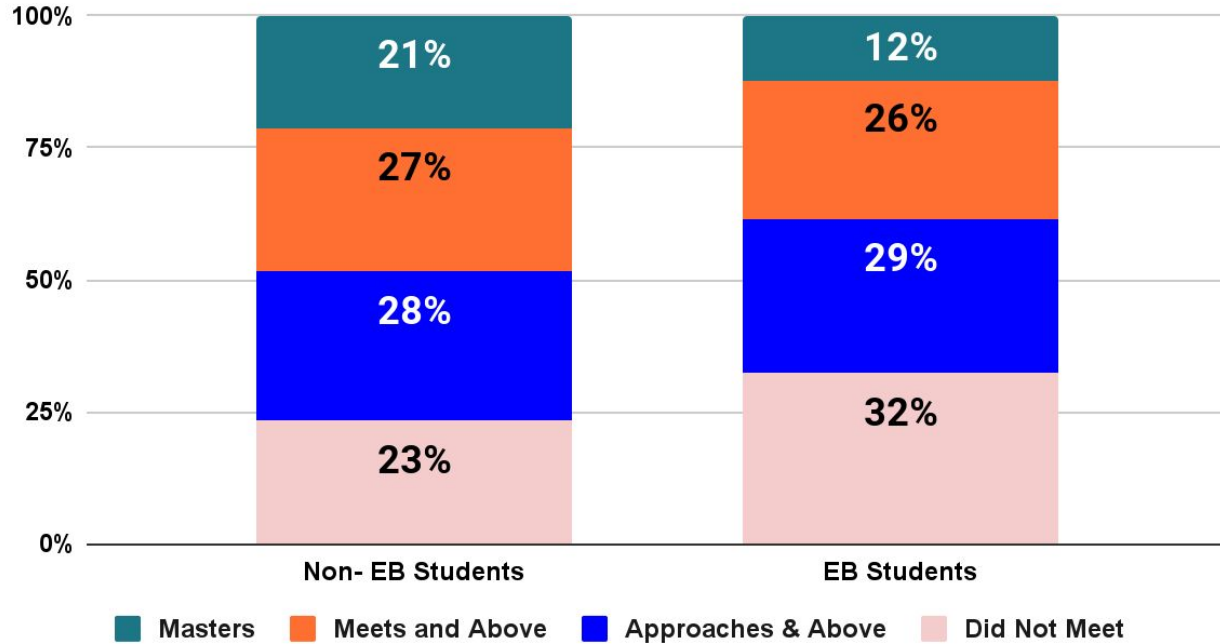


Analysis of Academic Achievement



STAAR Performance

Reading (Grades 3-8)



Total Students Tested
2,889

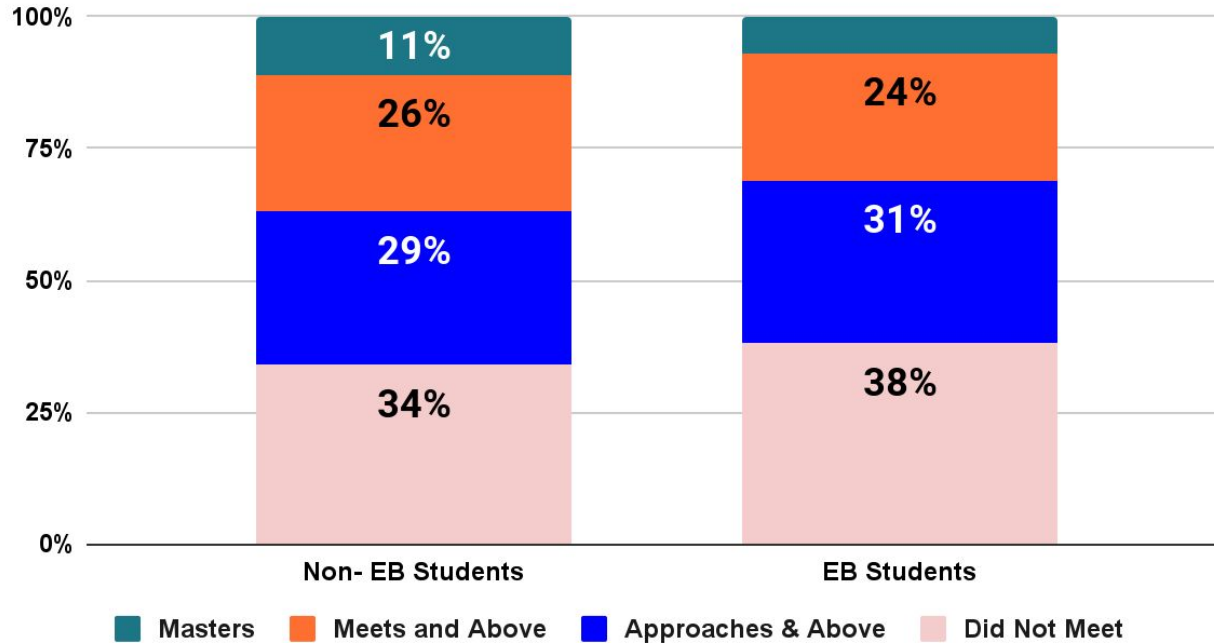
Total EB Students
435

Elementary:
Area of need
for closing the
gap



STAAR Performance

Math (Grades 3-8)



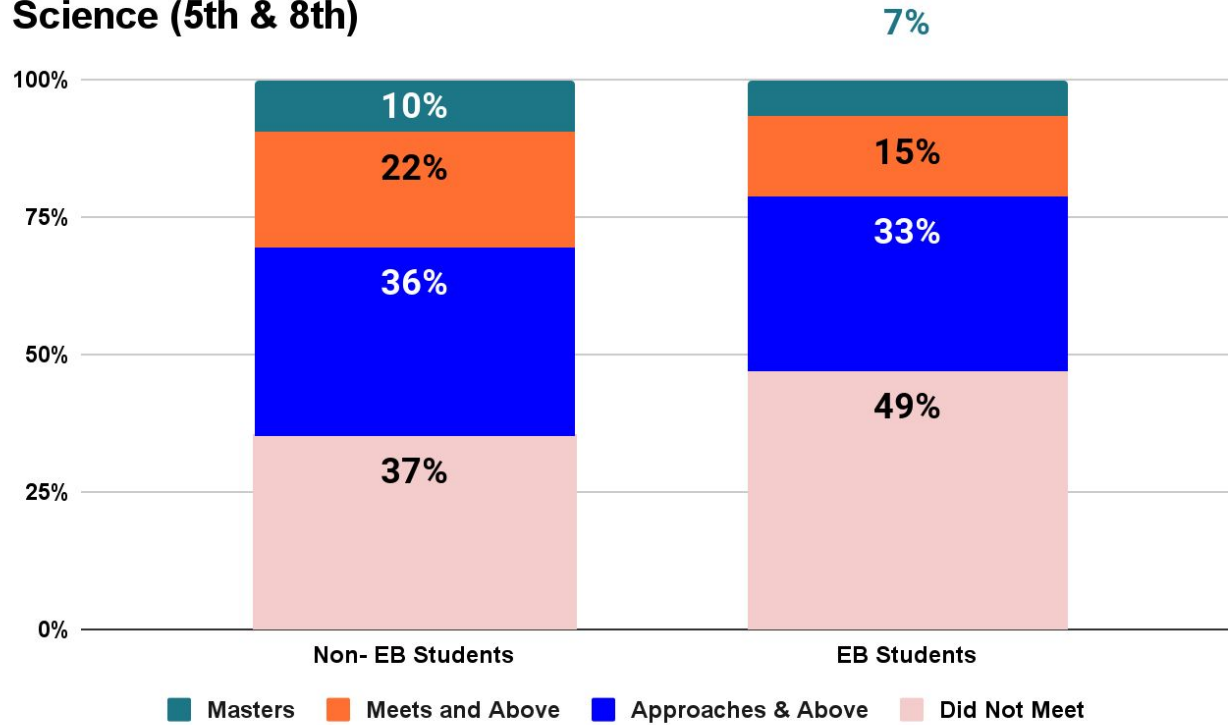
Total Students Tested
2,798

Total EB Students
448



STAAR Performance

Science (5th & 8th)



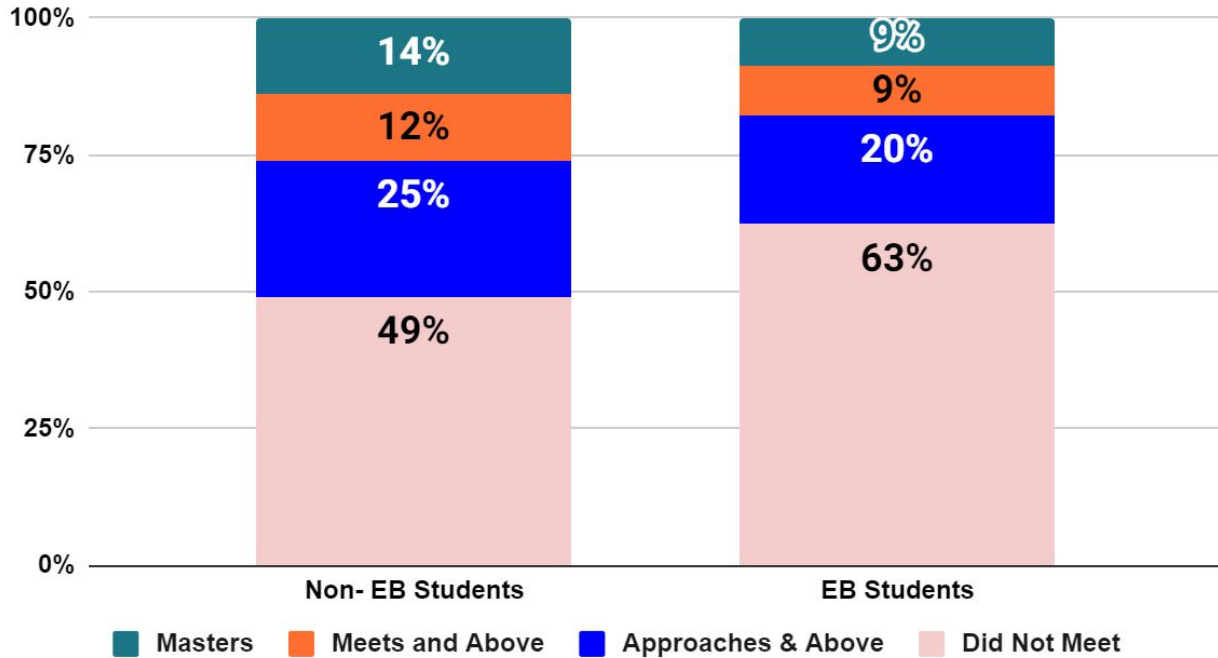
Total Students Tested
1,019

Total EB Students
152



STAAR Performance

Social Studies (Grade 8)



Total Students Tested
542

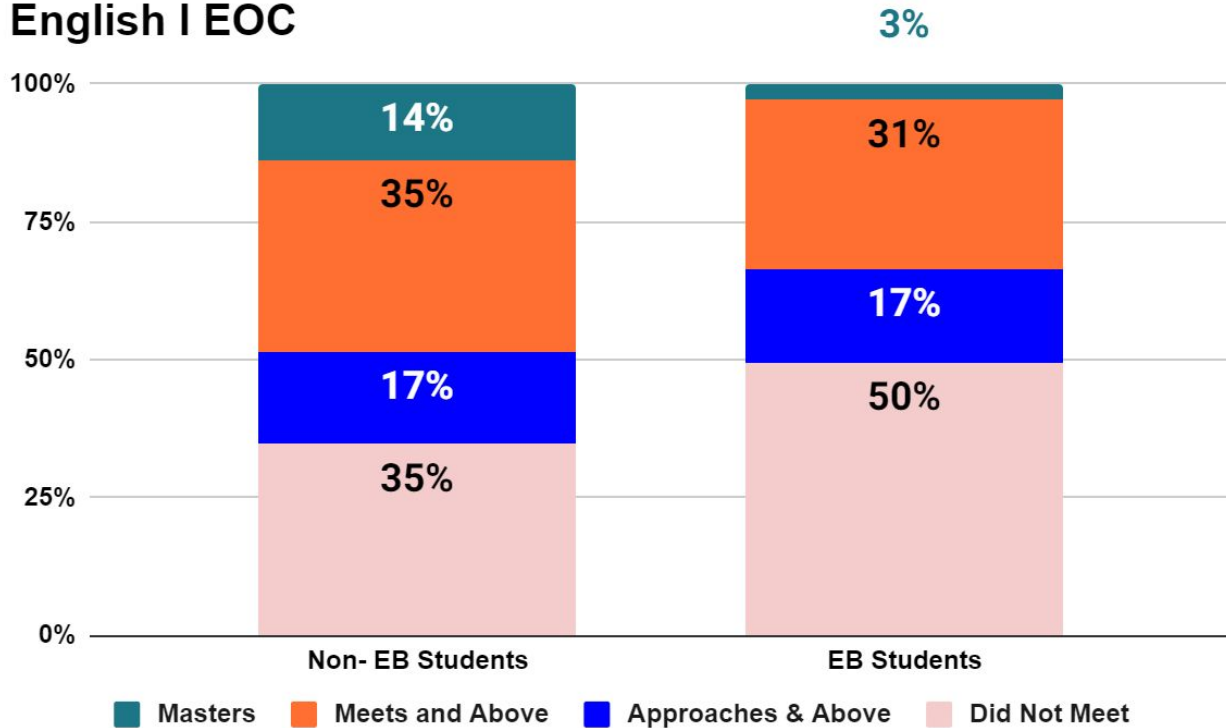
Total EB Students
80

ROMS:
Area of need
for closing
the gap



STAAR Performance

English I EOC



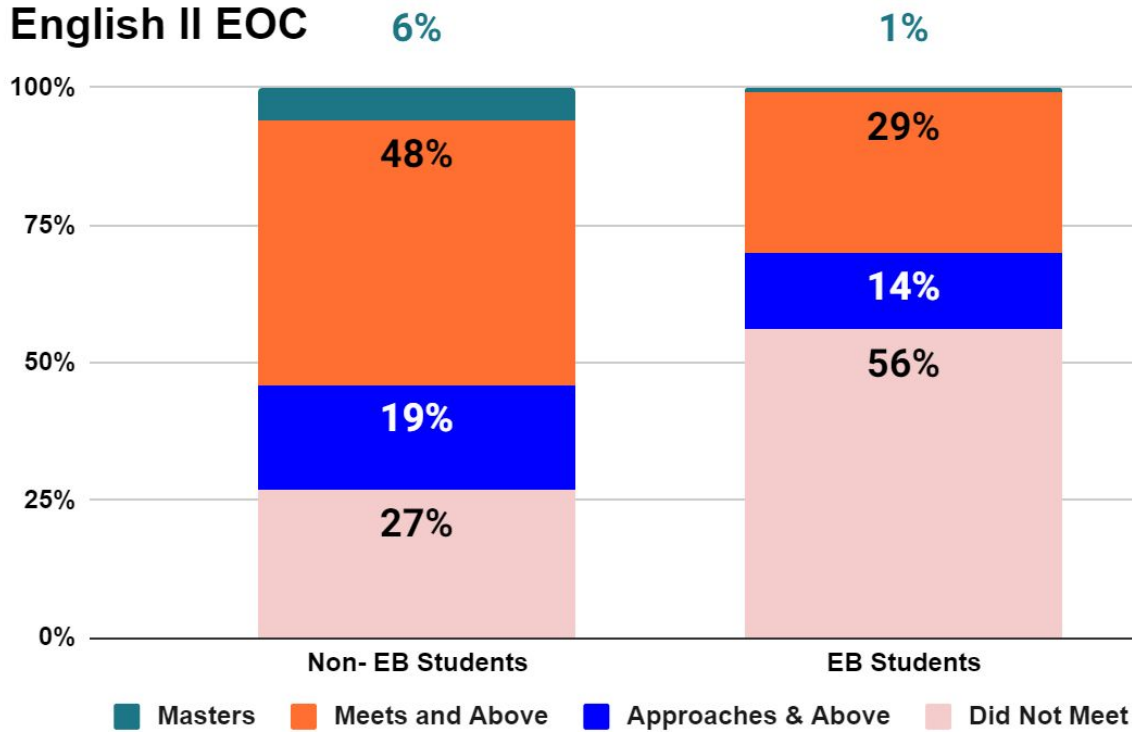
Total Students Tested
641

Total EB Students
101

ROHS:
Area of need
for closing
the gap



STAAR Performance



Total Students Tested
671

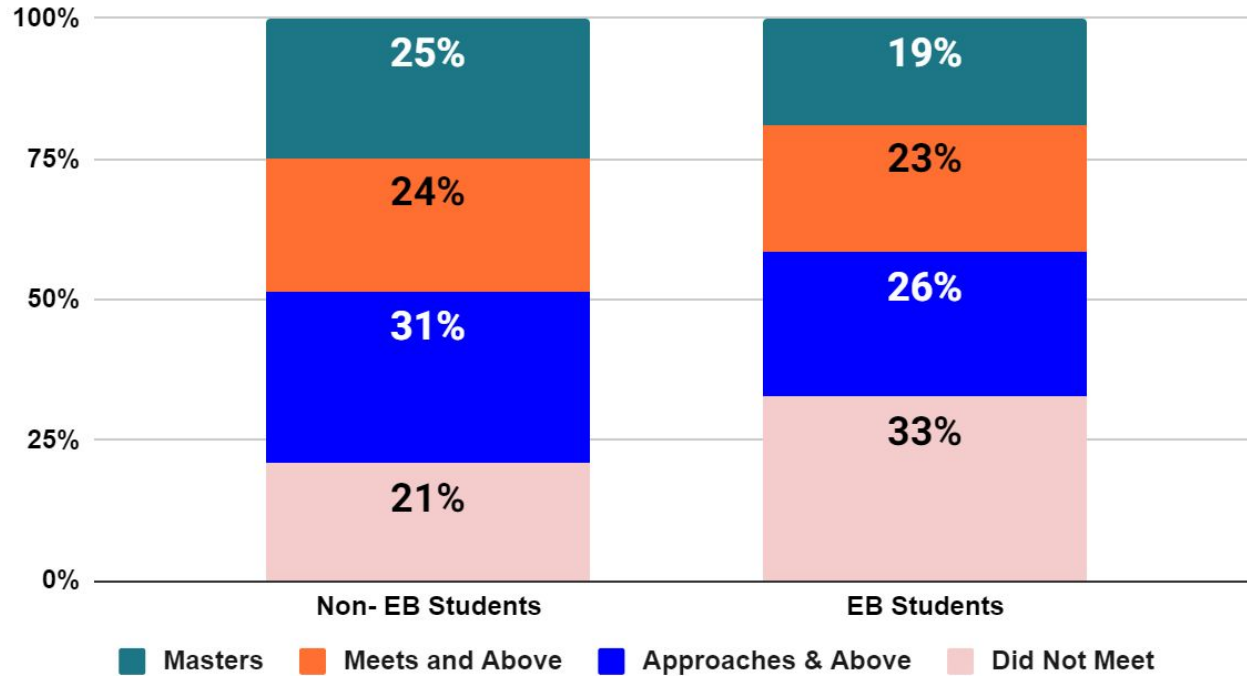
Total EB Students
90

ROHS:
Area of need
for closing
the gap



STAAR Performance

Algebra I EOC



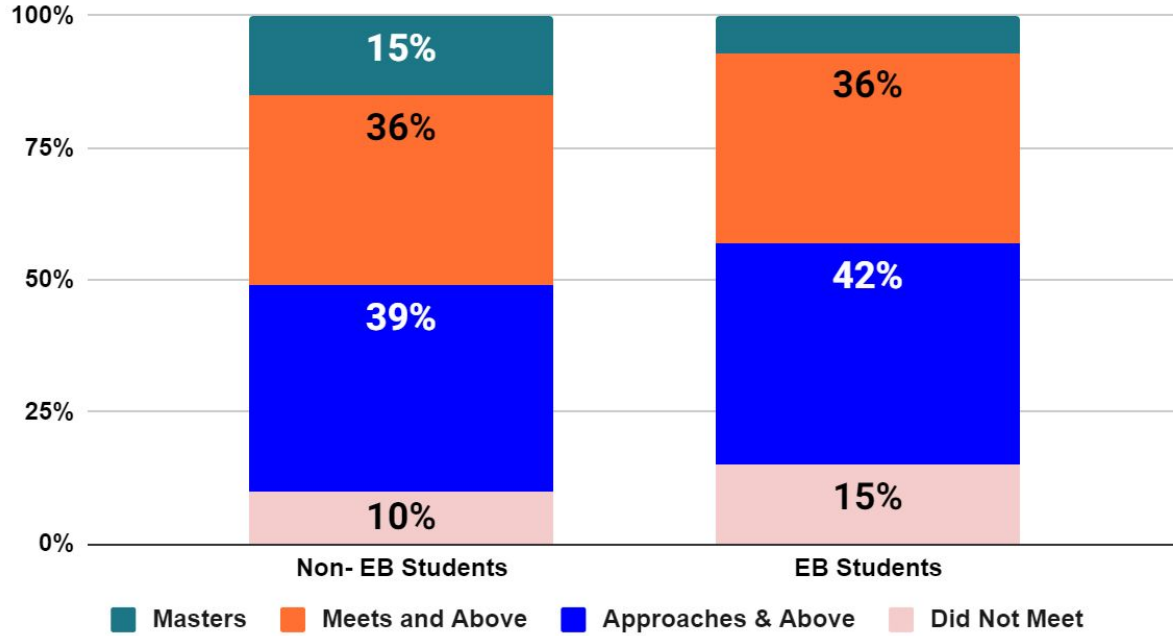
Total Students Tested
631

Total EB Students
97



STAAR Performance

Biology EOC



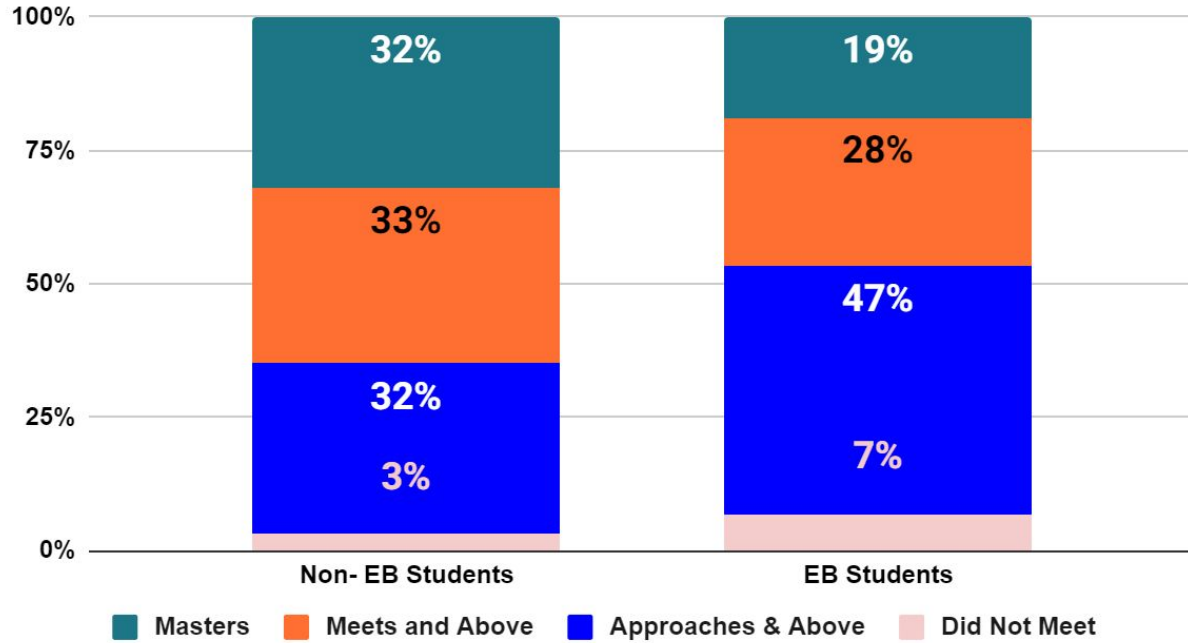
Total Students Tested
590

Total EB Students
81



STAAR Performance

U S History EOC



Total Students Tested

519

Total EB Students

58



ESL Waiver/ Bilingual Exceptions

Red Oak ISD will need to file an ESL waiver for the 2024-2025 school year to address teachers who have ESL students their classes, but have not yet completed their ESL certification.

- 2023 - 2024
 - Filed an ESL waiver for 15 teachers (3 completed ESL certification)
 - 79 students were under an Alternative Language program (8% of EBs)
 - No Bilingual Exception was needed
- 2024 - 2025
 - An ESL Waiver will need to be filed for 16 teachers
 - A bilingual exception may need to be filed for one teacher

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





Professional Development

Last year, ESL waiver teachers received

- 4 Waiver teachers attended ESL certification preparation training through Region 10 session
- 27 teachers who did not have Sheltered Instruction training attended Content -Based Language Instruction training from Region 10
- 4 ESL Waiver teachers attended Bil/ESL BEAM Conference
- Training and Continued instructional support from Instructional Coaches on EB instructional Strategies on various campuses

Results:

- Prepared teachers to address the linguistic needs of EB students currently in their classrooms.
- 3 teachers completed ESL certification

A large, colorful floral illustration on the left side of the slide. It features a central blue flower with yellow and green leaves, surrounded by smaller yellow and red flowers, and a yellow vine with red leaves and white dots. The background is dark blue with yellow borders on the left and right sides, each containing a repeating pattern of colorful flowers.

THANK YOU!

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**Red Oak Independent School District
Eastridge Elementary School
2024-2025 Campus 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 2023-2024 school year with approximately 585 students enrolled. Our current classrooms include: 1 Pre Kindergarten, 4 Kindergarten, 4 first grade, 4 second grade, 4 third grade, 5 fourth grade, and 4 fifth grade. In addition, we have two 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. We also have one reading interventionist to support students in reading development.

Eastridge Elementary School is comprised of the following Ethnic Distribution (Summer dashboard - file uploaded from 7/24/2024)

African American: 25%

Hispanic: 46%

White: 25%

American Indian: 0%

Asian: 1 %

Two or More Races: 4%

Economically Disadvantaged: 67%

English Learners: 8%

At-Risk: 41% (Fall Dashboard of information)

Teachers Years of Experience

34% of the teaching staff has 0-5 years of experience

11% of the teaching staff has 6-10 years of experience

43% of the teaching staff has 11-20 years of experience

13% 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.
- Eastridge Elementary includes a variety of demographics and services students who speak 6 different languages.
- Our campus offers character programs through our House program and the use of Suite 360.
- Surveys show that students and parents have a favorable opinion 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

23-24 STAAR Data:

RLA:

Grade 3 ELA						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	359437	1461	25%	26%	28%	21%
ESC	55553	1470	24%	25%	27%	24%
District	452	1445	25%	30%	28%	17%
EASTRIDGE EL	98	1489	15%	28%	28%	30%

Grade 4 ELA						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	368132	1554	19%	31%	28%	23%
ESC	57501	1564	18%	29%	27%	26%
District	457	1542	17%	36%	28%	18%
EASTRIDGE EL	89	1533	25%	30%	24%	21%

Grade 5 ELA						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	375143	1606	22%	24%	25%	29%
ESC	59339	1622	20%	23%	24%	33%
District	474	1591	22%	26%	28%	23%
EASTRIDGE EL	104	1580	22%	31%	24%	23%

Math:

Grade 3 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	373123	1451	31%	28%	26%	15%
ESC	61017	1462	30%	26%	26%	18%
District	465	1434	32%	31%	27%	10%
EASTRIDGE EL	99	1440	26%	32%	32%	9%

Grade 4 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	377576	1557	32%	23%	24%	21%
ESC	61903	1569	31%	22%	24%	23%
District	461	1548	31%	25%	29%	15%
EASTRIDGE EL	88	1539	36%	17%	33%	14%

Grade 5 Math						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	380419	1640	24%	27%	30%	19%
ESC	62559	1656	23%	25%	29%	23%
District	480	1653	20%	25%	35%	20%
EASTRIDGE EL	104	1637	21%	31%	32%	16%

Science:

Grade 5 Science						
Campus	Student Count	Average Score	Did Not Meet	Approaches	Meets	Masters
State	380691	3690	43%	31%	15%	11%
ESC	61366	3703	43%	30%	16%	12%
District	478	3748	35%	38%	19%	9%
EASTRIDGE EL	104	3745	39%	37%	13%	11%

Student Learning Strengths

- * 3rd Grade Reading had 30% of students master
- * 3rd Reading above the state average in all areas.
- * 3rd Math is above state average in approaches and meets.
- *5th Math is above state average in approaches and meets.

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 4, & 5. **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.

Problem Statement 4: Foundational word problem skills are preventing students from being successful on word problems. **Root Cause:** Students are missing foundational skills to break down and correctly solve word problems across all grade levels.

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, Literacy Footprints Guided Reading, STEM Scopes, TEKS Resource System, i Ready diagnostics for reading and math K-5th, 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 MyView Literacy for grades 2 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 on analyzing and breaking down student expectations and instructions, 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 for purposeful, intentional planning time to internalize lesson materials. The focus will be 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 for "Heart of Teacher" monthly awards.

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 4, & 5.

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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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

- 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
- T-TESS data

Parent/Community Data

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





Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- 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
	Dec	Feb	Apr	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: 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. Teachers do a weekly lesson covering the same topics.</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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and use district-approved health services.</p> <p>Evidence that Demonstrates Success: Referrals to outside sources.</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I: 2.6, 4.1</p>	Formative			Summative
	Dec	Feb	Apr	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.

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. For the 24-25 school year our PLC meeting focus will be the process of internalizing lesson plans. Teachers will attend Rockin' Review for Math & Reading to help support STAAR review plan 2nd semester.</p> <p>Evidence that Demonstrates Success: Agendas TIL Weekly Tracking document Lesson Plans Attending Rockin' Review</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Campus teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	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 2024-2025 school year will be: internalizing lesson plans to unpack 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 2024 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</p>	Formative			Summative
	Dec	Feb	Apr	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>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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</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
	Dec	Feb	Apr	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. One teacher will attend the CAST conference and present back to the staff.</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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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. This will include student tracking their own data using individual digital student trackers for their progress and celebrating success / growth through LEVEL UP cart.</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>	Formative			Summative
	Dec	Feb	Apr	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 28% to 40% by June 2025. If obtained will maintain the 40% 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
	Dec	Feb	Apr	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 32% 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
	Dec	Feb	Apr	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, and ASL.</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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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			
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
	Dec	Feb	Apr	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 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 Eastridge 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>	Formative			Summative
	Dec	Feb	Apr	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: 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
	Dec	Feb	Apr	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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus 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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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.

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. Provide student incentives for attendance.</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
	Dec	Feb	Apr	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: Review and analyze student programs and facility needs.

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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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: Custodians Maintenance and Upkeep</p> <p>Staff Responsible for Monitoring: Secretary Assistant Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	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 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.</p> <p>Evidence that Demonstrates Success: Campus Attendance Participation sign in sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	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.</p> <p>Evidence that Demonstrates Success: Number of posts on website and social media outlets.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
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Title I Personnel

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

**Red Oak Independent School District
Red Oak Elementary School
2024-2025 Campus 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 523. 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 2023-2024 fall PEIMS submission, Red Oak Elementary School was comprised of the following Ethnic Distribution:

- African American: 37.86%
- Hispanic: 36.71%
- White: 20.08%
- Asian: 2.29%
- American Indian: 0.0%
- Two or More Races: 3%

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

- Economically Disadvantaged: 62.33%
- English Learners: 6.5%
- At-Risk: 38.05%
- Dyslexia: 7.27%
- 504: 6.12%
- Gifted and Talented: 5.93%
- Special Education: 21.61%

Overall, ROE enrollment is decreasing and our economically disadvantaged percentage has increased.

- 18-19 602
- 19-20 610
- 20-21 578
- 21-22 542
- 22-23 528
- 23-24 523

Red Oak Elementary Attendance:

For 23-24 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 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

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, and reinforce attendance recovery for all grade levels of students that fall below the 90% rule. Grade level EE-1 grade level party by six weeks for highest attendance, share for the week in announcements on Fridays and attendance celebrations per six weeks.

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. Majority of students in all grade levels attend school daily as evidenced by the 95% attendance rate.

Teachers build relationships with students and most students follow behavior expectations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Red Oak Elementary had 20 plus students with excessive absences above the 90% rule. **Root Cause:** Parents do not adhere to the attendance guidelines for the 90% rule.

Problem Statement 2: Behavior system needs to be revised to fit the needs of K-2 and 3-5 students. A revised plan of action for students that exhibit continuous behavioral infractions. 132 students had disciplinary referrals. **Root Cause:** Lack of clear systems and procedures regarding student discipline for all grade levels and restorative supports used by all teachers.

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.

For the 2023-2024 school year, 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

ECR Points			
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 2023-2024 school year.

3-5 - "Approaches" students are consistently being met with by the teachers. Writing skills have increased with students and students are writing across the board.

Math: Grades K-2 Teachers are familiar with differentiated supports and instruction during the use of Talon Time.

Science: Grades K-2 Students are exposed to grade level material through ongoing lessons and supports.

All subjects grades 3-5 - Students showed positive gains for growth for CBA, STAAR at all performance levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades 3-5 - Masters students are not growing in Math and RLA on STAAR assessments from previous years. **Root Cause:** Use of intervention time and resources for individual plans for students during intervention time.

Problem Statement 2: K -2 according to GRA, students are not growing (as quickly or as much as TPRI). **Root Cause:** More training for teachers and implementation of phonics program for students.

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.

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: 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. For 24-25 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: Parental engagement is not at a high level for parents on campus as evidenced by limited participation through volunteer and PTA. **Root Cause:** Red Oak Elementary needs to improve use of the volunteer portal.

Priority Problem Statements

Problem Statement 1: Grades 3-5 - Masters students are not growing in Math and RLA on STAAR assessments from previous years.

Root Cause 1: Use of intervention time and resources for individual plans for students during intervention time.

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
- 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 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Curriculum Associates iReady! and Toolbox Supplemental Resources - 211 Title I</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June

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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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 Lead4ward Rockin Review</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
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will commit to a minimum of four walkthroughs for all teaching staff.</p> <p>Evidence that Demonstrates Success: Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	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: Share staffing opportunities through campus email, campus and district Facebook pages.</p> <p>Evidence that Demonstrates Success: Email ROE Facebook Page ROISD Facebook Page</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus 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</p> <ul style="list-style-type: none"> Student Sign-up Sheets Tutorial Letters Goal Setting Parent informational letters <p>Staff Responsible for Monitoring: Campus Administrators</p> <ul style="list-style-type: none"> Instructional Coaches Teachers <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	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 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, 2025 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
	Dec	Feb	Apr	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.

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
	Dec	Feb	Apr	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			
<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
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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 Student Council Art Crew Cubing Club</p> <p>Staff Responsible for Monitoring: All Professional Staff Campus Administrators</p> <p>Title I: 2.4, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June


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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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
2024-2025 Campus 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

Needs Assessment Overview

Needs Assessment Overview Summary

Please see items listed in the above summary.

Demographics

Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. The data reflects approximately 740+ 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	2023-2024
070911107 - RUSSELL P SCHUPMANN EL	392	429	530	612	682	788

Group	Percentage
Economically Disadvantaged	72.52
ESL/EBs	37.68
Special Education	13
Homeless	.63
GT	6.22
At Risk	52.83
Dyslexia	7.51

Groups	2020-2021	2021-2022	2022-2023	2023-2024
Econ Dis	62.45	62.75	70.53	72.52

Groups	2020-2021	2021-2022	2022-2023	2023-2024
At-Risk	48.87	55.88	52.49	52.83
Hispanic	40.75	37.09	39	37.96
Black	39.43	46.24	46.92	49.72
White	13.59	11.27	9.09	7.79

Demographics Strengths

Campus enrollment has doubled over the last 6 years. The district has grown by approximately 600+ students between 2017-2018 and 2023-2024, 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

***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: 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 2: While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** 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 TCMPC 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 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. 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 district created 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
- 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 We are Brighter Together!! We are Made for This!!!. 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 Awards 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	NFL Night
UIL	Homecoming Activities	Multi - Cultural Awareness Activities
Guidance Lessons		RPS 101 Virtual

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

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</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 (PBIS) Classroom Dojo, Common Area Talon Tickets, Cafe Wrestling Belts, RPS Wall of Scholars, Level Up, Positive Office Referrals Behavior RTI Restorative Practices Calming Corners in classrooms with cool down kits for student use <p>Staff Responsible for Monitoring: Campus Administrators Counslor</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Continue ways to recognize students for positive behavior and academic growth/achievement in and outside of the classroom.</p> <p>Evidence that Demonstrates Success: Positive Office Referrals - positive communication Talon Ticket System Dojo point rewards Level Up- (including growth goals and level of mastery incentive and experiences)-example: -----Yuck Show Presentation Goal Setting Sunshine Logs Shout-Outs Ribbons for E in Conduct Cafe Behavior Belts</p> <p>Staff Responsible for Monitoring: Campus Administrators PBIS Committee Teachers</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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			
<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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will commit to at least 3-5 informal/formal walks per week.</p> <p>Evidence that Demonstrates Success: 3-5 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 Rep -Science Penguin -Think Up and IReady</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
	Dec	Feb	Apr	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: Imagine Learning for ELL Strategies for ELL learners Supporting Struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Guided Reading Shared Reading Literacy Stations Grammar and Editing Patterns of Power GRA TPRI/Tejas Lee Comprehension Toolkit Get Your Teach On Conference Think Up and IReady Saxon Phonics Textbook resources Engagement Kits 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
	Dec	Feb	Apr	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 STEMscopes 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
	Dec	Feb	Apr	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: 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





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 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 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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the weekly reports from Skyward to track spending of Pic 30 funds.</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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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.

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, Jefferson Knapp (Children Author), 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
	Dec	Feb	Apr	June
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Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

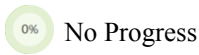
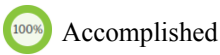
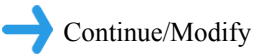

Performance Objective 1: Provide facilities to accommodate current and future growth across the District.

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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	June

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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	June

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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue implementing a school-wide PBIS 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 PBIS system</p> <p>Staff Responsible for Monitoring: PBIS Committee Campus Administrators Teachers</p>	Formative			Summative
	Dec	Feb	Apr	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	.25
Irene Gomez	Instructional Coach	Title I	.5
Kristen Knight	Instructional Coach	Title I	.5
Sheri Adams	Literacy Specilaist	Title 1	.5

**Red Oak Independent School District
Donald T. Shields Elementary
2024-2025 Campus 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%)

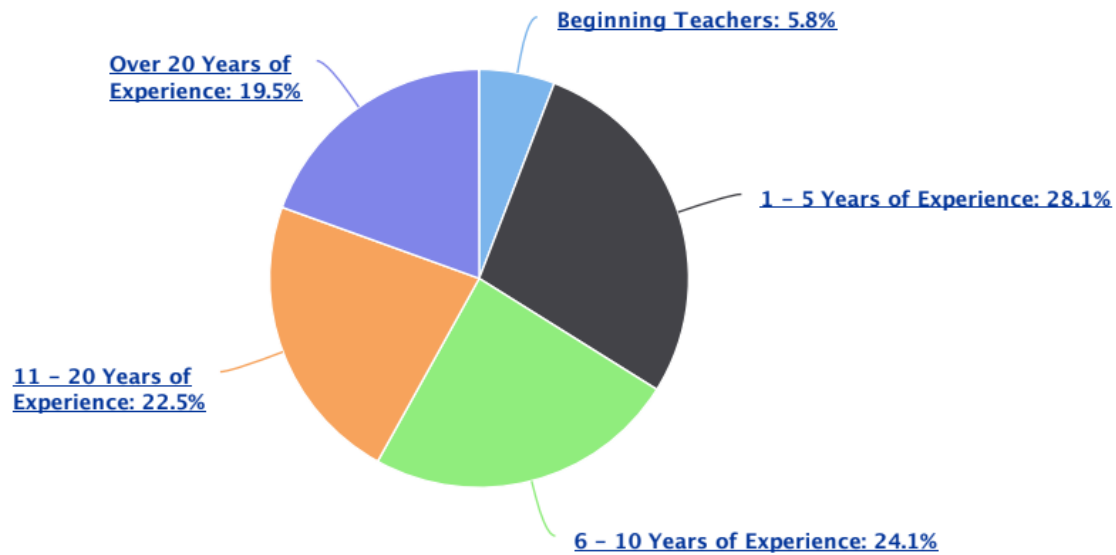
Eco Dis (2018 51.32% to 62.95%)

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 (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 2023-2024 94.4% which is an improvement from 2022-2023. **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 2022-2023 Attendance during the 4th six weeks dropped significantly with a 92.2% attendance rate.

Problem Statement 2: The number of students receiving specialized instruction through SPED services has increased, DTS currently has 145 students identified with an IEP making up 24% of the population. This has led to 10 hours per week on average of ARD meetings, pulling administrators from campus needs, teachers from classroom instruction/planning, and disproportionate caseloads for teaching/ SPED staff. **Root Cause:** According to Education Week, "The total number of students in special education went from 3.6 million in the 1976-77 school year, to almost 7.3 million in 2021-22. These students now make up 15 percent of the K-12 student population across the country, nearly double what it was in the late 1970s."

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:

	Approaches	Meets	Masters	Summary
5th Math		75.81	53.88	18.29
District		80.08	55.39	20.54
State		78	49	19
5th ELAR		80.49	58.54	37.8
District		77.52	51.88	23.53
State		78	54	29
5th Science		75.81	38.59	13.41
District		65.42	27.92	8.96
State		57	28	11
4th Math		74.42	48.84	13.95
District		69.35	44.57	15.43
State		68	45	21
4th ELAR		88.21	51.72	18.09
District		82.89	48.71	18.42
State		81	51	23
3rd Math		67.01	38.14 (above district)	12.37 (above district)
District		68.39	37.2	9.98
State		69	41	15
3rd ELAR		78.35	46.39 (above district)	18.56 (above district)
District		75	45.13	18.81
State		75	49	21

Extended Constructed Response (ECR)-Shields Above or at District, Region, State (2023)

3rd and 5th above district, state, region

4th above district average

Guided Reading Assessment (GRA)

Shields 24-25 GRA at a Glance

Grade	Total Students	At or Above Level	Below Level
K Level C goal	75	59 79%	16
1 Level J goal	83	64 77%	19
2 Level N goal	93	65 70%	28
3 Level P goal	96	68 71%	28

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

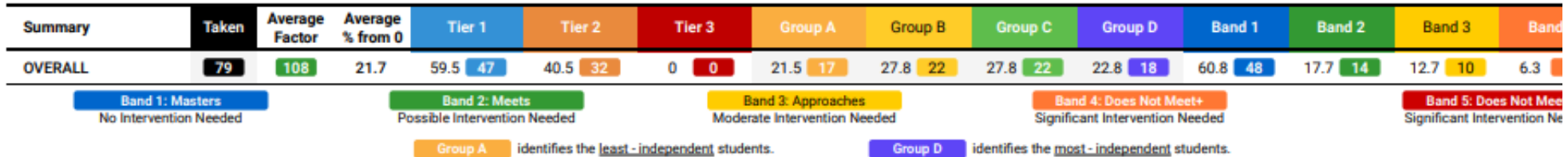
Kindergarten TPRI EOY 23-24

TPRI Students Summary Sheet

GKG TPRI EOY 2023-2024

SHIELDS EL

Tier, Group, and Band Summary



1st Grade TPRI EOY 23-24

TPRI Students Summary Sheet

G01 TPRI EOY 2023-2024

SHIELDS EL

Tier, Group, and Band Summary

Summary	Taken	Average Factor	Average % from 0	Tier 1	Tier 2	Tier 3	Group A	Group B	Group C	Group D	Band 1	Band 2	Band 3	Band 4	Band 5
OVERALL	83	129	19.9	59 49	41 34	0 0	19.3 16	25.3 21	25.3 21	30.1 25	65.1 54	14.5 12	14.5 12	6 6	6 6
				Band 1: Masters No Intervention Needed		Band 2: Meets Possible Intervention Needed		Band 3: Approaches Moderate Intervention Needed		Band 4: Does Not Meet+ Significant Intervention Needed		Band 5: Does Not Meet Significant Intervention Needed			
				Group A identifies the <u>least-independent</u> students.				Group D identifies the <u>most-independent</u> students.							

2nd Grade EOY TPRI 23-24

TPRI Students Summary Sheet

G02 TPRI EOY 2023-2024

SHIELDS EL

Tier, Group, and Band Summary

Summary	Taken	Average Factor	Average % from 0	Tier 1	Tier 2	Tier 3	Group A	Group B	Group C	Group D	Band 1	Band 2	Band 3	Band 4	Band 5
OVERALL	89	114	25.8	50.6 45	49.4 44	0 0	19.1 17	24.7 22	24.7 22	31.5 28	60.7 54	14.6 13	6.7 6	9 9	9 9
				Band 1: Masters No Intervention Needed		Band 2: Meets Possible Intervention Needed		Band 3: Approaches Moderate Intervention Needed		Band 4: Does Not Meet+ Significant Intervention Needed		Band 5: Does Not Meet Significant Intervention Needed			
				Group A identifies the <u>least-independent</u> students.				Group D identifies the <u>most-independent</u> students.							

Student Learning Strengths

- 5th grade ELAR and science were significantly above district and state in all categories
- In 3rd grade, both ELAR and math were above district AND state in Approaches.
- In 4th grade, both math and ELAR were above both district and state in approaches and meets.
- TIL process implemented fully, PLC process deeper
- 77% of Kinder, 79% of 1st grade, and 76% of 2nd grade students ranking at meets or masters level on TPRI reading inventory
- GRA ([Guided Reading Levels](#)) growth of students at or above level increased in all grade levels
 - *Kinder 68% to 79%*
 - *1st 48% to 77%*
 - *2nd 59% to 70%*
 - *3rd 64% to 71%*

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a 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:** In 5th grade, math was slightly below district and state in all categories. In 4th grade Math and ELAR they were both below district and state in masters. In Meets and Masters, both ELAR and math were below state but above district.

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. The 2024 school year brings new changes in both curriculum and scope and sequence (Texas Curriculum Management Program Cooperative).

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, Guided Reading, iReady, STEM Scopes, TCMPC, and campus/district benchmarks for formal assessments in kindergarten through 2nd grade. In addition to these assessments, we also utilize STAAR released items and Lead4ward. 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 MTSS committee meets to provide support and academic strategies for teachers to utilize with identified students in need of academic, behavioral, or other supports.

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.
- 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 and tier 1 teaching based on this data.
- Progress is tracked for students by using Eduphoria and data notebooks.
- Student data folders are used across all grade levels, in which 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: Improvements are being made at campus and district level in MTSS processes and SPED tracking programs, staff members are trained on new programs and systems to increase efficiency student support areas. **Root Cause:** New programs and systems are being introduced to increase efficiency, and staff are trained to overcome learning curves in the transition.

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, encourage others, 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, we are intentional in welcoming new families and sharing information through daily communication folders, grade level newsletters, campus newsletters, and positive communication.

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 2023-2024 94.4% which is an improvement from 2022-2023.

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 2022-2023 Attendance during the 4th six weeks dropped significantly with a 92.2% attendance rate.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a 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: In 5th grade, math was slightly below district and state in all categories. In 4th grade Math and ELAR they were both below district and state in masters. In Meets and Masters, both ELAR and math were below state but above district.

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
- 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
	Dec	Feb	Apr	June
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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, and Pearson My View.</p> <p>In addition, reading enrichment opportunities will be implemented on campus to increase a love of reading in students through Battle of the Books, Author visits, and Book vending machine.</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</p>	Formative			Summative
	Dec	Feb	Apr	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:</p> <p>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>	Formative			Summative
	Dec	Feb	Apr	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, and data driven Talon Time (intervention/acceleration) planning each six weeks.</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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: School wide communication folders will be implemented 23-24 school year and continued in 2023-2024 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>Starting in the 2024-2025 school year, all students across every grade level will have a data folder and the teacher and students will have part in setting data goals and progress tracking. The instructional coaches supplied teachers with assessment trackers and goal setting templates to include in data tracking folders.</p> <p>Evidence that Demonstrates Success: Teachers will send campus communication folders home daily.</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
	Dec	Feb	Apr	June

 No Progress

 Accomplished

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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
	Dec	Feb	Apr	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 GT</p> <p>Evidence that Demonstrates Success: Service projects completed during the school year. 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
	Dec	Feb	Apr	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 or Boosterthon. The campus will review recommendations by SHAC Committee. The school nurse facilitates student instruction on healthy habits such as hand washing.</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
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase curiosity, research techniques, and love for learning by participating in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5. Build a community for GT students through activities, service projects, and field trips.</p> <p>Evidence that Demonstrates Success: End of year projects, presentations, and artifacts Staff Responsible for Monitoring: GT Teacher Classroom Teachers</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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>	Formative			Summative
	Dec	Feb	Apr	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.

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>GRA Literacy Specialist (50% funded with Title I funds) TPRI MTSS Number Talks Daily Math Fluency Guided Math StarFall iReady Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS Think it Up! Science Penguin Previous STAAR data Heggerty Lowman</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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June

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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
	Dec	Feb	Apr	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. Teacher leaders will attend specialized staff development sessions to share best practices with campus including Ron Clark Academy, Get Your Teach on, and TEPSA.</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
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<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 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: Lead4ward Rocking Review Literacy Footprints Saxon Phonics GRA TPRI Strategies for EB Learners, Ellevation Supporting struggling learners 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 Region 10 training and conferences</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
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff development on this campus in Math includes the following: Lead4ward Rocking Review 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
	Dec	Feb	Apr	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>Professional and para-professional staff participate in summer staff development through ROISD's exchange day program summer of 2024.</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
	Dec	Feb	Apr	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 HMH science curriculum implemented district wide in 2024 Minimum 1-2 science experiences, hands-on interactions for students weekly Lead4Ward Science and Rocking Review 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 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Science Penguin - 211 Title I - \$400</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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, projector, and document camera usage expectations Xtra Math Typing.com Brain Pop Starfall SORA Epic Pebble Go Ebsco search (Gale and Britannica) National Geographic Kids Reflex Math New Tech Apps Curriculum</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
	Dec	Feb	Apr	June

 No Progress





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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
	Dec	Feb	Apr	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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus Title I funds to support tutoring for grades K-5 and other specified resources related to the area of math, reading, and science.</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
	Dec	Feb	Apr	June

 No Progress
 Accomplished
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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
	Dec	Feb	Apr	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.

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
	Dec	Feb	Apr	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: Review and analyze student programs and facility needs Evidence that Demonstrates Success: Full utilization of available facilities Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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 House Program (family sorting night) Title 1 Parent Nights (Family Literacy and Math Nights) Districtwide Coffee with the Superintendent Social Media communications <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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
				326

 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
Sara Stewart Brown	Instructional Coach	Title I	.5
Tiffany Munoz	Instructional Coach	Title I	.5

**Red Oak Independent School District
H.A. Wooden Elementary School
2024-2025 Campus 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 524 students from PK to 5th grade. In the 2024-2025 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary had 9 bilingual classrooms with 4 bilingual para-professionals. There were 30 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia (1 is also the bilingual reading interventionist), 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 reading interventionist. Teachers are trained in and utilize guided reading, 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: 7.06%

Hispanic: 65.65%

White: 23.28%

American Indian: 0%

Asian: .38%

Two or More Races: 3.44%

Emergent Bilingual: 39.69%

At-Risk: 57.94%

Mobility Rate: 11.94%

Data used was from 2023-2024 school year.

Demographics Strengths

Wooden elementary continues to become more diverse and provides our students with the opportunity to develop an understanding for others on a local, state and national and global level. The overall 2022 accountability rating was an "A" indicating there are academic strengths exhibited by our students as a whole.

Our attendance rate increased last school year. The average was 95.2% which was a slight increase from 94.96% in the 2022-2023 school year.

	1 - First six weeks		2 - Second six weeks		3 - Third six weeks		4 - Fourth six weeks		5 - Fifth six weeks		6 - Sixth six weeks		Total	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade PK	92.7%	45	93.0%	44	94.0%	44	88.5%	44	95.5%	44	94.6%	44	93.1%	45
Grade KG	94.7%	61	94.0%	60	93.3%	61	93.5%	61	95.6%	60	96.3%	60	94.6%	63
Grade 01	95.7%	93	93.9%	92	94.4%	92	92.5%	93	96.2%	95	94.4%	95	94.5%	103
Grade 02	96.1%	83	94.8%	83	95.7%	83	91.8%	83	96.1%	83	96.0%	83	95.1%	90
Grade 03	97.6%	70	96.6%	69	97.1%	70	94.0%	69	96.2%	68	95.1%	69	96.1%	74
Grade 04	96.7%	97	95.3%	99	95.4%	100	94.5%	99	95.5%	99	95.8%	99	95.5%	107
Grade 05	97.7%	80	96.0%	82	95.4%	83	95.4%	88	96.5%	89	95.7%	89	96.1%	89
Total Students	96.3%	529	95.0%	529	95.2%	533	93.4%	537	96.0%	538	95.5%	539	95.2%	571

2023-2024:

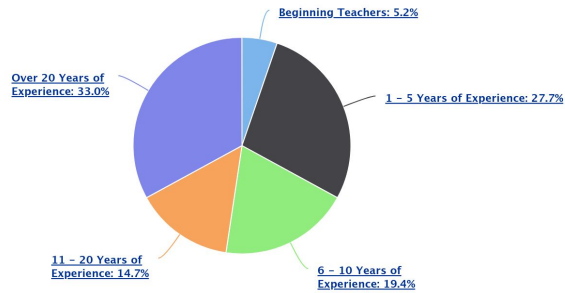
Attendance by Grade Level & Marking Period

For the current school year (2024-2025)

29 of 37 teachers are ESL certified.

23 of 36 teachers have completed the GT certification process.

Teacher FTE Percentage by Years of Experience for 2023 - 2024



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:** PreK and Kindergarten and 1st grade all averaged below 95% attendance for the 2023-2024 school year.

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

	2023 Approaches	2024 Approaches	2023 Meets	2024 Meets	2023 Masters	2024 Masters
3rd grade Math	66.25%	75.38%	36.25%	43.08%	13.75%	12.31%
3rd grade Reading	80.82%	71.67%	50.62%	50%	19.18%	21.67%
3rd grade Spanish Math	NA	0%	NA	0%	NA	0%
3rd grade Spanish Reading	28.57%	100%	28.57%	60%	0%	0%
4th grade Math	83%	75%	58%	51.04%	49.43%	20.83%
4th grade Reading	86.15%	82.42%	49.23%	49.45%	12.31%	19.78%
4th grade Spanish Reading	83.33%	71.43%	66.67%	57.41%	33.33%	42.86%
4th grade Spanish Math	50%	0%	50%	0%	50%	0%
5th grade Math	93%	84.71%	66%	68.24%	27%	22.35%
5th grade Reading	81.82%	76.83%	56.82%	50%	30.68%	15.85%
5th grade science	73%	66.67%	38%	25%	9%	5.95%
5th grade Spanish Math	100%	100%	0%	50%	0%	0%
5th grade Spanish Reading	67%	100%	33%	20%	0%	0%
5th grade Spanish Science	0%	66.67%	0%	0%	0%	0%

Student Learning Strengths

2024 Strengths

3rd Math

Increased in our approaches and meets level by 9% points an 7% points in the student achievement domain.

TELPAS Results

We were able to reclassify 17 students due to their scores on their TELPAS composite scores and passing the STAAR reading test.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our overall achievement scores have decreased in the past two years. **Root Cause:** Our Hispanic and AA students scored lower in Academic Achievement, Low ECR scores.

School Processes & Programs

School Processes & Programs Summary

Wooden Elementary uses multiple resources to help provide focus for curriculum, instruction, and assessment. The Texas Curriculum Management Program Cooperative's (TCMPC) 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 also utilized 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, iReady, Stem Scopes, TCMPC, 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.

For the social/emotional needs of our students, students meet twice monthly with the counselor supporting needs as outlined by the district and by the campus. We also utilize the Suite360 curriculum for student behaviors. We support positive behavior with Talon Tags, Booth Buddies and Positive classroom referrals for classroom teachers. Relationships are a vital part of Wooden. Students are also supported academically through serving different groups of students based on needs. These student populations are gifted and talented, emergent bilingual, special education, and students who need academic intervention.

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.

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- Clubs - We have Ballet Folklorico, Student Council and have community service projects throughout the school years.
- Every grade level has an academically relevant field trip each year.

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. We will do this through lesson internalization.

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. We welcome volunteers on campus and communicate through email, text and our weekly newsletter sent out by email, social media and text weekly.

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 a 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 our society as a whole.

Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the student council and ballet folklorico. 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 continue to use a Suite 360 program in 2024-2025 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 through staff trainings and all staff using Raptor for an accountability system.
 - Having an armed police officer on campus daily helps everyone feel more secure so that we can continue to educate our students without worry.
-
- Communication is sent out weekly from the campus and grade levels.
 - We have a high participation of families at all of our events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Wooden Elementary would like to improve the ongoing communication and participation 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: PreK and Kindergarten and 1st grade all averaged below 95% attendance for the 2023-2024 school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our overall achievement scores have decreased in the past two years.

Root Cause 2: Our Hispanic and AA students scored lower in Academic Achievement, Low ECR scores.

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 Progress Domain
- Closing the Gaps 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: All teachers; including Special Education, Reading Support, Dyslexia Therapists, Instructional Coaches 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 1, EB, 504, GT, SpEd) and their related performance.</p> <p>Evidence that Demonstrates Success: Student success on CBAs, formative/summative assessments, STAAR Tests, GRA, TPRI, iReady Math and Reading, CLI and the reduction of Tier 2 and Tier 3 intervention groups.</p> <p>Staff Responsible for Monitoring: Campus Administrators Leadership Team 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>	Formative			Summative
	Dec	Feb	Apr	June


Strategy 2 Details	Reviews			
<p>Strategy 2: Reading and Language Arts and Spanish Reading and Language Arts 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/Benchmark, iReady Reading, Reading/Writing Journaling, Word Wall Activities, Guided Reading, Writing Stations, Targeted Professional Development, Saxon Phonics/Estrellita, Literacy Footprints (shared reading)</p> <p>In addition, reading enrichment opportunities will be implemented on campus to increase the love of reading to students through Reader of the Month and the Book Vending Machine.</p> <p>Evidence that Demonstrates Success: Student progress on RLA/SLAR CBAs, formative and summative assessments, including GRA/Benchmark, STAAR tests, Interim Assessments, TELPAS, Writing Assessments and TPRI.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Reading Support</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Math instruction is guided and supported by researched-based resources approved by the district. Resources included to support this strategy include:</p> <ul style="list-style-type: none"> iReady Number Talks Reflex Guided Math Use of Math Manipulatives StemScopes Targeted Professional Development <p>Evidence that Demonstrates Success: Student progress on math CBA, iReady math, formative/summative assessments including STAAR, Interim assessment, teacher-made and district benchmark assessments</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <ul style="list-style-type: none"> Leadership team All math teachers (including SpEd) <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction 	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will increase Master level scores on STAAR across all tested grade levels and content areas. The major activities use to support this strategy include:</p> <ul style="list-style-type: none"> Aligned resources PLC Internalization G/T support Talon Time extension activities Collaboration with ICs Differentiation SpEd and Reading Support Tutors <p>Evidence that Demonstrates Success: Testing Data</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <ul style="list-style-type: none"> Content Teachers GT Teacher/Librarian Support Staff <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction 	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% 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: Student Council Partner PE Flag Patrol Safety Patrol Canned Food Drive Toys for Tots Treats for the Nursing Home (cards, treats)</p> <p>Evidence that Demonstrates Success: Students will complete service projects during the school year. Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to build a campus culture that understands and celebrates the success of ALL students on campus through staff training and reflection. Continue with school club participation and implement the book vending machine talon tags, positive classroom referrals, and math/readers of the month, attendance incentives and personal best.</p> <p>Evidence that Demonstrates Success: Decrease in classroom disruptions/discipline referrals 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Suite360, guidance lessons, and counseling referrals 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 Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop school health programs that focus on promoting healthy lifestyle choice and physical fitness such as the Fun Run and in PE. Review recommendations made by the SHAC committee.</p> <p>Evidence that Demonstrates Success: Attendance in activities; Fitness Gram Data</p> <p>Staff Responsible for Monitoring: PE Teacher School Nurse</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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 teacher</p>	Formative			Summative
	Dec	Feb	Apr	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: Campus staff will be trained through the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will focus on lesson internalization in PLCs (Professional Learning Communities) and in Content Area Vertical Alignment during committee meetings.</p> <p>GRA/Benchmark MTSS Reading Support Guided Math iReady Data Starfall Eduphoria Aware Benchmarks Interim Assessments TELPAS Science Penguin STAAR 2023/2024 Data</p> <p>Evidence that Demonstrates Success: Students and staff will utilize the programs to become more aware of their 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</p>	Formative			Summative
	Dec	Feb	Apr	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 4: Ensure that all students can access an engaging instructional environment that promotes high levels of achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Wooden will work to increase to increase the academic growth in targeted sub-populations through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory educational funds. Teachers will be trained on engagement strategies and supplied with necessary resources.</p> <p>Evidence that Demonstrates Success: Increase in meets and masters performance (all students)</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers Instructional Coaches Tutors Reading Support</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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 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			
Strategy 1: School wide communication folders will be used in the 24-25 school year to provide feedback to parents, give academic resources, and information to connect families to school communities such as the calendar in the newsletter with all events and testing.	Formative			Summative
	Dec	Feb	Apr	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: Provide a campus mentor/support for 0-5 year teachers (new to ROISD and new to teaching)</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
	Dec	Feb	Apr	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 meetings</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
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: 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: Conduct employee incentives/recognition for attendance and employee of the month recognition. Evidence that Demonstrates Success: Google form for nomination, monthly calendar for staff appreciation. 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
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Staff development on this campus in Reading Language Arts (RLA) includes the following:</p> <ul style="list-style-type: none"> - Lead4Ward Rockin Review - Literacy Footprints - Saxon Phonics - GRA/Benchmark - TPRI/TejasLee - Strategies for EB Learners/Ellevation - Collaborate/Plan with Instructional Coaches, Reading Support, Dyslexia Therapists, and LMS - Gretchen Bernabei - (RACE writing strategy) - Region 10 Training and Conferences <p>Evidence that Demonstrates Success: CBAs PreAssessments STAAR Testing T-TESS Sign in Sheets</p> <p>Staff Responsible for Monitoring: Instructional Coaches Librarian Literacy Specialist Dyslexia Therapist RLA Teachers(SpEd included)</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff development on this campus in Math includes the following:</p> <ul style="list-style-type: none"> - Lead4Ward Rockin Review - Math Committee Meetings - Strategies for EB Learners/Ellevation - Collaborate/Plan with Instructional Coaches - Use of manipulatives - Region 10 Training and Conferences <p>Evidence that Demonstrates Success: CBAs PreAssessments STAAR Testing T-TESS Sign in Sheets iReady Math</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Sustained and ongoing professional development will be aligned to campus needs identified in the comprehensive needs assessment including summer staff development. Required staff development days for Summer 2025 (12 hours) the following will be required; content based and principal approved IN ADDITION to 6 hour GT update or any other required certifications.</p> <p>Evidence that Demonstrates Success: Staff development logs certificates</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
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Staff development on this campus in Science includes the following:</p> <ul style="list-style-type: none"> - Science interactive journaling - New HMH curriculum - Lead4Ward Science - Hands on labs - Science Penguin <p>Evidence that Demonstrates Success: Pre-Assessments STAAR testing T-TESS Staff Development Logs</p> <p>Staff Responsible for Monitoring: Instructional Coaches Science teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Staff development on this campus in Social Studies includes the following:</p> <ul style="list-style-type: none"> - Academic vocabulary - Collaboration/Planning with RLA Instructional Coach - RLA Committee - Supporting struggling learners - Studies Weekly <p>Evidence that Demonstrates Success: T-TESS Staff development logs</p> <p>Staff Responsible for Monitoring: Instructional Coach Social Studies Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: 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 Typing.com Starfall Epic iReady</p> <p>Evidence that Demonstrates Success: Computer lab Student work samples</p> <p>Staff Responsible for Monitoring: Instructional Coaches Computer lab teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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, National Board Region 10 Cohort, 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
	Dec	Feb	Apr	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 integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus compensatory education funds to support tutoring 1-5 and other specified resources related to the areas of math and reading.</p> <p>Evidence that Demonstrates Success: Attendance sheets Tutorial Letters Goal Setting Parent informational letters</p> <p>Staff Responsible for Monitoring: Secretary Principal Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress





 100% Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 2: 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. Help to inform parents of how attendance affects funding.</p> <p>Evidence that Demonstrates Success: Attendance Incentives and Awards Increase in attendance rates.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Registrar Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	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: 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
	Dec	Feb	Apr	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: Review and analyze student programs and facility needs. Evidence that Demonstrates Success: Full utilization of available facilities Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff is trained in the safety management plan.</p> <p>Evidence that Demonstrates Success: Staff training sign in sheet</p> <p>Staff Responsible for Monitoring: Campus Administrators Crisis Management Coordinator SRO</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	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 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: Ensure that our facilities meet at least minimum standards for all programs in order for students to participate in activities and be successful.</p> <p>Evidence that Demonstrates Success: Maintenance Custodians</p> <p>Staff Responsible for Monitoring: Secretary Assistant Principal Teacher</p>	Formative			Summative
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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 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 Counselor Newsletters 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 Cinco de Mayo</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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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>
Andrea Swords	Literacy Specialist	Title I	.50
Donna Little	Instructional Coach	Title I	.50
Griselda Hernandez	Instructional Coach	Title I	.25
Janette Reyes	Bilingual Aide	Title I	.50
Jasmine Harrott	Instructional Coach	Title I	.50

Red Oak Independent School District
Red Oak Middle School
2024-2025 Campus Improvement Plan

Accountability Rating: C



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 School serves the communities of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill in Ellis County. Red Oak Middle School educates approximately 1,540 students across grades 6-8.

Red Oak Middle School is comprised of the following ethnic distribution:

- African American 37.84%
- Hispanic 38.20%
- White 18.41%
- American Indian .042%
- Asian 0.91%
- Pacific Islander .24%
- 2 or more races 3.98%
- Economically Disadvantaged 65.48%
- Emergent Bilingual 16.29%
- English Learners 14.91%
- At-Risk 57.1%
- Mobility Rate 1.03%
- SPED 16.35%
- 504 10.56%
- Foster Care 1.51%
- Gifted/Talented 8.21%
- Homeless 1.03%
- Dyslexia 10.86%

Special programs are growing in the areas of:

SPED (21/22-11.76% 23/24-16.35%)

Dyslexia(21/22- 9.01% 23/24-10.86%)

Eco Dis(21/22 - 54.53% 23/24 - 65.48%)

Teacher FTE Percentage by Years of Experience for 2023 - 2024

Beginning Teachers: 15.7%

1 - 5 Years of Experience: 26.3%

6 - 10 Years of Experience: 19.8%

11 - 20 Years of Experience: 22.4%

Over 20 Years of Experience: 15.9%

Demographics Strengths

ROMS received ROISD recognition for having one of the highest attendance rates in the district at 94.9%, a slight increase from the 94.5% in the 22/23 school year.

Student Profile: Attendance

2021-2022 93.5%

2022-2023 94.5%

2023-2024 94.9%

Implementation of PBIS was effective in improving positive behaviors resulting in reduction of referrals written with consequences that require loss of instructional time for some ROMS sub-groups.

Sub-Group	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
White	40	45	26	24	30	19
African-American	146	173	137	111	140	127
Hispanic	89	123	80	74	76	60
Other	14	19	14	14	14	12

Problem Statements Identifying Demographics Needs

Problem Statement 1: 57.1% of ROMS students are At-Risk. **Root Cause:** Performance and attendance data beginning in elementary and identified throughout secondary years. Student and parent misunderstanding or lack of knowledge of the importance of testing and the effects of low performance.

Problem Statement 2 (Prioritized): African American students led ROMS in discipline consequences that resulted in ISS(649 of 1286), OSS(136 of 252), and DAEP placements(49 of 69) during the 2023-2024 school year. **Root Cause:** Lack of Positive School Culture and Restorative Practice Implementation. Cultural awareness and training needs. Ineffective Campus Management Procedures.

Student Learning

Student Learning Summary

Red Oak Middle School is committed to providing a safe and supportive learning environment for each of our students. 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. ROMS provides a safe and respectful learning environment for our students and staff. Lessons based on best practices provide opportunities for ROMS students to be well-rounded and focus on leading a productive lifestyle.

Campus Assessment Preliminary STAAR Data:

2024 ROMS Domain I		% of tests	STAAR Performance	Score	Letter Grade
Number of tests at did not meets	1492	36.44	38	70	C
Number of tests at approaches or above	2602	63.56			
Number of tests at meets or above	1502	36.69			
Number of tests at masters or above	575	14.04			
Total tests administered	4094				

Student Learning Strengths

- 6th Grade students showed substantial growth in Reading improving from a score of 65 letter grade D to a score of 80 letter grade B.
- 8th Grade students demonstrated growth in Reading increasing from a 79 letter grade C to an 80 letter grade B.
- Algebra 1 students maintained a score of 96.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR Scores show Red Oak Middle School students declined in Math at all grade levels. **Root Cause:** Ineffective attempts in identifying and closing student learning gaps.

Problem Statement 2: Red Oak Middle School 8th grade students STAAR scores declined in Science and Social Studies. **Root Cause:** PLC process for identifying needs and analyzing data unsuccessful.

School Processes & Programs

School Processes & Programs Summary

Red Oak Middle School uses multiple resources to help provide focus for curriculum, instruction, and assessment. 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. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. Rtl became a focus due to the lack of implementation at ROMS. 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 special courses and programs such as special education, dyslexia, LPAC, technology(1:1 student device ratio), fine arts, and electives 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 and analyzed to drive instructional needs.

The Leadership Team meets weekly to discuss school programs and processes. Instructional Coaches lead Learning Opportunities geared toward providing professional development for teachers and paras. Teachers are given monthly climate and culture surveys that are analyzed to foster continuous improvement.

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.
- iXL is utilized during HAWK 101 to address HB1416 needs.
- Suite 360 has been implemented to provide behavior framework and intervention for all students.
- PBIS and Restorative Practices.
- Consistent expectations and management.

Perceptions

Perceptions Summary

It is our goal at Red Oak Middle School to represent The 4 Talons of the Hawk: Grit, Reach, Legacy Through Service, and Academic Readiness. The culture at ROMS is one that is improving and has began to set high expectations for all. The staff, parents, and students are committed to growth and success of our campus. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are meeting the expectations set by the district and campus leadership.

Perceptions Strengths

ROMS students, staff, and parents acknowledge the improved culture on campus and are working diligently to maintain the standards. Positive referrals and PBIS are the focus of rewarding student behavior over highlighting misbehaviors. Our campus PTA is active and continually growing and providing opportunities for families and students. Campus volunteers serve on campus to assist with needs. Hawk Dads and Hawk Moms are structured to increased parental involvement and strengthen family and school relationships.

Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team meet weekly to analyze campus data.
- 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.
- Two security team members are housed at ROMS daily.
- Campus holds monthly safety drills using the RAPTOR technology system.
- Weekly door audits are executed by PD.

Student Leadership Strengths

- UIL Academic Competitions
- Yearbook Committee
- ROMS Student Council
- National Junior Honor Society

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents of Red Oak Middle School have indicated that leadership does not effectively communicate. **Root Cause:** Disconnect between school and community.

Priority Problem Statements

Problem Statement 1: African American students led ROMS in discipline consequences that resulted in ISS(649 of 1286), OSS(136 of 252), and DAEP placements(49 of 69) during the 2023-2024 school year.

Root Cause 1: Lack of Positive School Culture and Restorative Practice Implementation. Cultural awareness and training needs. Ineffective Campus Management Procedures.

Problem Statement 1 Areas: Demographics

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
- 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

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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Equity data
- T-TESS data
- T-PESS data

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
- Study of best practices





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. Students will complete a career assessment and project based on information gained as a result. Data will drive ROMS 24/25 Career Day planning.</p> <p>Evidence that Demonstrates Success: Every Student will pass Career Readiness with a 70%. Career Assessment completion and results shared with students and parents. Career Project completion focused on path and awareness. ROMS Career Day</p> <p>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
	Dec	Feb	Apr	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.</p> <p>Evidence that Demonstrates Success: Students will score 80% or above on a project that shows they understand the importance of career pathways.</p> <p>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
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Every 8th Grader at Red Oak Middle School will participate in the PSAT</p> <p>Evidence that Demonstrates Success: That every student participates or is given the opportunity to participate.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Testing. Counselors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
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
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: For STAAR performance results, increase the percentage of students achieving Meets Grade Level to 49% or better in all content areas. 49% Meets would improve ROMS overall rating from C to B.</p> <p>Evidence that Demonstrates Success: Increased student success on CBAs, formative assessments, summative assessments, STAAR, TELPAS.</p> <p>Reduction in the number of students in Tier II and Tier III intervention groups.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coaches 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</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: All emergent bilinguals will participate in at least two pull out sessions (Reading/Writing and Listening/Speaking) that will provide strategies and best practices for success on TELPAS assessment.</p> <p>Evidence that Demonstrates Success: Improved state assessment scores. Increased CCMR in EB sub-group.</p> <p>Staff Responsible for Monitoring: LPAC Chairperson LPAC Committee</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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. Improved Daily Culture. Student engagement in circles with the ability to communicate the effectiveness of circles.</p> <p>Staff Responsible for Monitoring: Assistant Principal over Restorative Practices Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will utilize the Suite 360 Emotional Learning platform each Wednesday during HAWK 101. Lessons are district designed and assigned to students.</p> <p>Evidence that Demonstrates Success: Students will score 80% or higher on the quizzes at the end of each lesson. Reduction in the number of referrals that require counseling mediation.</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
	Dec	Feb	Apr	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
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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: Campus Wide PLCs weekly focused on common assessments, data analysis, professional development (Instructional strategies, formative assessment, data-driven instruction, and differentiation), and RTI. Departments meet once a month during Learning Opportunities to review data and discuss plans for Saturday School plans and for tutoring.</p> <p>Evidence that Demonstrates Success: Documented execution of the 4 PLC Questions. Data analysis that drives daily instruction. Improvement of instructional strategies. Strategic Learning Opportunities. Saturday School sessions focused on targeted student interventions that result in student growth and overall increased ROMS performance.</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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: ROMS will provide protected time and administrative support for teacher lesson internalization.</p> <p>Evidence that Demonstrates Success: Lesson plan integrity/Delivery Fidelity</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction Instructional Coaches Core Content Grade Level Teams Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers with 0-3 years of experience will receive consistent observation and feedback on classroom procedures, routines, and rigor using the Get Better Faster Scope and Sequence.</p> <p>Evidence that Demonstrates Success: Consistent observations that produce timely and specific feedback resulting in improved observations.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Instruction AIM Teachers Principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop and implement high leverage teaching practices. Observation feedback data will be shared with teachers weekly in addition to related action steps.</p> <p>Evidence that Demonstrates Success: Observation data reflective of high leverage teaching practices implementation. Increased student engagement and performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches Teachers</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Instructional Coaches will provide professional development at one learning opportunity each month/bimonthly for Tier 3 teachers in 1 or 2 areas of instructional delivery that are research-based instructional practices within the content area that they support.</p> <p>Evidence that Demonstrates Success: Improvement in Tier 3 teacher performance. Reduced number of Tier 3 teachers.</p> <p>Staff Responsible for Monitoring: Associate Principal Instructional Coaches Teachers Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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 - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a campus based mentor system that works with the district mentor program for teachers with 0-3 years of teaching experience in both the profession and at ROMS.</p> <p>Evidence that Demonstrates Success: Classroom success for new teachers. Increased retention rates for 0-3 year teachers. Mentor Logs</p> <p>Staff Responsible for Monitoring: Mentor AP Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. Teacher leaders will attend specialized staff development sessions to share best practices with campus.</p> <p>Evidence that Demonstrates Success: Teacher leader participation in sessions and effective delivery of learned strategies.</p> <p>Staff Responsible for Monitoring: Admin Team Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including ROMS PD, summer staff development and Region 10 trainings.</p> <p>Evidence that Demonstrates Success: Classroom implementation Professional Development Reports</p> <p>Staff Responsible for Monitoring: Admin Team Instructional Coaches Team Leads Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	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. Increased morale and school climate.</p> <p>Staff Responsible for Monitoring: Assistant Principal over PBIS PBIS Committee Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: ROMS teachers will receive staff development catered to their individual needs as assessed by the admin team through the use of tiering, observation data, and discipline data.</p> <p>Evidence that Demonstrates Success: Teacher growth in instructional practices and discipline management.</p> <p>Staff Responsible for Monitoring: Admin Team Instructional Coaches Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	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: 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
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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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
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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, 2025 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, 2025.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	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 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
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



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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Attendance AP Attendance Committee Attendance Clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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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: Selected Red Oak Middle School Teachers will participate in the planning 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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and analyze student programs and facility needs</p> <p>Evidence that Demonstrates Success: : Full utilization of available facilities</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor campus for needed safety improvements and communicate needs to District Facilities Director.</p> <p>Evidence that Demonstrates Success: Need areas addressed.</p> <p>Staff Responsible for Monitoring: Admin Team Custodial Staff Security Team Teachers Students</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 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: 100% 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: School Principal will send out Hawk Happenings Weekly Newsletters on Sundays informing parents of what is going on as well as reminders of expectations. Evidence that Demonstrates Success: Informative parents. Increased partnerships between parents and ROMS. Staff Responsible for Monitoring: Principal Media Director</p> <p>ESF Levers: Lever 3: Positive School Culture</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: Implement Hawk Dads promoting positive relationships inside ROMS. Dad's will be given the opportunity to come and volunteer before school, during lunch and during dismissal.</p> <p>Evidence that Demonstrates Success: 250 or more Dads will come each time it is offered. 75 Dads volunteer this year. Positive partnerships.</p> <p>Staff Responsible for Monitoring: Assistant Principal over Hawk Dads Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 Parent partnerships</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
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement cultural school wide community celebrations: including but not limited to 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>Evidence that Demonstrates Success: Community participation.</p> <p>Staff Responsible for Monitoring: Celebration Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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
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Red Oak Independent School District
Red Oak High School
2024-2025 Campus 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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Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Red Oak High School had a student population of 2,163 in grades 9-12 during the 2023-2024 academic school year. Demographic percentages have shown an increase in certain groups. For the 2023-2024 school year they were Hispanic - 37.15%, American Indian - 0.34%, Asian - 0.99%, African American 39.4%, Native Hawaiian - 0.04%, White - 17.84% and Two or More - 4.6%. Male students accounted for 52.41% of the student population, while female students accounted for 47.59%. In addition, 88.35% of students participate in our Career and Technical Education program.

Student Profile: Attendance

2018 - 2019 - 95.87%

2019 - 2020 - 95.81%

2020 - 2021 - 96.50% COVID Year

2021 - 2022 - 91.48%

2022 - 2023 - 94.04%

2023 - 2024 - 93.70%

Student Profile: Special groups

Group	Percentage
Economically Disadvantaged	60.32%
ELS/EBs	11.82%
Special Education	12.15%
Homeless	1.33%
GT	5.20%
At Risk	

Group	Percentage
Dyslexia	7.78%

Demographics Strengths

- 88.35% student participation in Career and Technical Education programs.
- Majority of our ELAR teachers are ESL certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): College, Career, and Military Readiness is 11% below the state average. (2021-2022) **Root Cause:** No direct monitoring of CCMR Systems need to be established for monitoring and tracking student CCMR data.

Problem Statement 2 (Prioritized): Industry Based Certifications earned is 10% below the state average. (2021-2022) **Root Cause:** No direct monitoring of students completing courses aligned to IBCs. Students need to complete programs of study to become completers.

Problem Statement 3 (Prioritized): Attendance rates are still below pre-covid averages. **Root Cause:** Monitoring of student attendance on all levels.

Student Learning

Student Learning Summary

STAAR EOC DATA:

	Did Not Meet %			Approaches %			Meets %			Masters %		
English I	37	32	33	63	67	67	46	55	54	12	20	17
English II	30	25	26	71	76	75	52	62	60	6	11	9
Algebra I	28	20	21	72	80	79	38	47	45	16	28	25
US History	4	4	5	96	96	95	62	71	69	30	40	37
Biology	11	9	9	89	91	91	49	59	58	14	21	19

First Column - Campus
 Second Column - Region
 Third Column - State

- Red Oak HS is below the state and region in all areas of the STAAR EOC except US History - Approaches

ROHS Advance Placement Data:

5-Year AP Report

	2020	2021	2022	2023	2024
Total AP Students	211	148	158	164	192
Number of Exams	360	236	266	284	341
AP Students with Scores 3+	112	62	90	86	99
% of Total AP Students with Scores 3+	53.08	41.89	56.96	52.44	51.56

Student Learning Strengths

- US History scored higher than state average in approaches.
- Continued integration for many high school students into grade-level courses through inclusion.
- Continue providing credit recovery and grade repair to prevent dropouts.
- ROHS offers 28 programs of study through our Career and Technical Education programs.
- Students earned 325 Industry Based Certifications for the 2023-2024 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): CCMR needs to increase to 88%. **Root Cause:** No direct focus on CCMR Systems need to be established for tracking and monitoring all students.

Problem Statement 2 (Prioritized): Students had a low achievement rate for meets and masters level on all subjects. **Root Cause:** Focus of academic success has been on passing the assessments, not advanced scores.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction process centers around Professional Learning Communities, walkthrough observations by administrators, and the Fundamental 5 instructional strategies.

New teachers are provided mentors to assist in the transition to teaching on the high school campus.

Recruitment of high quality teachers at the high school level is challenging, particularly in specialty subjects and those designated as teacher shortage areas.

Instruction is targeted to meet TEKS and increase student achievement based on data analysis.

Informal and formal classroom assessment, released EOC tests, and CBAs serve as teacher administered benchmark assessments to predict student success on state assessments.

All students are provided their own personal Chromebook for school and home to support instruction.

Discipline Data:

Discipline Action Codes	2021 - 2022						2022 - 2023						2023 - 2024					
	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6
JJAEF						1					1							
OSS	103	117	120	91	145	198	83	121	105	122	159	135	94	133	109	93	207	81
ISS	186	297	214	315	489	356	197	344	435	330	496	435	374	470	287	301	576	135
DAEP	34	52	52	45	40	49	35	30	41	59	58	55	26	52	56	37	32	19
Partial Day OSS	24	31	32	8	18	28	13	19	14	16	34	39	15	23	9	14	15	20
Partial Day ISS	172	226	164	236	384	225	221	293	183	169	239	243	294	377	288	281	277	119

Offense	Count
Dress Code Violation	1558
Tardy	828
Insubordinate Behavior	608

Skipping	427
Phone	357
Class Disruptions	336
Out of Assigned Area	325
Leaving Class without Permission	260
Other	216
Profanity	150
Total	5065

Reason Code	Offense	Count
02	Conduct Punishable as a Felony	1
04	Possessed, Sold, Used, or Was Under the Influence of Marihuana or Other Controlled Substance (valid until September 1, 2023)	33
05	Possessed, Sold, Used, or Was Under Influence of Alcoholic Beverage	1
21	Violation of Student Code of Conduct	1414
23	Emergency Placement/Expulsion	4
27	Assault against employee/volunteer	5
28	Assault against someone other than school employee/volunteer	35
30	Aggravated Assault against someone other than employee/volunteer	4
35	False Alarm/False Report	2
41	Fighting/Mutual Combat	75
46	Aggravated Robbery	4
60	Harassment Against an Employee of the School District	2
62	Possessed, Sold, Gave, Used, Delivered, or Was Under Influence of Marihuana or Tetrahydrocannabinol	98
63	Possessed, Sold, Gave, Delivered, or Used E-Cigarette	76
64	Possessed, Sold, Gave, Used, Delivered, or Was Under Influence of Other Controlled Substance	14
	Total	2083

School Processes & Programs Strengths

- Quality faculty and staff
- 42% of teachers at ROHS have 11 or more year of experience.

- Mentor teachers support new teachers to facilitate transition and increase retention
- Data analysis drives instructional decision-making through PLCs
- Common Planning for all STAAR tested subjects
- Access to technology
- Chromebooks provided to all students
- Campus technology technician
- Instructional coaches for all core content areas

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates. **Root Cause:** ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.

Problem Statement 2 (Prioritized): ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. **Root Cause:** There is a lack of highly qualified applicants applying for positions posted at ROHS.

Perceptions

Perceptions Summary

From surveys conducted by the campus, stakeholders describe the campus as a safe place where everyone is treated equally and with respect. Overall, stakeholders strongly agree or agree with what is occurring on the high school campus. The majority of stakeholders feel that we are providing a quality education to our students at Red Oak High School and preparing for life beyond this campus. The high school staff constantly seeks ways to provide all students with a safe, secure, nurturing, and positive learning environment. Faculty members build meaningful relationships with students to enhance their learning experience. The high school campus has a staff that works together to ensure the success of our students.

Perceptions Strengths

Most parent's felt the vision of Red Oak ISD is “Realizing Our Individual Students’ Dreams.” Is the mission clear and understandable.

Most stakeholders thought Red Oak ISD provides a safe and secure learning environment for all students and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.

Root Cause: Utilization of platforms is not consistent. No designated staff to manage communication.

Priority Problem Statements

Problem Statement 1: CCMR needs to increase to 88%.

Root Cause 1: No direct focus on CCMR Systems need to be established for tracking and monitoring all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: College, Career, and Military Readiness is 11% below the state average. (2021-2022)

Root Cause 2: No direct monitoring of CCMR Systems need to be established for monitoring and tracking student CCMR data.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Industry Based Certifications earned is 10% below the state average. (2021-2022)

Root Cause 3: No direct monitoring of students completing courses aligned to IBCs. Students need to complete programs of study to become completers.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Attendance rates are still below pre-covid averages.

Root Cause 4: Monitoring of student attendance on all levels.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students had a low achievement rate for meets and masters level on all subjects.

Root Cause 5: Focus of academic success has been on passing the assessments, not advanced scores.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates.

Root Cause 6: ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year.

Root Cause 7: There is a lack of highly qualified applicants applying for positions posted at ROHS.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives.

Root Cause 8: Utilization of platforms is not consistent. No designated staff to manage communication.

Problem Statement 8 Areas: Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals





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

Performance Objective 1: Red Oak High School will increase its English 1 and 2 passing rates to 80% approaches, 60% meets, and 20% masters by May 2025.

High Priority

Evaluation Data Sources: STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students who scored a zero on extended-constructed response (ECR), intervening with identified students throughout the year, and monitoring the progress of those students. Student/Teacher conferences about ECR.</p> <p>Evidence that Demonstrates Success: Decrease in students with a 0 on ECR and an increase in STAAR approaches, meets, and masters.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, ELAR Instructional Coach, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: English 1 and English 2 teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p>Evidence that Demonstrates Success: Meeting Agendas, Increase in STAAR Scores</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Department Assistant Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Evidence that Demonstrates Success: Campus Needs Assessment Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Use of high quality instructional materials in all classrooms (faculty trained on HQIM with teams following provided lesson plans) Evidence that Demonstrates Success: Lesson Plans, Walkthroughs, Observations, STAAR Scores Staff Responsible for Monitoring: Campus Administration, Instructional Coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Writing across the curriculum using ACE. ECRs every six weeks in Eduphoria. Evidence that Demonstrates Success: Student Writing Samples. Increase in ECR scores. Staff Responsible for Monitoring: Associate Principal, Instructional Coach	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Learning
Problem Statement 2: Students had a low achievement rate for meets and masters level on all subjects. Root Cause: Focus of academic success has been on passing the assessments, not advanced scores.

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

Performance Objective 2: Algebra I will increase approaches, meets, and masters by 10% from the previous school year.

High Priority

Evaluation Data Sources: STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Use internalization protocol for district HQIMs to deepen understanding of TEKS, instructional implications, and possible misconceptions. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p>Evidence that Demonstrates Success: Lesson Plans, PLC agendas</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide materials, including technology, and targeted intervention resources, to ensure the mastery of required Algebra I TEKS for all students (IXL, ALEKS, Sirius)</p> <p>Evidence that Demonstrates Success: Use of Materials/Programs</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p> <p>Evidence that Demonstrates Success: Comprehensive Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	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>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Students had a low achievement rate for meets and masters level on all subjects. **Root Cause:** Focus of academic success has been on passing the assessments, not advanced scores.





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

Performance Objective 3: ROHS will aim for the Biology STAAR End-of-Course Assessment to score at or above 90% approaches, 60% meets, and 30% masters for the 2024-2025 school year.

High Priority

Evaluation Data Sources: STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Biology teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p>Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of short-constructed responses used in class, emphasizing the use of sentence stems.</p> <p>Evidence that Demonstrates Success: Lesson Plans, PLC agendas</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p> <p>Evidence that Demonstrates Success: Comprehensive Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: US History teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p>Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	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>				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 2: Students had a low achievement rate for meets and masters level on all subjects. Root Cause: Focus of academic success has been on passing the assessments, not advanced scores.</p>

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

Performance Objective 4: By June 2025, US History STAAR End-of-Course Assessment at ROHS will increase the student mastery rate from 30% to 40%.

High Priority

Evaluation Data Sources: STAAR, CBAs, Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: US History teachers will engage in daily collaborative planning to create a guaranteed and viable curriculum and common assessments to identify students who need additional targeted support. Adjust instruction through PLCs based on Instructional Focus Documents with action plans.</p> <p>Evidence that Demonstrates Success: PLC Agendas, Increase in STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.</p> <p>Evidence that Demonstrates Success: Comprehensive Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Students had a low achievement rate for meets and masters level on all subjects. Root Cause: Focus of academic success has been on passing the assessments, not advanced scores.</p>





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

Performance Objective 5: Increase the number of students who are CCMR met in the ROHS Class of 2025 to 88% or higher by the end of the 2024-2025 school year.

High Priority

Evaluation Data Sources: CCMR Percentage, Accountability report for 25-26 school year

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Texas College Bridge in Math and English courses. Plan for specific days for seniors to complete TCB during the school day.</p> <p>Evidence that Demonstrates Success: TCB certification for students.</p> <p>Staff Responsible for Monitoring: Campus Administration, CCMR Coordinator, TCB Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the total number of student who earn industry-based certificates. CTE department will prepare students to earn any and all possible industry certifications and provide other real-world experiences.</p> <p>Evidence that Demonstrates Success: Students will earn industry based certificates.</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the total number of students to pass both the Reading and Math portions of TSIA, score a 22 on the ACT in both Math and Reading, or a 480 on the reading portion of the SAT and a 530 on the Math portion of the SAT. Provide students opportunities to prepare and review for TSI assessments.</p> <p>Evidence that Demonstrates Success: Increase performance on the TSIA, ACT, SAT</p> <p>Staff Responsible for Monitoring: Campus Administration, CCMR Coordinator, Testing Coordinator</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Increase the number of current ROHS teachers credentialed to teach Dual Credit Courses. This would allow more students to earn CCMR indicators for dual credit math and english. Evidence that Demonstrates Success: More staff credentialed to teach Dual Credit Courses Staff Responsible for Monitoring: Principal, Associate Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Monitor all students using On Data Suite and other resources to track who has obtained CCMR met status. Evidence that Demonstrates Success: Increase in CCMR percentage Staff Responsible for Monitoring: Principal, CCMR Coordinator, Executive Director of CCMR, Counselors Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide resources/guidance and promote scholarship opportunities for all students. Evidence that Demonstrates Success: Scholarship Awards Staff Responsible for Monitoring: CCMR Coordinator, Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: To facilitate effective transitions for students from high school to post-secondary careers, all students will have the opportunity to participate in the Career and Technical Education program. Evidence that Demonstrates Success: Higher CCMR Results Staff Responsible for Monitoring: Principal, Associate Principal, Director of CTE	Formative			Summative
	Dec	Feb	Apr	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>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: College, Career, and Military Readiness is 11% below the state average. (2021-2022) Root Cause: No direct monitoring of CCMR Systems need to be established for monitoring and tracking student CCMR data.
Problem Statement 2: Industry Based Certifications earned is 10% below the state average. (2021-2022) Root Cause: No direct monitoring of students completing courses aligned to IBCs. Students need to complete programs of study to become completers.

Student Learning





Problem Statement 1: CCMR needs to increase to 88%. **Root Cause:** No direct focus on CCMR Systems need to be established for tracking and monitoring all students.

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

Performance Objective 6: ROHS will use both proactive and reactive strategies to emphasize the importance of regular student attendance and reduce absences, resulting in an ADA rate of 97% or greater by the end of the 2024-2025 school year.

High Priority





Evaluation Data Sources: ADA reports, SABIPs, Truancy Filings

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement truancy prevention measures (TPM) for students experiencing attendance concerns.</p> <p>Evidence that Demonstrates Success: reducing loss of academic credit due to absences, improving achievement due to increased instructional time</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Exempt students from fall/spring exams based on attendance for the semester, in addition to academic requirements.</p> <p>Evidence that Demonstrates Success: Attendance Rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 7: Provide students the opportunity to learn and recover from failure.

Evaluation Data Sources: Increase in student success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide accelerated instruction for students who were not successful on the STAAR Assessments - EOC Academy, Summer Tutoring, Talon Time (IXL), Saturday Camps.</p> <p>Evidence that Demonstrates Success: Attendance, Increase in STAAR scores for retesters.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Credit Recovery opportunities provided during the school year and during summer school.</p> <p>Evidence that Demonstrates Success: Completion of credit recovery courses.</p> <p>Staff Responsible for Monitoring: Counselors, Credit Recovery Teachers, Summer School Staff</p> <p>ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue Grade Repair Program at the end of each grading period.</p> <p>Evidence that Demonstrates Success: Improvement of student grades.</p> <p>Staff Responsible for Monitoring: Associate Principal, Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Talon Time is provided during 5th period as an intervention, academic enrichment, and student enrichment time during the school day.</p> <p>Evidence that Demonstrates Success: Utilization of Talon Time, IXL Usage, Decrease in Failures and Missing Assignments.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 8: Every student understands the expected standards of behavior on the campus and feels that their safety and well-being are a priority of the district.

High Priority

Evaluation Data Sources: Student Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Mentors' Care mentoring program will be continued on the campus to benefit at-risk students who are experiencing social and emotional barriers.</p> <p>Evidence that Demonstrates Success: Students will be equipped to reach their full potential with no emotional barriers.</p> <p>Staff Responsible for Monitoring: Principal, Mentors' Care Director, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure consistency of state and campus enforcement of the Student Code of Conduct and Handbook.</p> <p>Evidence that Demonstrates Success: Discipline Reports - PEIMS</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Intervention and Support Counselors are available for students.</p> <p>Evidence that Demonstrates Success: Students meeting with counselors.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Implement class meetings at the beginning of the school year to provide campus expectations for all students.</p> <p>Evidence that Demonstrates Success: Meetings</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students at ROHS do not uniformly adhere to district and campus expectations for behavior as evidenced by disciplinary referral rates. Root Cause: ROHS staff is not consistently enforcing and monitoring expectations of student behaviors.</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			
<p>Strategy 1: Follow established procedures to ensure applicants are certified/highly qualified for available positions. Evidence that Demonstrates Success: All hired staff are certified/highly qualified or seeking certification. Staff Responsible for Monitoring: Principal, Associate Principals, Assistant Principals, Human Resources</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities for all teachers and staff. Evidence that Demonstrates Success: Provide training in all areas of compliance Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. Root Cause: There is a lack of highly qualified applicants applying for positions posted at ROHS.</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			
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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide mentors for new and newly assigned teachers to the campus. Evidence that Demonstrates Success: Mentor Assignments and Completion of Documentation Staff Responsible for Monitoring: Associate Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. Root Cause: There is a lack of highly qualified applicants applying for positions posted at ROHS.

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: Develop hiring committees by subject area consisting of 2 administrators, the team lead, and a separate teacher representative.</p> <p>Evidence that Demonstrates Success: Multiple perspectives on candidate quality</p> <p>Staff Responsible for Monitoring: Campus Principal</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</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Appropriately certified teachers, counselors, and paraprofessionals will be recruited and retained by offering a quality work environment, retention stipends, administrative support, and ample professional development in content knowledge and classroom practices through Region 10 and Campus/District Professional Development.</p> <p>Evidence that Demonstrates Success: Higher Staff Retention Rates</p> <p>Staff Responsible for Monitoring: Campus Principal and Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attend Job Fairs and College Recruiting Days</p> <p>Evidence that Demonstrates Success: Job Fair and College Recruiting Day attendance.</p> <p>Staff Responsible for Monitoring: Campus Administration</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</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Work with alternative certification programs to identify qualified candidates for open positions.</p> <p>Evidence that Demonstrates Success: Communication with Alternative Certification Programs.</p> <p>Staff Responsible for Monitoring: Campus Administration</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</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Dec	Feb	Apr	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>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: ROHS has difficulty recruiting and maintaining highly qualified staff from year-to-year. Root Cause: There is a lack of highly qualified applicants applying for positions posted at ROHS.</p>





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
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration will work with all campus stakeholders during the decision-making process determining proper usage of all resources.</p> <p>Evidence that Demonstrates Success: Discussions of fund usage.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Dec	Feb	Apr	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: Review and analyze student programs and facility needs Evidence that Demonstrates Success: Full utilization of available facilities Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	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 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			
Strategy 1: Conduct safety drills that include Hold, Secure, Lockdown, Evacuate, and Shelter. Evidence that Demonstrates Success: Participation in required security drills. Staff Responsible for Monitoring: Campus Administrators All Campus Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students and Staff will be trained over the Crisis Management Plan and Standard Response Protocols. Evidence that Demonstrates Success: Staff attendance to trainings and student training in classes. Staff Responsible for Monitoring: Campus Administration and Campus Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Security cameras to monitor the campus. Evidence that Demonstrates Success: Documentation of video usage. Staff Responsible for Monitoring: Campus Administration, Campus Police/Security	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The campus will use integrated school safety software that enables them to screen visitors, track volunteers, report on drills, respond to emergencies, and reunite families. Evidence that Demonstrates Success: Daily Reports and Monitoring Staff Responsible for Monitoring: Campus Administration, Campus Police/Security, Campus Secretary	Formative			Summative
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: ROHS will utilize multiple strategies, including campus facilities use calendars and forms, to reserve/use campus facilities for campus, district, and community events.</p> <p>Evidence that Demonstrates Success: Streamlining use of ROHS facilities and ensuring that all stakeholders have equitable access.</p> <p>Staff Responsible for Monitoring: Campus Principal and Principal Secretary</p>	Formative			Summative
	Dec	Feb	Apr	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 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: Number of Communications

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus web pages, skyward, Facebook, marquee, email, and community pages to invite and involve parents and the community to school events.</p> <p>Evidence that Demonstrates Success: Increased awareness and connectivity to community</p> <p>Staff Responsible for Monitoring: Principal Journalism Teacher</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Clearly communicate activities - Parent/Teacher Conferences, Open House, Academic Showcase, Sporting Events, Concerts, Programs, etc.</p> <p>Evidence that Demonstrates Success: Increased parent participation</p> <p>Staff Responsible for Monitoring: Campus Administration, Athletic Coaches, Program Directors, Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Dec	Feb	Apr	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>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Common parent concerns revolved around lack of communication regarding events, important information, and campus and district initiatives. Root Cause : Utilization of platforms is not consistent. No designated staff to manage communication.</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: Parents and school community participation in events such as homecoming, open house and other campus events.

Strategy 1 Details	Reviews			
Strategy 1: Provide parent workshops including, but not limited to, College Admissions/Financial Aide, Dual Credit, Course Selections and Grade Meetings. Evidence that Demonstrates Success: Sign in Sheets and Increased Attendance Staff Responsible for Monitoring: Campus Administration, Counselors	Formative			Summative
	Dec	Feb	Apr	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

2024-2025



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

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are seven campuses: One 5A high school, one middle school (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

TOTAL STUDENT ENROLLMENT 2024-2025

6,696

STUDENT ENROLLMENT BY RACE/ETHNICITY 2024-2025

AFRICAN AMERICAN- 37.17%
ASIAN- .91%
HISPANIC- 40.44%
AMERICAN INDIAN- 0.28%
PACIFIC ISLANDER-0.12%
WHITE- 16.23%
TWO OR MORE RACES- 3.90%

STUDENT ENROLLMENT BY TYPE

Economically Disadvantaged- 57.11%
Emergent Bilingual- 14.02%
Students Receiving Special Education Services- 16.68%

Demographics Strengths

Red Oak ISD continues to become more diverse and provides our students with the opportunity develop an understanding for others on a local, state, national and global level.

Student Learning

Student Learning Summary

In 2022, Red Oak ISD received a B (84) rating.

- District Overall Score: 84
- District Student Achievement: 87
- District School Progress: 86
- District Closing the Gaps: 78

The Texas Education Agency has not released ratings for districts or campuses for the 2023-2024 School Year.

Student Learning Strengths

Red Oak Elementary has a scale score of 92 in Academic Growth in Reading and Math and a scale score of 86 for Closing the Gap.

Wooden Elementary has a scale score of 89 in Academic Growth in Reading and Math and a scale score of 92 for Closing the Gap.

Eastridge Elementary has a scale score of 80 in Academic Growth in Reading and Math and a scale score of 83 for Closing the Gap.

Problem Statements Identifying Student Learning Needs

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 and Mathematics, and Student Success.

Problem Statement 2: Red Oak Middle School Reading, Math, 8th Science and Social Studies is under performing the state standard for student Academic Growth. **Root Cause:** There is a need to provide students with rigorous on grade level assignments to support growth.

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. 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 14% 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 5.8% of all students across the district. 16.7% 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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Tier 1 instruction not meeting the rigorous standard of STAAR and the materials were not vetted. **Root Cause:** After COVID and changes in campus and curriculum leadership, lessons and instruction was not vetted due to multiple resources not accounted.

Perceptions

Perceptions Summary

Realizing Our Individual Students' 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 2023-2024 school year, our community volunteered 11,888 hours. This is an increase from 10,084 hours the previous academic year.

Perceptions Strengths

Our community values the hard work that goes into educating and providing for our students. The community passed the bond to build the new middle school to improve the learning environment for the students. The community supports the growth of our district and has shown support of our students' academic growth by assisting and giving back their time to the campuses.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Federal Report Card and accountability data
- RDA data

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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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





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, SAT Projected Proficiency (5th-8th), PSAT/SAT scores 8th/11th grade, Enrollment, Dual Credit passing rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide College Readiness Assessment Preparation Opportunities</p> <p>Evidence that Demonstrates Success: Increase in the percentage of students passing dual credit courses</p> <p>Staff Responsible for Monitoring: ROHS Principal ROHS Associate Principal ROHS Assistant Principals ROHS College and Career Coordinator ROHS Counselors Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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)].</p> <p>Evidence that Demonstrates Success: College & Career Counselor program records</p> <p>Staff Responsible for Monitoring: Director of Counseling and Family Services ROHS College and Career Readiness Coordinator Counselors Student Support Specialist</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Execute drop out reduction through the Hawks Success program [TEC 11.255(a)(3)(C)]</p> <p>Evidence that Demonstrates Success: Drop out records, campus information related to graduation rates</p> <p>Staff Responsible for Monitoring: ROHS Principal ROHS Associate Principal</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Title III funds to supplement the available resources for advancing the academic achievement of EB students. Rosetta Stone, Soluciones Grades K-2, and ELLevation Strategies.</p> <p>Evidence that Demonstrates Success: TAPR Report ESSA Report Aware Reports TELPAS Results LPAC Reports</p> <p>Staff Responsible for Monitoring: Administrators Teachers Executive Director of Specialized Learning Assistant Director of Federal Programs</p> <p>Funding Sources: - 263 Title III</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Naviance career software program.</p> <p>Evidence that Demonstrates Success: Course Enrollment, Course Selection Options, Career Cruising Student Organization Participation, High School Expo, parent information nights at ROHS and ROMS. Counselor informational sessions with students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum and Instruction Department Staff Sponsors Counselors CTE Director Fine Arts Director Athletic Director Chief of Secondary Schools and Programs</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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, conflict resolution, 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
	Dec	Feb	Apr	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.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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)].</p> <p>Evidence that Demonstrates Success: Lead4Ward Reports IEPs and IAPs 504 Plans</p> <p>Staff Responsible for Monitoring: C&I Department Campus Administrators Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide accelerated instruction to students at risk of not reaching grade level targets [TEC 11.252(a)(3)(H)].</p> <p>Evidence that Demonstrates Success: Lead4Ward Reports iReady Growth Reports Skyward: Student Grades Eduphoria: Teacher, Campus, and District Assessments Reading Support Teachers</p> <p>Staff Responsible for Monitoring: C&I Department Campus Administrators Teachers Reading Support Teachers</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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)].</p> <p>Evidence that Demonstrates Success: Eduphoria Strive Reports Instructional Coaches' Logs</p> <p>Staff Responsible for Monitoring: C&I Department Technology Department Campus Administrators</p> <p>Funding Sources: - 211 Title I, - 255 Title II</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct activities for timely identification of students with dyslexia and provide appropriate instruction [TEC 11.252(a)(3)(D)(iv)].</p> <p>Evidence that Demonstrates Success: Student growth between the beginning of the year and the end of the year through multiple measures.</p> <p>Staff Responsible for Monitoring: Director of Specialized Learning Assistant Director of Federal Programs Dyslexia Specialists Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).</p> <p>Evidence that Demonstrates Success: Completed Intervention Plans, Student Data from Aware, etc. Summer Intervention Response To Intervention (RTI)</p> <p>Talon/Target Time, Tutoring Snap and Read access, Co-Writer access,</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Intervention and Grants</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Elementary students will receive GT pullout instruction at the elementary campuses. Evidence that Demonstrates Success: Campus schedule with pullout times denoted. Staff Responsible for Monitoring: Elementary Principals Assessment Coordinator GT Teacher</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: ROMS GT students will be assigned to GT specific classes taught by a teacher who is certified GT and the subject area. Evidence that Demonstrates Success: GT student enrollment and schedules Staff Responsible for Monitoring: ROMS Principal Assessment Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide bilingual instruction at Wooden and Schupmann Elementary Schools in order to improve English language proficiency. Evidence that Demonstrates Success: Student enrollment TELPAS improvement STAAR improvement Staff Responsible for Monitoring: Campus Administrators Bilingual Instructional Coach Bilingual Specialists Bilingual Teachers</p>	Formative			Summative
	Dec	Feb	Apr	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 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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The Curriculum Department will provide lesson plans in the core curriculum and establish primary resources that are provided to teachers that will offer a guaranteed and viable curriculum.</p> <p>Evidence that Demonstrates Success: Curriculum and Instruction Google Site Curriculum and Instruction training sign-in sheets</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Curriculum and Instruction Curriculum Coordinators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Title I funds will be utilized to provide additional academic support at the elementary campuses for increased student growth.</p> <p>Evidence that Demonstrates Success: Instructional Coach Logs Support Staff schedules</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	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: Design and implement professional learning opportunities that grow the professional capacities of staff members.


Strategy 1 Details	Reviews			
<p>Strategy 1: Staff training will include strategies to reach diverse learners' needs, including Emergent Bilingual, Special Education, Dyslexia, and At-Risk students.</p> <p>Evidence that Demonstrates Success: Training Agendas Completion of federal- and state- required trainings Disaggregated student achievement data</p> <p>Staff Responsible for Monitoring: Campus Administration Chief Academic Officer Executive Director of Specialized Learning</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.</p> <p>Evidence that Demonstrates Success: Training records</p> <p>Staff Responsible for Monitoring: Assessment Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	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.

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: Benefits and Leave Administrator Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	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: Chief Financial Officer Deputy Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop new teachers through strategic and intentional mentoring and professional development.</p> <p>Evidence that Demonstrates Success: New Teacher Mentor Program: Staff (Mentee) Surveys Mentor Logs</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Intervention and Grants</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

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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 that will promote staff retention within the district. Evidence that Demonstrates Success: Team-Building Strategy Ideas Training Sign-in Sheets Staff Responsible for Monitoring: Deputy Superintendent Chief Communications Officer	Formative			Summative
	Dec	Feb	Apr	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 Administrator Superintendent Cabinet	Formative			Summative
	Dec	Feb	Apr	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: Director of Human Resources Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	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: Director of Human Resources Deputy Superintendent	Formative			Summative
	Dec	Feb	Apr	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, the annual Schools FIRST Report, and 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. Each fall receive an A rating on the Schools FIRST report.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	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: Chief Financial Officer Director of Accounting Director of Purchasing Financial Coordinator Director of Interventions and Grants</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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: Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	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 and National awards each year.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Monthly individual Budget reviews to ensure meeting budget guidelines and student focus as well as quarterly 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: Chief Financial Officer Director of Accounting Director of Purchasing Financial Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	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 and State and Federal Grants 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 Financial Coordinator Director of Interventions and Grants</p>	Formative			Summative
	Dec	Feb	Apr	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 are 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: Chief Financial Officer Chief Operations Officer</p>	Formative			Summative
	Dec	Feb	Apr	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: Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	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: Chief Financial Officer Chief Communications Officer</p>	Formative			Summative
	Dec	Feb	Apr	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: Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	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: Chief Operations Officer Chief Financial Officer Deputy Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Complete construction of second 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: Chief Operations Officer Chief Financial Officer Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	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: Chief Operations Officer</p>	Formative			Summative
	Dec	Feb	Apr	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 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: Continue implementation/monitor new safety and security mandates from TEA through Spring 2025. Evidence that Demonstrates Success: Student and Staff Safety Staff Responsible for Monitoring: Chief Operations Officer ROISD Chief of Police Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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
	Dec	Feb	Apr	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 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: Chief Operations Officer Chief Academics Officer Campus Principals	Formative			Summative
	Dec	Feb	Apr	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: Chief Operations Officer Chief Academics Officer Campus Principals Director of Athletics Director of Career and Technical Education Executive Director of Specialized Learning Director of Fine Arts	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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 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			
<p>Strategy 1: Provide resources for the campus newsletters and utilize the weekly District Newsletter for information, repost online for access.</p> <p>Evidence that Demonstrates Success: Create graphics files and easy-to-use content each month. Master plan for social media, reels, and video production.</p> <p>Staff Responsible for Monitoring: Chief Communication Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance web presence.</p> <p>Evidence that Demonstrates Success: Update web presence and dedicated staff member for the new site launch. Enhance training of campus webmasters and administrators.</p> <p>Staff Responsible for Monitoring: Chief Communication Officer</p>	Formative			Summative
	Dec	Feb	Apr	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 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, staff, and the community.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop with the Principals and communicate an annual engagement plan. Evidence that Demonstrates Success: Outline the calendar of events and engagement opportunities each month. Encourage all to participate in one group, club, event, or activity per semester. Staff Responsible for Monitoring: Chief Communication Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop with the Principals an annual volunteer recruitment plan. Evidence that Demonstrates Success: Create a roadmap for campus volunteer opportunities. Encourage parents to volunteer once a semester at their school. Staff Responsible for Monitoring: Volunteer Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	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

District Funding Summary

199 25 Bi Lingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$74,639.00
+/- Difference					\$74,639.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$664,735.00
+/- Difference					\$664,735.00
244 Career and Tech					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,855.00
+/- Difference					\$50,855.00
255 Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$164,958.00
+/- Difference					\$164,958.00

263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$83,011.00
+/- Difference					\$83,011.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,236.00
+/- Difference					\$50,236.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,419,567.00
+/- Difference					\$1,419,567.00
429 Strong Foundations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$200,000.00
+/- Difference					\$200,000.00
Grand Total Budgeted					\$2,708,001.00
Grand Total Spent					\$0.00
+/- Difference					\$2,708,001.00

Daily Enrollment & Attendance Analysis for the Day ending: 10-10-2024

RED OAK HIGH SCHOOL - 001		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
12th Grade	510	458	518	480	423	468	444
11th Grade	590	506	438	500	477	432	458
10th Grade	576	606	507	458	529	511	438
9th Grade	625	579	653	556	475	540	511
Total Enrollment	2301	2149	2116	1994	1904	1951	1851

Total Absences:	113
Daily ADA	% of Attendance
2187.00	95.09
2ND SW ADA	% of Attendance
2186.39	94.98
Yearly ADA	% of Attendance
2185.90	95.27

2nd SW ADA Percentage Breakdown		
ROHS	10-10 Only	9-23 THRU 11-1
12th Grade	95.10	94.99
11th Grade	94.40	95.50
10th Grade	96.17	95.13
9th Grade	94.72	94.34

RED OAK MIDDLE SCHOOL - 041		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
8th Grade	526	552	543	588	498	470	503
7th Grade	463	515	518	512	544	514	447
6th Grade	499	460	490	492	486	529	487
Total Enrollment	1488	1527	1551	1592	1528	1513	1437

Total Absences:	62
Daily ADA	% of Attendance
1425.00	95.83
2ND SW ADA	% of Attendance
1420.31	95.46
Yearly ADA	% of Attendance
1421.23	95.84

2nd SW ADA Percentage Breakdown		
ROMS	10-10 Only	9-23 THRU 11-1
8th Grade	96.01	95.45
7th Grade	95.90	95.52
6th Grade	95.58	95.42

ELLIS COUNTY JJAEP - 009		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
12th Grade	0						
11th Grade	1						
10th Grade	0						
9th Grade	0						
8th Grade	0						
7th Grade	0						
6th Grade	0						
5th Grade	0						
Total Enrollment	1	0					

Total Absences:	-
Daily ADA	% of Attendance
-	-
2ND SW ADA	% of Attendance
-	-
Yearly ADA	% of Attendance
-	-

2nd SW ADA Percentage Breakdown		
JJAEP	10-10 Only	9-23 THRU 11-1
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	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
5th Grade	81	101	70	113	107	98	113
4th Grade	80	72	99	75	108	116	100
3rd Grade	79	87	71	97	73	103	101
2nd Grade	80	75	89	68	95	78	94
1st Grade	58	82	73	94	72	94	81
Kinder	54	56	87	62	85	72	79
Pre-K	37	37	31	38	19	46	36
EE	22	23	19	22	24	15	15
Total Enrollment	491	533	539	569	583	622	619

Total Absences:	21.5
Daily ADA	% of Attendance
448.00	96.49
2ND SW ADA	% of Attendance
445.50	95.98
Yearly ADA	% of Attendance
440.92	96.20

2nd SW ADA Percentage Breakdown		
ROE	10-10 Only	9-23 THRU 11-1
5th Grade	98.77	97.22
4th Grade	96.25	94.55
3rd Grade	98.73	96.58
2nd Grade	95.00	97.21
1st Grade	94.83	94.82
Kinder	96.30	95.19
Pre-K	91.89	94.75
EE	94.44	96.37

WOODEN ELEMENTARY - 102		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
5th Grade	98	89	92	96	85	118	97
4th Grade	76	99	76	87	85	97	112
3rd Grade	84	69	92	74	71	96	96
2nd Grade	89	83	59	87	79	83	98
1st Grade	63	95	79	60	88	85	78
Kinder	69	60	83	72	54	98	73
Pre-K	29	44	28	38	22	0	29
EE	0	2	2	1	3	1	3
Total Enrollment	508	541	511	515	487	578	586

Total Absences:	22.5
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Daily ADA	% of Attendance
470.50	96.96
2ND SW ADA	% of Attendance
467.04	96.33
Yearly ADA	% of Attendance
468.93	96.52

2nd SW ADA Percentage Breakdown		
HAW	10-10 Only	9-23 THRU 11-1
5th Grade	97.96	97.10
4th Grade	97.35	95.81
3rd Grade	94.05	96.96
2nd Grade	96.63	95.38
1st Grade	96.83	95.45
Kinder	100.00	97.66
Pre-K	93.10	93.37
EE	0.00	0.00

EASTRIDGE ELEMENTARY - 103		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
5th Grade	87	105	87	69	88	67	89
4th Grade	102	90	99	75	61	75	61
3rd Grade	81	101	77	89	76	56	79
2nd Grade	90	82	89	67	72	70	62
1st Grade	81	85	80	86	61	78	76
Kinder	60	75	71	68	67	64	64
Pre-K	27	21	21	21	14	32	14
EE	3	6	3	4	3	2	1
Total Enrollment	531	565	527	479	442	444	446

Total Absences:	32
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Daily ADA	% of Attendance
483.00	94.85
2ND SW ADA	% of Attendance
484.23	95.47
Yearly ADA	% of Attendance
479.30	95.27

2nd SW ADA Percentage Breakdown		
EES	10-10 Only	9-23 THRU 11-1
5th Grade	93.10	96.29
4th Grade	94.12	95.91
3rd Grade	96.30	96.18
2nd Grade	95.56	95.64
1st Grade	96.30	94.75
Kinder	95.00	94.29
Pre-K	88.89	90.88
EE	100.00	100.00

SHIELDS ELEMENTARY - 105		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
5th Grade	87	84	109	100	88	104	116
4th Grade	104	87	83	107	86	91	95
3rd Grade	100	100	76	74	88	85	88
2nd Grade	92	93	93	77	73	93	75
1st Grade	80	87	83	79	75	73	89
Kinder	90	82	85	78	67	78	70
Pre-K	38	43	44	34	16	35	25
EE	30	34	25	22	17	10	15
Total Enrollment	621	610	598	571	510	569	573

Total Absences:	58.5
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Daily ADA	% of Attendance
523.50	90.46
2ND SW ADA	% of Attendance
544.96	94.77
Yearly ADA	% of Attendance
547.83	95.41

2nd SW ADA Percentage Breakdown		
DTS	10-10 Only	9-23 THRU 11-1
5th Grade	93.10	96.60
4th Grade	90.29	95.86
3rd Grade	93.00	94.81
2nd Grade	88.04	95.32
1st Grade	91.14	94.33
Kinder	87.64	92.39
Pre-K	86.84	92.31
EE	92.31	92.35

SCHUPMANN - 107		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
5th Grade	132	115	113	109	90	74	75
4th Grade	142	125	104	98	81	75	60
3rd Grade	111	125	116	98	83	68	71
2nd Grade	106	104	121	94	90	69	63
1st Grade	110	96	103	109	85	62	65
Kinder	105	94	94	104	88	68	49
Pre-K	50	66	30	36	27	22	11
EE	1	3	5	2	5	3	2
Total Enrollment	757	728	686	650	549	441	396

Total Absences:	139.5
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Daily ADA	% of Attendance
690.50	94.73
2ND SW ADA	% of Attendance
694.23	95.76
Yearly ADA	% of Attendance
688.28	96.16

2nd SW ADA Percentage Breakdown		
RPS	10-10 Only	9-23 THRU 11-1
5th Grade	93.94	96..63
4th Grade	94.37	95.17
3rd Grade	95.50	95.62
2nd Grade	93.40	96.28
1st Grade	98.18	96.15
Kinder	93.27	94.77
Pre-K	93.88	95.32
EE	0.00	0.00

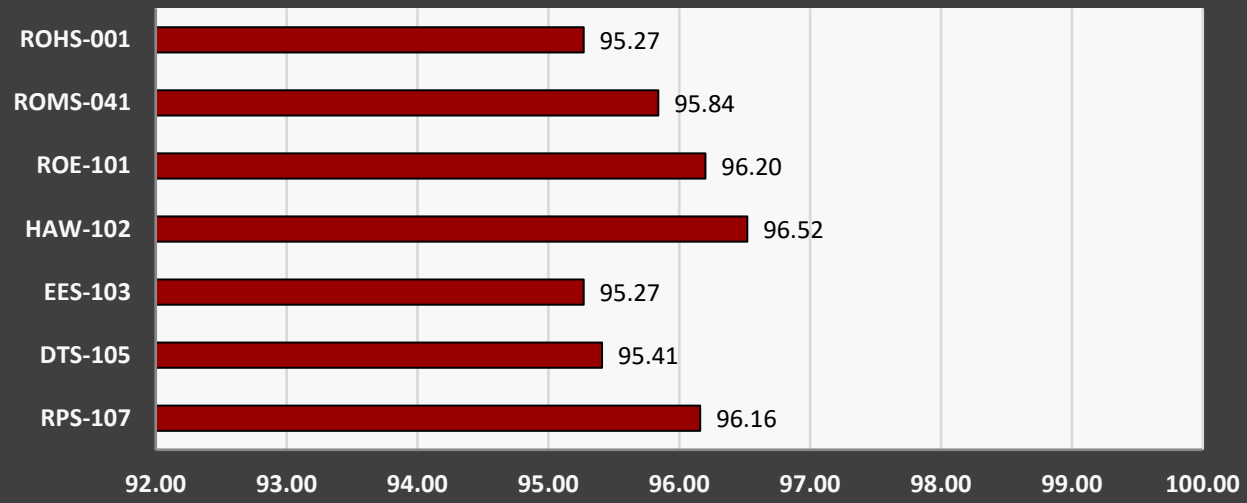
ROISD Enrollment/Grade Level		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
12th Grade	510	458	518	480	423	468	444
11th Grade	591	506	438	500	477	432	458
10th Grade	576	606	508	458	529	511	438
9th Grade	625	579	654	556	475	540	511
8th Grade	526	552	545	588	498	470	503
7th Grade	463	515	518	512	544	514	447
6th Grade	499	460	490	492	486	529	487
5th Grade	485	494	471	487	458	461	490
4th Grade	504	473	461	442	421	454	428
3rd Grade	455	482	432	432	391	408	435
2nd Grade	457	437	451	393	409	393	392
1st Grade	392	445	418	428	381	392	389
Kinder	378	367	420	384	361	380	335
Pre-K	181	211	154	167	98	135	115
EE	56	68	54	51	52	31	36
Total Enrollment	6698	6653	6532	6370	6003	6118	5908

Total Absences:	449
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Daily ADA	% of Attendance
6227.50	95.03
2ND SW ADA	% of Attendance
6242.66	95.37
Yearly ADA	% of Attendance
6232.39	95.67

ROISD Campus YRLY SUM		EOY	EOY	EOY	EOY	EOY	EOY
	CY	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
ROHS-001	2301	2149	2116	1994	1904	1951	1851
ROMS-041	1488	1527	1551	1592	1528	1513	1437
ROE-101	491	533	539	569	583	622	619
HAW-102	508	541	511	515	487	578	586
EES-103	531	565	527	479	442	444	446
DTS-105	621	610	598	571	510	569	573
RPS-107	757	728	686	650	549	441	396
Total Enrollment	6697	6653	6528	6370	6003	6118	5908

CAMPUS ADA PERCENTAGE - YTD



YEAR TO DATE	
ROHS-001	95.27
ROMS-041	95.84
ROE-101	96.20
HAW-102	96.52
EES-103	95.27
DTS-105	95.41
RPS-107	96.16



Monthly Financial Report

October 2024

RED OAK ISD-TAX COLLECTIONS
Monthly Tax Collections
As of September 30, 2024

GENERAL FUND

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	8,079	50,257	29,721,028	0.17%
DELINQUENT TAX COLLECTED	6,608	79,431	200,000	39.72%
PENALTIES AND INTEREST COLLECTED	6,318	32,426	200,000	16.21%
TOTAL FUNDS COLLECTED	21,005	162,114	30,121,028	0.54%

DEBT SERVICE

	MONTHLY	YEAR TO DATE	BUDGET	YTD % OF BUDGET
CURRENT TAXES COLLECTED	3,712	23,095	13,741,724	0.17%
DELINQUENT TAX COLLECTED	2,448	29,281	50,000	58.56%
PENALTIES AND INTEREST COLLECTED	2,681	13,366	30,000	44.55%
TOTAL FUNDS COLLECTED	8,841	65,742	13,821,724	0.48%

TOTAL TAX COLLECTIONS	29,846	227,856	43,942,752	0.52%
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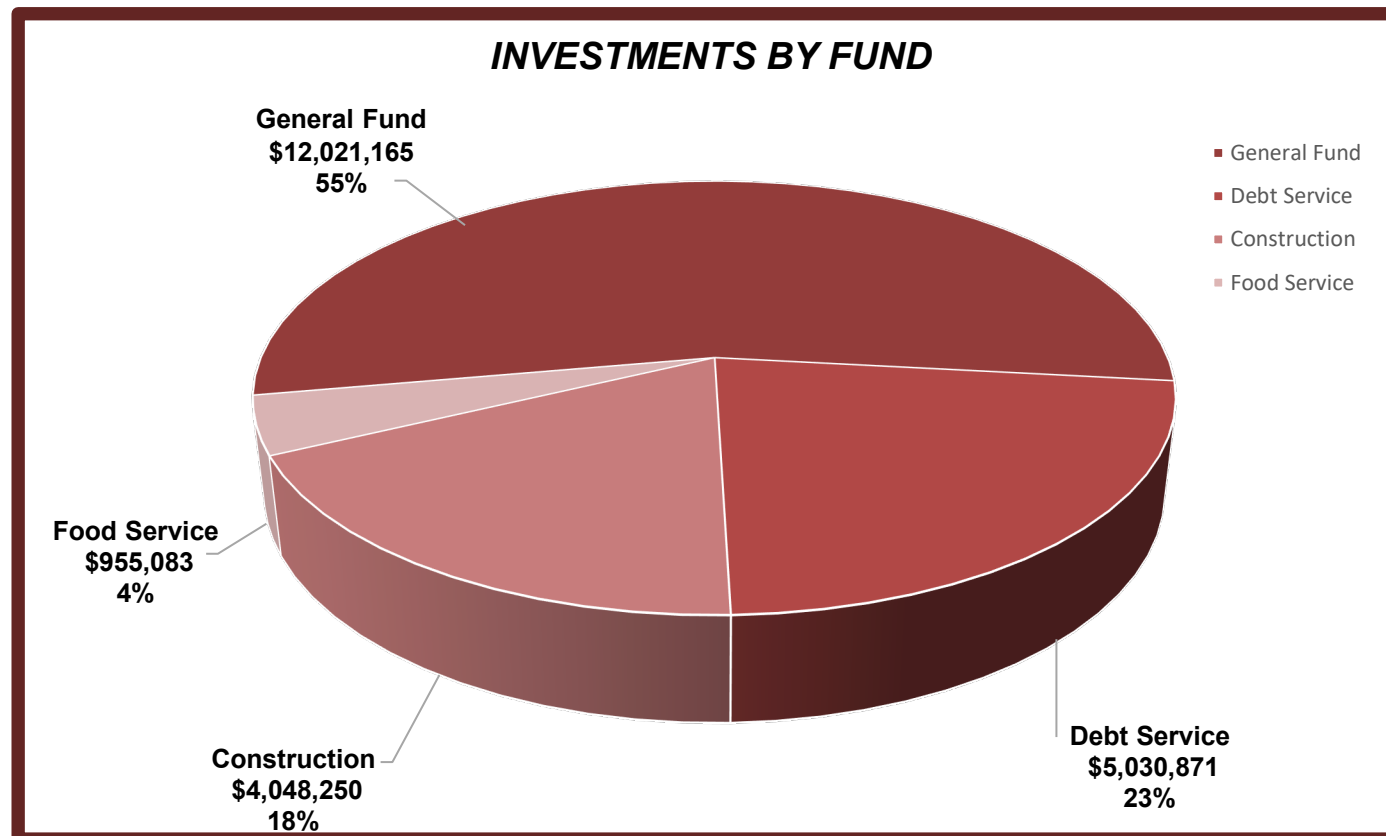
Red Oak Independent School District
Government Investment Pools
As of First Quarter ending September 30, 2024

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 07/01/2024	DEPOSITS	WITHDRAWALS	INTEREST FOR FIRST QUARTER	ENDING BALANCE 09/30/2024	INTEREST RATE	INTEREST YEAR TO DATE
<u>TEXSTAR</u>							
General Fund	\$ 10,662.91	\$ -	\$ -	141.62	\$ 10,804.53	5.1324%	\$ 141.62
Construction	\$ 242,244.98	\$ -	\$ 242,244.00	817.65	\$ 818.63	5.1324%	\$ 817.65
<u>TEXPOOL</u>							
General/Construction Fund	2,699.84	-	-	35.65	2,735.49	5.2977%	35.65
Money Market	1,557.39	-	-	20.93	1,578.32	5.2977%	20.93
<u>FIRST PUBLIC-GOV.OVERNIGHT</u>							
General Fund	13,484,043.30	19,231,432.55	20,854,477.33	145,048.38	12,006,046.90	5.1719%	145,048.38
Debt Service	9,279,821.10	418,122.54	4,758,627.03	91,554.17	5,030,870.78	5.1719%	91,554.17
Construction	7,829,202.34	249,861.93	4,097,645.61	66,013.06	4,047,431.72	5.1719%	66,013.06
Food Service	1,557,909.02	281,898.97	900,000.00	15,275.31	955,083.30	5.1719%	15,275.31
TOTAL INVESTMENT POOLS	\$ 32,408,141	\$ 20,181,316	\$ 30,852,994	\$ 318,907	\$ 22,055,370		\$ 318,907

We, the approved Investment Officers of Red Oak ISD, hereby certify the Investment Report represents the government 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
Investment Summary Report
7/1/2024 - 7/31/2024

CE												
General Ledger												
Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/Accretion	Fully Accrued Interest	
CE	61747C707	MORG STAN I LQ:GV I	MMFUND	07/31/2024	15,115,975.56	337,384.14	337,384.14	337,384.14	58,752.73	0.00	58,752.73	
CE	61747C707	MORG STAN I LQ:GV I	MMFUND	07/31/2024	15,115,975.56	337,384.14	337,384.14	337,384.14	58,752.73	0.00	58,752.73	
LT												
General Ledger												
Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/Accretion	Fully Accrued Interest	
LT	20772J3K6	CONNECTICUT ST	MUNI	08/15/2025	485,476.53	488,096.16	493,906.16	487,578.75	1,050.00	978.66	2,028.66	
LT	373384TP1	GEORGIA ST	MUNI	07/01/2025	741,000.59	0.00	0.00	0.00	0.00	0.00	0.00	
LT	91282CFE6	UNITED STATES TREASURY	US GOV	08/15/2025	3,426,787.11	3,444,902.34	3,495,383.10	3,442,017.24	9,314.90	4,629.17	13,944.08	
LT	---	---	---	---	4,653,264.23	3,932,998.50	3,989,289.26	3,929,596.00	10,364.90	5,607.83	15,972.73	
Receivable												
General Ledger												
Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/Accretion	Fully Accrued Interest	
Receivable	CCYUSD	Receivable	CASH	07/31/2024	47,122.01	58,752.73	58,752.73	58,752.73	0.00	0.00	0.00	
Receivable	CCYUSD	Receivable	CASH	07/31/2024	47,122.01	58,752.73	58,752.73	58,752.73	0.00	0.00	0.00	
ST												
General Ledger												
Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/Accretion	Fully Accrued Interest	
ST	09659BKM1	BNP Paribas New York Branch	CP	10/21/2024	1,965,844.00	1,975,868.00	1,975,868.00	1,976,645.00	0.00	8,938.33	8,938.33	
ST	21687AMD2	COÖPERATIEVE RABOBANK U.A., NEW YORK BRANCH	CP	12/13/2024	1,950,790.00	1,961,148.00	1,961,148.00	1,961,661.11	0.00	8,869.44	8,869.44	
ST	22533TJH0	Credit Agricole Corporate And Investment Bank, New	CP	09/17/2024	1,976,078.00	1,985,916.00	1,985,916.00	1,986,239.44	0.00	9,076.11	9,076.11	
ST	373384TP1	GEORGIA ST	MUNI	07/01/2025	0.00	745,004.88	747,598.63	744,366.17	2,593.75	511.27	3,105.02	
ST	4497W0HL5	ING (U.S.) Funding LLC	CP	08/20/2024	1,984,138.00	1,994,102.00	1,994,102.00	1,994,437.22	0.00	9,076.11	9,076.11	
ST	4497W0LM8	ING (U.S.) Funding LLC	CP	11/21/2024	978,377.00	983,538.00	983,538.00	983,728.89	0.00	4,503.61	4,503.61	
ST	62479LHG3	MUFG Bank, Ltd. - New York Branch	CP	08/16/2024	1,985,520.00	1,995,322.00	1,995,322.00	1,995,600.00	0.00	9,093.33	9,093.33	
ST	62479LLN3	MUFG Bank, Ltd. - New York Branch	CP	11/22/2024	978,276.00	983,353.00	983,353.00	983,740.56	0.00	4,460.56	4,460.56	
ST	63873JKJ8	Natixis, New York Branch	CP	10/18/2024	983,313.00	988,309.00	988,309.00	988,625.00	0.00	4,520.83	4,520.83	
ST	63873JLK4	Natixis, New York Branch	CP	11/19/2024	1,957,224.00	1,967,330.00	1,967,330.00	1,968,100.00	0.00	8,990.00	8,990.00	
ST	73723RH48	PORTSMOUTH VA	MUNI	02/01/2025	986,217.42	989,198.68	1,004,198.68	989,420.30	2,500.00	1,751.09	4,251.09	
ST	89233GHH5	Toyota Motor Credit Corporation	CP	08/19/2024	1,984,486.00	1,994,346.00	1,994,346.00	1,994,740.00	0.00	9,058.89	9,058.89	
ST	89233GHH6	Toyota Motor Credit Corporation	CP	12/17/2024	974,424.00	979,929.00	979,929.00	980,373.34	0.00	4,408.89	4,408.89	
ST	912797KK2	UNITED STATES TREASURY	T-BILL	09/12/2024	2,968,214.22	2,981,532.99	2,981,532.99	2,982,167.50	0.00	13,162.08	13,162.08	
ST	912797KP1	UNITED STATES TREASURY	T-BILL	07/16/2024	6,984,672.03	0.00	0.00	0.00	0.00	15,187.08	15,187.08	
ST	912828Y5	UNITED STATES TREASURY	US GOV	09/30/2024	992,011.72	994,726.56	1,001,867.95	994,961.09	1,799.86	2,603.44	4,403.30	
ST	912828J27	UNITED STATES TREASURY	US GOV	02/15/2025	1,714,487.30	1,722,041.02	1,738,194.87	1,720,856.60	2,980.77	4,517.78	7,498.55	
ST	912828J27	UNITED STATES TREASURY	US GOV	02/15/2025	979,707.03	984,023.44	993,254.21	983,740.15	1,703.30	2,522.77	4,226.06	
ST	91282CDB4	UNITED STATES TREASURY	US GOV	10/15/2024	690,484.38	693,423.83	694,714.81	693,537.58	370.56	2,671.13	3,041.69	
ST	91282CDS7	UNITED STATES TREASURY	US GOV	01/15/2025	978,046.88	982,304.69	982,824.39	982,190.58	952.39	3,293.09	4,245.48	
ST	91282CDS7	UNITED STATES TREASURY	US GOV	01/15/2025	1,222,558.60	1,227,880.86	1,228,530.49	1,228,060.86	1,190.49	4,057.96	5,248.45	
ST	91282CED9	UNITED STATES TREASURY	US GOV	03/15/2025	1,951,992.18	0.00	0.00	0.00	2,092.39	3,806.06	5,898.45	
ST	91282CED9	UNITED STATES TREASURY	US GOV	03/15/2025	1,951,992.18	0.00	0.00	0.00	2,092.39	3,727.51	5,819.90	
ST	91282CEH0	UNITED STATES TREASURY	US GOV	04/15/2025	1,470,468.75	1,476,474.62	1,488,093.47	1,475,244.24	3,335.04	2,922.27	6,257.31	
ST	91282CEH0	UNITED STATES TREASURY	US GOV	04/15/2025	1,470,468.75	1,476,474.62	1,488,093.47	1,476,032.67	3,335.04	2,829.97	6,165.01	
ST	91282CEQ0	UNITED STATES TREASURY	US GOV	05/15/2025	1,958,867.18	1,967,226.56	1,978,884.17	1,966,996.52	4,633.15	3,473.80	8,106.95	
ST	91282CEQ0	UNITED STATES TREASURY	US GOV	05/15/2025	1,175,320.31	1,180,335.94	1,187,330.50	1,179,589.04	2,779.89	2,147.91	4,927.81	
ST	91282CEU1	UNITED STATES TREASURY	US GOV	06/15/2025	856,508.79	860,524.90	863,755.35	860,122.27	2,130.72	1,425.78	3,556.50	
ST	---	---	---	---	46,070,487.72	36,090,334.58	36,188,034.98	36,091,176.10	34,489.75	151,607.10	186,096.85	



Red Oak ISD
Investment Summary Report
7/1/2024 - 7/31/2024

Summary

General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/Accretion	Fully Accrued Interest
---	---	---	---	---	65,886,849.51	40,419,469.94	40,573,461.11	40,416,908.97	103,607.39	157,214.93	260,822.31

PMA Asset Management, LLC, an approved Investment Officer of Red Oak ISD, hereby certifies this Investment Summary Report represents the investments we manage on behalf of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Investment Policy.

Brian Hextell
Senior vice President
Institutional Portfolio Manager
PMA Asset Management, LLC

August 13, 2024
Date

Prudent Man Advisors, LLC doing business as PMA Asset Management, LLC ("PMA") is an investment adviser registered with the U.S. Securities and Exchange Commission. This report is intended to detail investment advisory activity through your PMA advisory separately managed account (hereinafter "Account"). All transactions are reflected as of trade date. Information derived from sources other than PMA (including market value and market analytics), is believed to be accurate, but is not independently verified nor guaranteed to be accurate or complete. Accounting settings on PMA's accounting and reporting platform, provided by Clearwater Analytics, may not reflect your internal accounting methodology. This report is not intended to be nor should it be relied upon in any way as a forecast or guarantee of future events regarding a not particular investment or the markets in general. Certain security characteristics may include assumptions including, but not limited to, expected levels of volatility, prepayment rates, default rates and recovery rates. Future market experience may differ from these assumptions. Past performance is not a guarantee of future results. As with all strategies, there is a risk of loss of all or portion of the amount invested.



Red Oak ISD
Investment Summary Report
8/1/2024 - 8/31/2024

CE												
General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest	
CE	61747C707	MORG STAN I LQ:GV I	MMFUND	08/31/2024	337,384.14	6,339,296.12	6,339,296.12	6,339,296.12	13,155.16	0.00	13,155.16	
CE	61747C707	MORG STAN I LQ:GV I	MMFUND	08/31/2024	337,384.14	6,339,296.12	6,339,296.12	6,339,296.12	13,155.16	0.00	13,155.16	
LT												
General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest	
LT	20772J3K6	CONNECTICUT ST	MUNI	08/15/2025	488,096.16	0.00	0.00	0.00	490.00	441.97	931.97	
LT	91282CFE6	UNITED STATES TREASURY	US GOV	08/15/2025	3,444,902.34	0.00	0.00	0.00	4,206.73	2,090.59	6,297.33	
LT	---	---	---	08/15/2025	3,932,998.50	0.00	0.00	0.00	4,696.73	2,532.57	7,229.30	
Receivable												
General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest	
Receivable	CCYUSD	Receivable	CASH	08/31/2024	58,752.73	13,155.16	13,155.16	13,155.16	0.00	0.00	0.00	
Receivable	CCYUSD	Receivable	CASH	08/31/2024	58,752.73	13,155.16	13,155.16	13,155.16	0.00	0.00	0.00	
ST												
General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest	
ST	09659BKM1	BNP Paribas New York Branch	CP	10/21/2024	1,975,868.00	1,984,918.00	1,984,918.00	1,985,583.33	0.00	8,938.33	8,938.33	
ST	20772J3K6	CONNECTICUT ST	MUNI	08/15/2025	0.00	490,270.01	490,830.01	488,567.28	560.00	546.55	1,106.55	
ST	21687AMD2	COOPERATIEVE RABOBANK U.A., NEW YORK BRANCH	CP	12/13/2024	1,961,148.00	1,971,822.00	1,971,822.00	1,970,530.56	0.00	8,869.44	8,869.44	
ST	22533TJH0	Credit Agricole Corporate And Investment Bank, New	CP	09/17/2024	1,985,916.00	1,994,708.00	1,994,708.00	1,995,315.56	0.00	9,076.11	9,076.11	
ST	373384TP1	GEORGIA ST	MUNI	07/01/2025	745,004.88	746,501.60	751,689.10	744,877.44	2,593.75	511.27	3,105.02	
ST	4497W0HL5	ING (U.S.) Funding LLC	CP	08/20/2024	1,994,102.00	0.00	0.00	0.00	0.00	5,562.78	5,562.78	
ST	4497W0LM8	ING (U.S.) Funding LLC	CP	11/21/2024	983,538.00	988,242.00	988,242.00	988,232.50	0.00	4,503.61	4,503.61	
ST	62479LHG3	MUFG Bank, Ltd. - New York Branch	CP	08/16/2024	1,995,322.00	0.00	0.00	0.00	0.00	4,400.00	4,400.00	
ST	62479LNL3	MUFG Bank, Ltd. - New York Branch	CP	11/22/2024	983,353.00	988,082.00	988,082.00	988,201.11	0.00	4,460.56	4,460.56	
ST	63873JKJ8	Natixis, New York Branch	CP	10/18/2024	988,309.00	992,944.00	992,944.00	993,145.83	0.00	4,520.83	4,520.83	
ST	63873JLK4	Natixis, New York Branch	CP	11/19/2024	1,967,330.00	1,976,876.00	1,976,876.00	1,977,090.00	0.00	8,990.00	8,990.00	
ST	73723RH48	PORTSMOUTH VA	MUNI	02/01/2025	989,198.68	991,601.33	994,101.33	991,202.75	2,500.00	1,782.45	4,282.45	
ST	89233GHK5	Toyota Motor Credit Corporation	CP	08/19/2024	1,994,346.00	0.00	0.00	0.00	0.00	5,260.00	5,260.00	
ST	89233GMH6	Toyota Motor Credit Corporation	CP	12/17/2024	979,929.00	984,675.00	984,675.00	984,782.22	0.00	4,408.89	4,408.89	
ST	912797KK2	UNITED STATES TREASURY	T-BILL	09/12/2024	2,981,532.99	2,996,088.93	2,996,088.93	2,995,329.58	0.00	13,162.08	13,162.08	
ST	9128282Y5	UNITED STATES TREASURY	US GOV	09/30/2024	994,726.56	997,910.16	1,006,851.42	997,564.53	1,799.86	2,603.44	4,403.30	
ST	912828J27	UNITED STATES TREASURY	US GOV	02/15/2025	1,722,041.02	1,727,988.29	1,729,605.14	1,725,400.98	2,963.00	4,544.38	7,507.38	
ST	912828J27	UNITED STATES TREASURY	US GOV	02/15/2025	984,023.44	987,421.88	988,345.79	986,276.47	1,693.14	2,536.32	4,229.46	
ST	91282CDB4	UNITED STATES TREASURY	US GOV	10/15/2024	693,423.83	696,390.63	698,052.17	696,208.71	370.56	2,671.13	3,041.69	
ST	91282CDS7	UNITED STATES TREASURY	US GOV	01/15/2025	982,304.69	986,601.56	988,068.95	985,496.52	947.69	3,305.94	4,253.63	
ST	91282CDS7	UNITED STATES TREASURY	US GOV	01/15/2025	1,227,880.86	1,233,251.95	1,235,086.19	1,232,133.39	1,184.61	4,072.54	5,257.15	
ST	91282CEH0	UNITED STATES TREASURY	US GOV	04/15/2025	1,476,474.62	1,482,216.80	1,497,170.69	1,478,166.51	3,335.04	2,922.27	6,257.31	
ST	91282CEH0	UNITED STATES TREASURY	US GOV	04/15/2025	1,476,474.62	1,482,216.80	1,497,170.69	1,478,862.64	3,335.04	2,829.97	6,165.01	
ST	91282CEQ0	UNITED STATES TREASURY	US GOV	05/15/2025	1,967,226.56	1,974,687.50	1,990,978.26	1,970,470.32	4,633.15	3,473.80	8,106.95	
ST	91282CEQ0	UNITED STATES TREASURY	US GOV	05/15/2025	1,180,335.94	1,184,812.50	1,194,586.96	1,181,736.95	2,779.89	2,147.91	4,927.81	
ST	91282CEU1	UNITED STATES TREASURY	US GOV	06/15/2025	860,524.90	863,891.60	869,252.77	861,548.05	2,130.72	1,425.78	3,556.50	
ST	91282CFE6	UNITED STATES TREASURY	US GOV	08/15/2025	0.00	3,458,437.50	3,463,490.15	3,446,659.33	5,052.65	2,551.49	7,604.14	
ST	---	---	---	---	36,090,334.58	34,182,556.02	34,273,635.53	34,143,382.55	35,879.12	120,077.88	155,956.99	



Red Oak ISD
Investment Summary Report
8/1/2024 - 8/31/2024

General Ledger Grouping		Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest
--		--		--	--	40,419,469.94	40,535,007.30	40,626,086.81	40,495,833.83	53,731.01	122,610.45	176,341.45

PMA Asset Management, LLC, an approved Investment Officer of Red Oak ISD, hereby certifies this Investment Summary Report represents the investments we manage on behalf of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Investment Policy.

Brian Hextell
Senior vice President
Institutional Portfolio Manager
PMA Asset Management, LLC

September 13, 2024
Date

Prudent Man Advisors, LLC doing business as PMA Asset Management, LLC ("PMA") is an investment adviser registered with the U.S. Securities and Exchange Commission. This report is intended to detail investment advisory activity through your PMA advisory separately managed account (hereinafter "Account"). All transactions are reflected as of trade date. Information derived from sources other than PMA (including market value and market analytics), is believed to be accurate, but is not independently verified nor guaranteed to be accurate or complete. Accounting settings on PMA's accounting and reporting platform, provided by Clearwater Analytics, may not reflect your internal accounting methodology. This report is not intended to be nor should it be relied upon in any way as a forecast or guarantee of future events regarding a not particular investment or the markets in general. Certain security characteristics may include assumptions including, but not limited to, expected levels of volatility, prepayment rates, default rates and recovery rates. Future market experience may differ from these assumptions. Past performance is not a guarantee of future results. As with all strategies, there is a risk of loss of all or portion of the amount invested.



Red Oak ISD
Investment Summary Report
9/1/2024 - 9/30/2024

CE

General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest
CE	61747C707	MORG STAN I LQ:GV I	MMFUND	09/30/2024	6,339,296.12	12,313,169.73	12,313,169.73	12,313,169.73	37,797.08	0.00	37,797.08
CE	61747C707	MORG STAN I LQ:GV I	MMFUND	09/30/2024	6,339,296.12	12,313,169.73	12,313,169.73	12,313,169.73	37,797.08	0.00	37,797.08

Receivable

General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest
Receivable	CCYUSD	Receivable	CASH	09/30/2024	13,155.16	37,797.08	37,797.08	37,797.08	0.00	0.00	0.00
Receivable	CCYUSD	Receivable	CASH	09/30/2024	13,155.16	37,797.08	37,797.08	37,797.08	0.00	0.00	0.00

ST

General Ledger Grouping	Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest
ST	09659BKM1	BNP Paribas New York Branch	CP	10/21/2024	1,984,918.00	1,994,376.00	1,994,376.00	1,994,233.33	0.00	8,650.00	8,650.00
ST	20772J3K6	CONNECTICUT ST	MUNI	08/15/2025	490,270.01	492,270.13	493,880.13	489,531.78	1,050.00	964.50	2,014.50
ST	21687AMD2	COÖPERATIEVE RABOBANK U.A., NEW YORK BRANCH	CP	12/13/2024	1,971,822.00	1,981,176.00	1,981,176.00	1,979,113.89	0.00	8,583.33	8,583.33
ST	22533TJH0	Credit Agricole Corporate And Investment Bank, New	CP	09/17/2024	1,994,708.00	0.00	0.00	0.00	0.00	4,684.44	4,684.44
ST	373384TP1	GEORGIA ST	MUNI	07/01/2025	746,501.60	749,514.77	757,296.02	745,372.21	2,593.75	494.77	3,088.52
ST	4497W0LM8	ING (U.S.) Funding LLC	CP	11/21/2024	988,242.00	993,112.00	993,112.00	992,590.83	0.00	4,358.33	4,358.33
ST	62479LLN3	MUFG Bank, Ltd. - New York Branch	CP	11/22/2024	988,082.00	993,058.00	993,058.00	992,517.78	0.00	4,316.67	4,316.67
ST	63873JKJ8	Natixis, New York Branch	CP	10/18/2024	992,944.00	997,585.00	997,585.00	997,520.83	0.00	4,375.00	4,375.00
ST	63873JLK4	Natixis, New York Branch	CP	11/19/2024	1,976,876.00	1,986,670.00	1,986,670.00	1,985,790.00	0.00	8,700.00	8,700.00
ST	73723RH48	PORTSMOUTH VA	MUNI	02/01/2025	991,601.33	994,415.66	999,415.66	992,927.70	2,500.00	1,724.95	4,224.95
ST	89233GMH6	Toyota Motor Credit Corporation	CP	12/17/2024	984,675.00	989,750.00	989,750.00	989,048.89	0.00	4,266.67	4,266.67
ST	912797KK2	UNITED STATES TREASURY	T-BILL	09/12/2024	2,996,088.93	0.00	0.00	0.00	0.00	4,670.42	4,670.42
ST	9128282Y5	UNITED STATES TREASURY	US GOV	09/30/2024	997,910.16	0.00	0.00	0.00	1,683.74	2,435.47	4,119.22
ST	912828J27	UNITED STATES TREASURY	US GOV	02/15/2025	1,727,988.29	1,733,730.48	1,738,200.59	1,729,819.96	2,853.26	4,418.99	7,272.25
ST	912828J27	UNITED STATES TREASURY	US GOV	02/15/2025	987,421.88	990,703.13	993,257.48	988,741.77	1,630.43	2,465.30	4,095.74
ST	91282CDB4	UNITED STATES TREASURY	US GOV	10/15/2024	696,390.63	698,906.25	700,926.40	698,793.68	358.61	2,584.97	2,943.58
ST	91282CDS7	UNITED STATES TREASURY	US GOV	01/15/2025	986,601.56	990,234.38	992,618.89	988,695.82	917.12	3,199.30	4,116.42
ST	91282CDS7	UNITED STATES TREASURY	US GOV	01/15/2025	1,233,251.95	1,237,792.98	1,240,773.61	1,236,074.56	1,146.40	3,941.16	5,087.56
ST	91282CEH0	UNITED STATES TREASURY	US GOV	04/15/2025	1,482,216.80	1,487,226.57	1,505,407.92	1,480,994.51	3,227.46	2,828.00	6,055.46
ST	91282CEH0	UNITED STATES TREASURY	US GOV	04/15/2025	1,482,216.80	1,487,226.57	1,505,407.92	1,481,601.32	3,227.46	2,738.68	5,966.14
ST	91282CEQ0	UNITED STATES TREASURY	US GOV	05/15/2025	1,974,687.50	1,981,523.44	2,002,297.90	1,973,832.06	4,483.70	3,361.74	7,845.44
ST	91282CEQ0	UNITED STATES TREASURY	US GOV	05/15/2025	1,184,812.50	1,188,914.06	1,201,378.74	1,183,815.58	2,690.22	2,078.63	4,768.84
ST	91282CEU1	UNITED STATES TREASURY	US GOV	06/15/2025	863,891.60	867,258.30	874,681.45	862,927.84	2,061.99	1,379.79	3,441.78
ST	91282CFE6	UNITED STATES TREASURY	US GOV	08/15/2025	3,458,437.50	3,472,656.25	3,486,625.34	3,451,161.95	8,916.44	4,502.63	13,419.07
ST	---	---	---	---	34,182,556.02	28,308,099.96	28,427,895.05	28,235,106.29	39,340.57	91,723.75	131,064.32



Red Oak ISD
Investment Summary Report
9/1/2024 - 9/30/2024

General Ledger Grouping		Identifier	Description	Security Type	Final Maturity	Beginning Market Value	Ending Market Value	Ending Market Value + Accrued	Ending Book Value	Interest/Dividend Income	Net Amortization/ Accretion	Fully Accrued Interest
--		--		--	--	40,535,007.30	40,659,066.77	40,778,861.86	40,586,073.10	77,137.65	91,723.75	168,861.40

PMA Asset Management, LLC, an approved Investment Officer of Red Oak ISD, hereby certifies this Investment Summary Report represents the investments we manage on behalf of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Investment Policy.



 Brian Hextell
 Senior vice President
 Institutional Portfolio Manager
 PMA Asset Management, LLC

October 09, 2024

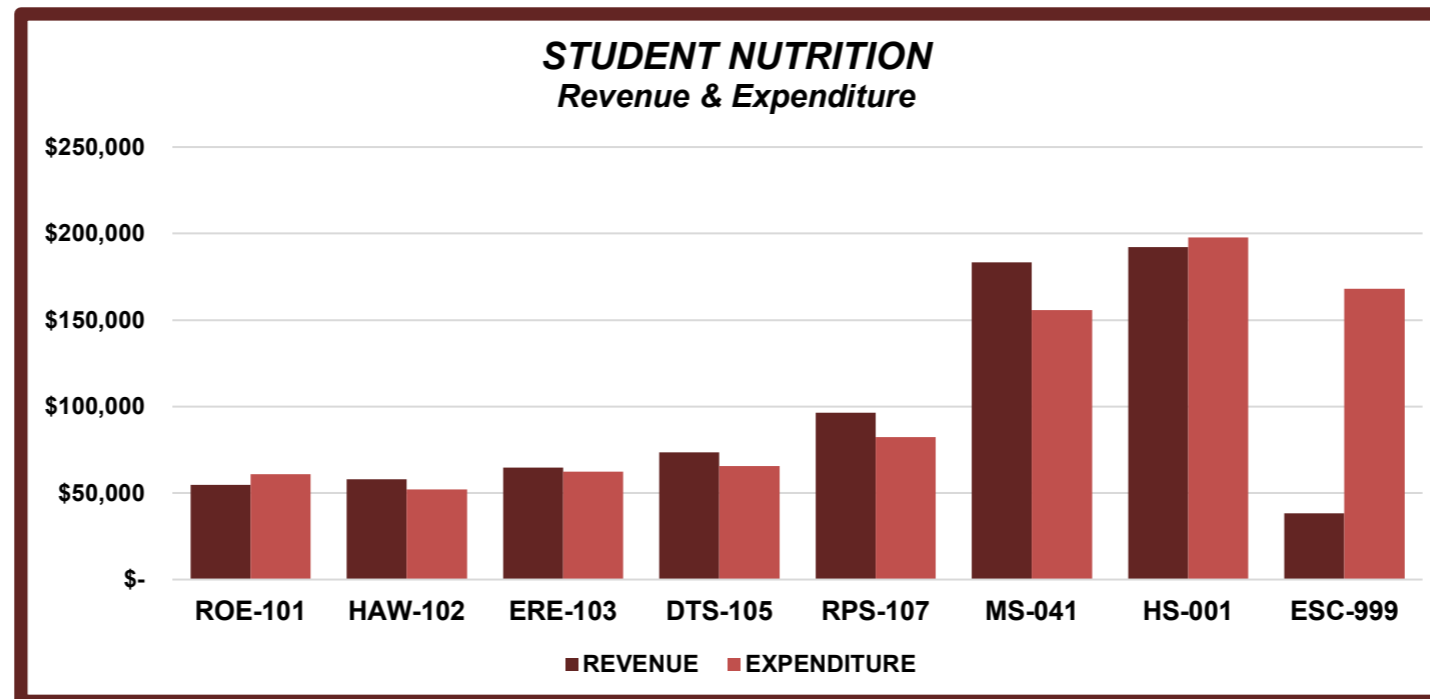
 Date

Prudent Man Advisors, LLC doing business as PMA Asset Management, LLC ("PMA") is an investment adviser registered with the U.S. Securities and Exchange Commission. This report is intended to detail investment advisory activity through your PMA advisory separately managed account (hereinafter "Account"). All transactions are reflected as of trade date. Information derived from sources other than PMA (including market value and market analytics), is believed to be accurate, but is not independently verified nor guaranteed to be accurate or complete. Accounting settings on PMA's accounting and reporting platform, provided by Clearwater Analytics, may not reflect your internal accounting methodology. This report is not intended to be nor should it be relied upon in any way as a forecast or guarantee of future events regarding a not particular investment or the markets in general. Certain security characteristics may include assumptions including, but not limited to, expected levels of volatility, prepayment rates, default rates and recovery rates. Future market experience may differ from these assumptions. Past performance is not a guarantee of future results. As with all strategies, there is a risk of loss of all or portion of the amount invested.

Red Oak ISD - Student Nutrition
Revenue / Expenditure Detail
As of September 30, 2024

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041	HS-001	ESC-999	TOTAL
Average Daily Participation (ADP):									
Breakfast	150	139	217	276	361	518	442	0	2,103
Lunch	345	370	374	421	552	1256	2217	0	5,535
Afterschool	18	16	25	35	35			0	129

	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	\$ 4,423	\$ 5,398	\$ 6,223	\$ 5,266	\$ 6,929	\$ 15,735	\$ 36,634	\$ 19,698	\$ 100,305	\$ 872,572	11%
58xx State Matching	-	-	-	-	-	-	-	18,470	\$ 18,470	60,000	31%
5921 Federal - Breakfast	10,442	9,931	15,129	19,146	25,069	35,143	16,480	-	\$ 131,341	310,000	42%
5922 Federal - Lunch	39,823	42,661	43,466	49,015	64,527	132,585	139,164	-	\$ 511,241	1,505,000	34%
5923 USDA Commodities	-	-	-	-	-	-	-	-	\$ -	120,000	0%
5939/49 Other Revenue	-	-	-	-	-	-	-	-	\$ -	103,000	0%
TOTAL REVENUE	\$ 54,687	\$ 57,991	\$ 64,818	\$ 73,427	\$ 96,525	\$ 183,463	\$ 192,278	\$ 38,168	\$ 761,357	\$ 2,970,572	26%
61xx Payroll	\$ 26,666	\$ 16,458	\$ 24,959	\$ 24,962	\$ 26,431	\$ 43,052	\$ 77,129	\$ 115,910	\$ 355,568	\$ 1,673,672	21%
62xx Contracted Services	1,547	1,290	1,528	2,041	2,011	2,561	3,853	4,714	\$ 19,545	83,200	23%
63xx Supplies	32,779	34,393	35,758	38,607	53,798	110,033	116,777	34,652	\$ 456,798	2,191,700	21%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	4,567	\$ 4,567	22,000	21%
66xx Capital Outlay	-	-	-	-	-	-	-	8,158	\$ 8,158	-	0%
TOTAL EXPENDITURES	\$ 60,992	\$ 52,141	\$ 62,246	\$ 65,610	\$ 82,241	\$ 155,647	\$ 197,759	\$ 168,001	\$ 844,636	\$ 3,970,572	21%
Other Sources (Uses)											
Operating Transfers In											
Revenue Over (Under) Expenditures	\$ (6,304)	\$ 5,850	\$ 2,572	\$ 7,817	\$ 14,284	\$ 27,816	\$ (5,481)	\$ (129,833)	\$ (83,279)	\$ (1,000,000)	



Red Oak ISD - Debt Service Fund
Revenue / Expenditure Detail
 As of September 30, 2024

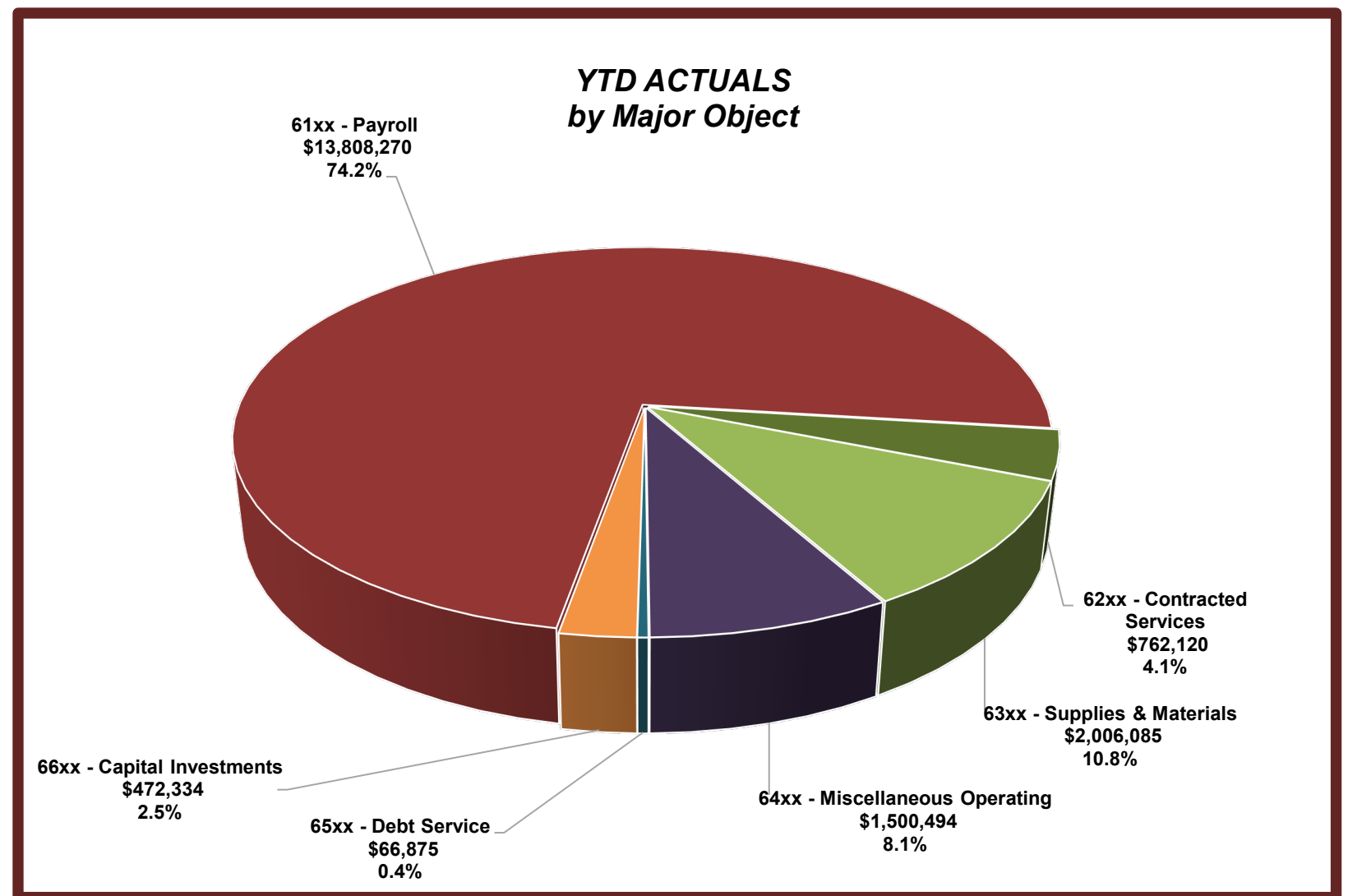
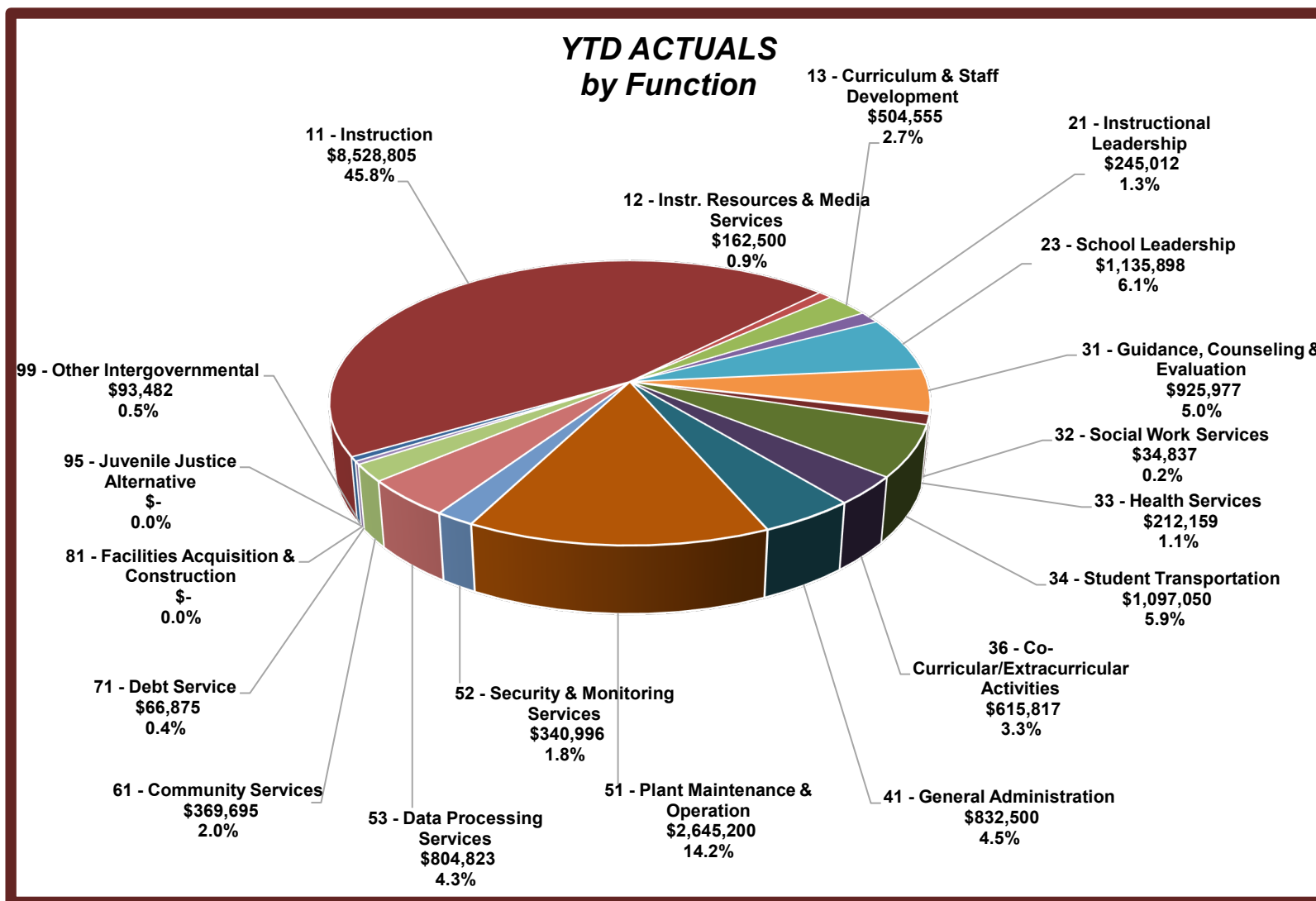
		Original Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
Revenues						
57xx	Local	\$ 14,171,724	\$ 157,326	\$ -	\$ 14,014,398	1.11%
58xx	State	1,389,017	-	-	1,389,017	0.00%
	TOTAL	\$ 15,560,741	\$ 157,326	\$ -	\$ 15,403,415	1.01%
Expenditures						
71	Debt Service	\$ 16,294,988	4,758,106	\$ -	\$ 11,536,882	29.20%
	TOTAL	\$ 16,294,988	\$ 4,758,106	\$ -	\$ 11,536,882	29.20%
Other Resources/(Uses)						
	Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
	Premium/Discount	-	-	-	-	0.00%
	Escrow	-	-	-	-	0.00%
	TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
	Revenue Over					
	(Under) Expenditures	\$ (734,247)	\$ (4,600,780)	\$ -	\$ 3,866,533	

Red Oak ISD - General Fund
Revenue/Expenditure Detail
As of September 30, 2024

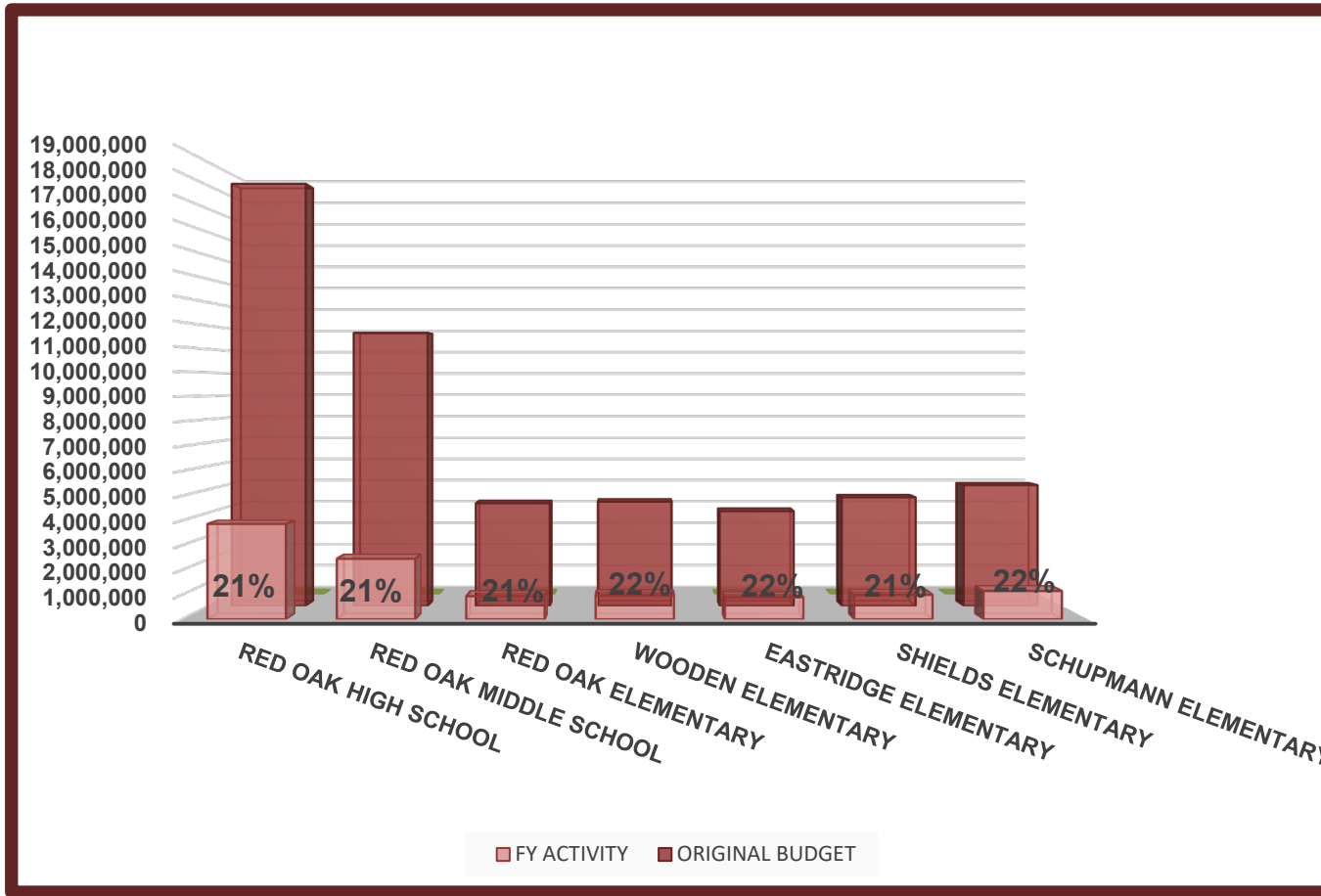
	Amended Budget	2024-2025 YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget	2023-2024 YTD Actuals (Unaudited)	YTD Actuals Variance
Revenues							
57xx Local	\$ 32,553,778	\$ 655,418	\$ -	\$ 31,898,360	2.01%	\$ 746,164	\$ (90,746)
58xx State	42,600,887	8,323,612	-	34,277,275	19.54%	8,101,006	222,606
59xx Federal	1,600,000	2,916	-	1,597,084	0.18%	745,882	(742,966)
79xx Non Operating Revenue	-	-	-	-			
TOTAL	\$ 76,754,665	\$ 8,981,946	\$ -	\$ 67,772,719	12%	\$ 9,593,052	\$ (611,106)
Expenditures							
11 Instruction	\$ 38,737,854	\$ 8,528,805	\$ 428,385	\$ 29,780,664	23.12%	\$ 8,263,388	\$ 265,417
12 Instr. Resources & Media Services	920,836	162,500	28,317	730,019	20.72%	172,872	(10,372)
13 Curriculum & Staff Development	2,577,223	504,555	27,874	2,044,794	20.66%	413,383	91,172
21 Instructional Leadership	1,032,126	245,012	1,705	785,409	23.90%	271,348	(26,336)
23 School Leadership	4,706,448	1,135,898	4,056	3,566,494	24.22%	1,111,863	24,034
31 Guidance, Counseling & Evaluation	3,958,309	925,977	66,929	2,965,403	25.08%	731,483	194,494
32 Social Work Services	197,029	34,837	-	162,192	17.68%	32,822	2,015
33 Health Services	1,038,878	212,159	-	826,719	20.42%	211,077	1,082
34 Student Transportation	3,442,777	1,097,050	73,405	2,272,322	34.00%	1,037,298	59,752
36 Co-Curricular/Extracurricular Activities	2,448,442	615,817	330,633	1,501,992	38.66%	677,332	(61,515)
41 General Administration	3,261,349	832,500	141,879	2,286,970	29.88%	816,742	15,758
51 Plant Maintenance & Operation	8,073,007	2,645,200	1,756,085	3,671,722	54.52%	2,633,853	11,346
52 Security & Monitoring Services	1,758,432	340,996	24,668	1,392,768	20.79%	386,284	(45,289)
53 Data Processing Services	1,820,534	804,823	52,449	963,263	47.09%	673,496	131,326
61 Community Services	1,958,671	369,695	7,860	1,581,116	19.28%	395,125	(25,430)
71 Debt Service	448,750	66,875	-	381,875	14.90%	74,375	(7,500)
81 Facilities Acquisition & Construction	-	-	-	-	0.00%	-	-
95 Juvenile Justice Alternative	25,000	-	-	25,000	0.00%	-	-
99 Other Intergovernmental	349,000	93,482	394,928	(139,410)	139.95%	87,201	6,281
TOTAL	\$ 76,754,665	\$ 18,616,178	\$ 3,339,176	\$ 54,799,311	29%	\$ 17,989,943	\$ 626,235
Other Resources/(Uses)							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
	\$ 0	\$ -	\$ -	\$ 0	0%	\$ -	\$ -
Revenue Over (Under) Expenditures	\$ 0	\$ (9,634,231)	\$ (3,339,176)	\$ 12,973,408		\$ (8,396,891)	\$ (1,237,341)

*The District reports on the modified accrual basis.

Red Oak ISD - General Fund
Revenue / Expenditure Detail
 As of September 30, 2024



**Red Oak ISD - General Fund
Comparison by Campus
As of September 30, 2024**



Questions



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