



**Waxahachie Independent School  
District**  
411 North Gibson Street  
Waxahachie, TX 75165  
972-923-4631  
www.wisd.org

**Regular Meeting and Workshop |  
AGENDA**  
**Monday, March 18, 2024**  
**4:00 PM**  
**Live Stream:**  
<https://www.youtube.com/waxahachieisd>

A Regular Meeting and Workshop of the Board of Trustees of Waxahachie Independent School District will be held Monday, March 18, 2024, beginning at 4:00 PM in the Waxahachie ISD Administration Building, 411 N. Gibson St., Waxahachie, TX 75165.

The subjects to be discussed or considered or acted 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 this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. CALL TO ORDER.
  - A. Announcement by the presiding officer that a quorum is present, that the meeting has been duly called, and that notice of the meeting has been duly posted for time and manner required by law.
- II. CLOSED SESSION. Section 551.001 et seq. (if necessary)
  - A. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including discussing complaints, hiring, resignation, termination, proposal for non renewal, proposal for termination, evaluation, promotion or demotion of personnel. Gov't Code 551.074
    - 1. Discussion of the annual approval of professional contracts.
  - B. Deliberating the purchase, exchange, lease or value of real property. Gov't Code 551.072
  - C. Deliberation regarding security devices, personnel deployment, or security audits. Gov't Code 551.076.
  - D. Consulting privately with the board's attorney concerning contemplated litigation. Gov't Code 551.071.
  - E. WORKSHOP.
    - 1. Budget Workshop #1. 4
- III. RECONVENE TO OPEN SESSION.
  - A. Invocation and Pledges of Allegiance to the American and Texas Flags.
  - B. Recite Vision and Core Values.
- IV. RECOGNITIONS.\* 43
- V. OPEN FORUM: Hearing of individuals or committees.\*\*
- VI. REPORTS.
  - A. Superintendent's Report. 44
  - B. Informational Bond 2023 construction update. 45
  - C. Informational report on WISD's Balanced Scorecard: Priority 2- Honor and Support Staff. 62
  - D. Informational report on district-adopted instructional materials, their use, and associated data. 82
  - E. Informational report on a 3-tier transportation schedule. 117
  - F. Informational update regarding the Science instructional materials selection process for the courses adopting new materials that will be implemented for the 2024-2025 school year. 118
- VII. CONSENT AGENDA. 1

A.	Consideration and approval of minutes from previous meetings.	130
B.	Consideration and approval of monthly bid reports, purchase orders requiring board approval, and proposed budget amendments.	135
C.	Consideration and approval of monthly financial reports that include cash position, revenue reports, budget summary, and tax collection reports.	143
D.	Informational report on the maintenance department's work orders.	165
E.	Informational report regarding monthly student attendance, student discipline, student drug offenses and drug prevention measures.	167
F.	Informational report on the transportation department.	176
G.	Consideration with possible approval of new and/or modified positions.	192
H.	Consideration with possible approval of an agreement with CMC Network Solutions to provide network fiber for Jimmie Ray Elementary and Wilemon STEAM Academy's new campus at a cost not to exceed \$1,389,262.50.	193
I.	Consideration with possible action to approve adding AP Seminar 10 to the course catalog for WHS for the 2024-2025 school year.	195
J.	Consideration with possible approval of Waxahachie High School's Texas Association of Future Educators (TAFE) to Washington D.C. for the national competition and convention pursuant to WISD Board Policy FMG (Local).	196
K.	Consideration with possible approval of an agreement with Lone Star Furnishings to remove and replace one side of bleachers in the Solis gym at a price not to exceed \$192,885.	197
L.	Consideration with possible action to approve HVAC replacements at Finley Junior High School utilizing bond funds at a cost not to exceed \$727,618.	198
M.	Consideration with possible approval of replacement of a few A/C units for Turner Pre-K School at a price not to exceed \$78,378.	217
VIII.	<b>ACTION ITEMS.</b>	
A.	Consideration with possible action to hire the Principal for Jimmie Ray Elementary School.	226
B.	Consideration with possible action to hire the Principal for Waxahachie High School.	227
C.	Consideration with possible action to approve a resolution to pay staff during an emergency closure on April 8, 2024.	228
IX.	<b>COMMENTS FROM INDIVIDUAL BOARD MEMBERS.</b>	
A.	Board members will comment on items of community interest, including expressions of thanks, congratulations, or condolence; information regarding holiday schedules; recognition of a public official, public employee, or other citizen; and reminders about upcoming district events.	
X.	<b>ADJOURN.</b>	

If, during the course of the meeting, a discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). 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. [See BEC(LEGAL)]

Regular meetings of the Waxahachie ISD Board of Trustees begin at 5 p.m. To respect the time of those being recognized, recognitions will not begin before 6 p.m., and agenda items may be taken out of order to accommodate recognitions. Those being recognized are asked to arrive by 6 p.m.

\*Audience participation is limited to the time allotted for those individuals who submit a Public Comment Card indicating the agenda or non-agenda topic they wish to address. At all other times during Board Meetings, the audience shall not enter into discussion or debate on

matters being considered by the Board, unless requested by the presiding officer. Speaker presentation time will be set by the Board President at the Board dais. No action may be taken regarding the information received by the Board.

\*\*In accordance with state law, public comment may not be used to voice a complaint involving the naming of specific individuals, including but not limited to the names of district employees or students, even if the matter is listed on the agenda. Additionally, no information that may be reasonably linked to an individual person may be spoken about during public comment. All complaints may be directed through the appropriate administrative channels before being presented to the Board:

Students/Parents – Board Policy FNG(LOCAL);  
Employee – Board Policy DGBA(LOCAL); or,  
Community Member – Board Policy GF(LOCAL).

This agenda (one or more pages) is part of a document entitled NOTICE OF MEETING in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. The Waxahachie ISD Administration Building, Board Room, 411 North Gibson Street, Waxahachie, Texas, 75165 is wheelchair accessible. A curb slope entry is available at the rear entrance.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Ryan Kahlden

**Subject:** Budget Workshop      **Related Page(s)** 38

**Workshop  
Agenda Item**

**EXECUTIVE SUMMARY:**

Ryan Kahlden will present a Budget workshop for the 2024-2025 year.

		<b>BOARD PRIORITY GOALS</b>
X	<b>Priority #1</b>	<b>Student Growth</b>
X	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

# 2024-2025 Budget Workshop #1



Waxahachie ISD  
March 18, 2024

# Agenda

Update on fund balance

Status of State Funding

Current Year Developments

Budget mechanics: Revenues and Expenditures

Review instructional changes for 2024-2025

Discuss 2024-2025 budget expectations

# Fund Balance

The GOOD

# Fund Balance

## What it is:

- Operating funds for lean cash flow times
- Source of funding for one-time/capital expenditures
- Ever evolving target as a result of budget and circumstances
- Tax rate stabilizer
- Accumulation of revenues in excess of expenditures

## What it isn't:

- Available funding for recurring expenditures (salaries)
- Available to be consistently utilized without replenishment
- A fund that should have unnecessary maximum constraints applied

# Fund Balance Facts

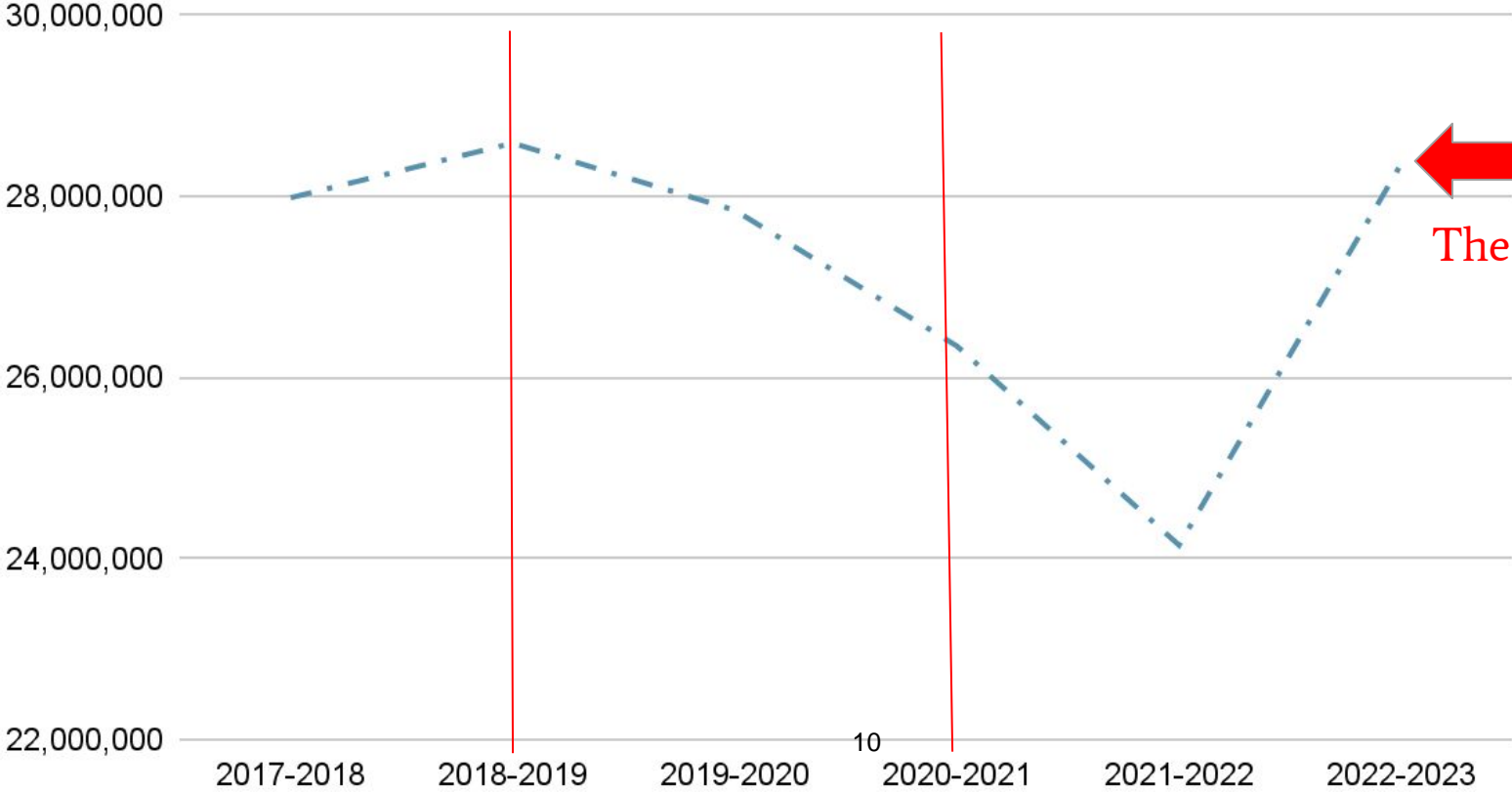
General Fund: Fund balance makes up approximately 25.1% of average monthly operating expenditures

- Without any money coming in, District could operate for 3 months on current fund balance
- For FIRST rating and bond covenants, this is minimum

Interest & Sinking: No formal fund balance minimum exists

- Fund balance allowed for significant escalation of principal reduction with 2023 bond issue

# Fund Balance Trend - General Fund



The Good

# Current Year Developments

The BAD

# Current Year Developments

Carried Over Purchase Orders:	-\$1,429,000
SHARS Adjustments:	-\$1,500,000*
SB 12:	-\$ <u>1,500,000</u>
Overall Bottom Line Impact:	-\$4,429,000

# Status of State Funding

The UGLY

# Deficit Budget Headlines

## Texas Districts Drown In Deficits Despite Historic Budget Surplus

Allen ISD - \$8.9M

Houston ISD - \$250M

Cy-Fair ISD - \$73.6M

Pearland ISD - \$15.1M

Decatur ISD - \$1.3M

Corpus Christi - \$26M

Southlake ISD - \$6M

Aledo ISD - \$4M

Brownsville ISD - \$20M

Spring Branch ISD -  
\$35M

Here is a list of other ISD's that are facing deficits:

- Carroll ISD (serves Southlake): \$6 million deficit
- Corpus Christi ISD: \$26 million deficit
- Fort Worth ISD: \$50 million deficit
- Northwest ISD: \$2.9 million deficit
- Lewisville ISD: \$48 million deficit
- Pearland ISD: \$15.1 million deficit
- Plano ISD: \$24 million deficit
- Keller ISD: \$28 million deficit



3,600 feet tall



10 million \$100 bills

# \$60 BILLION!

10 tons



15

96 miles



# New Legislative Money for Texas Public Schools

\$0

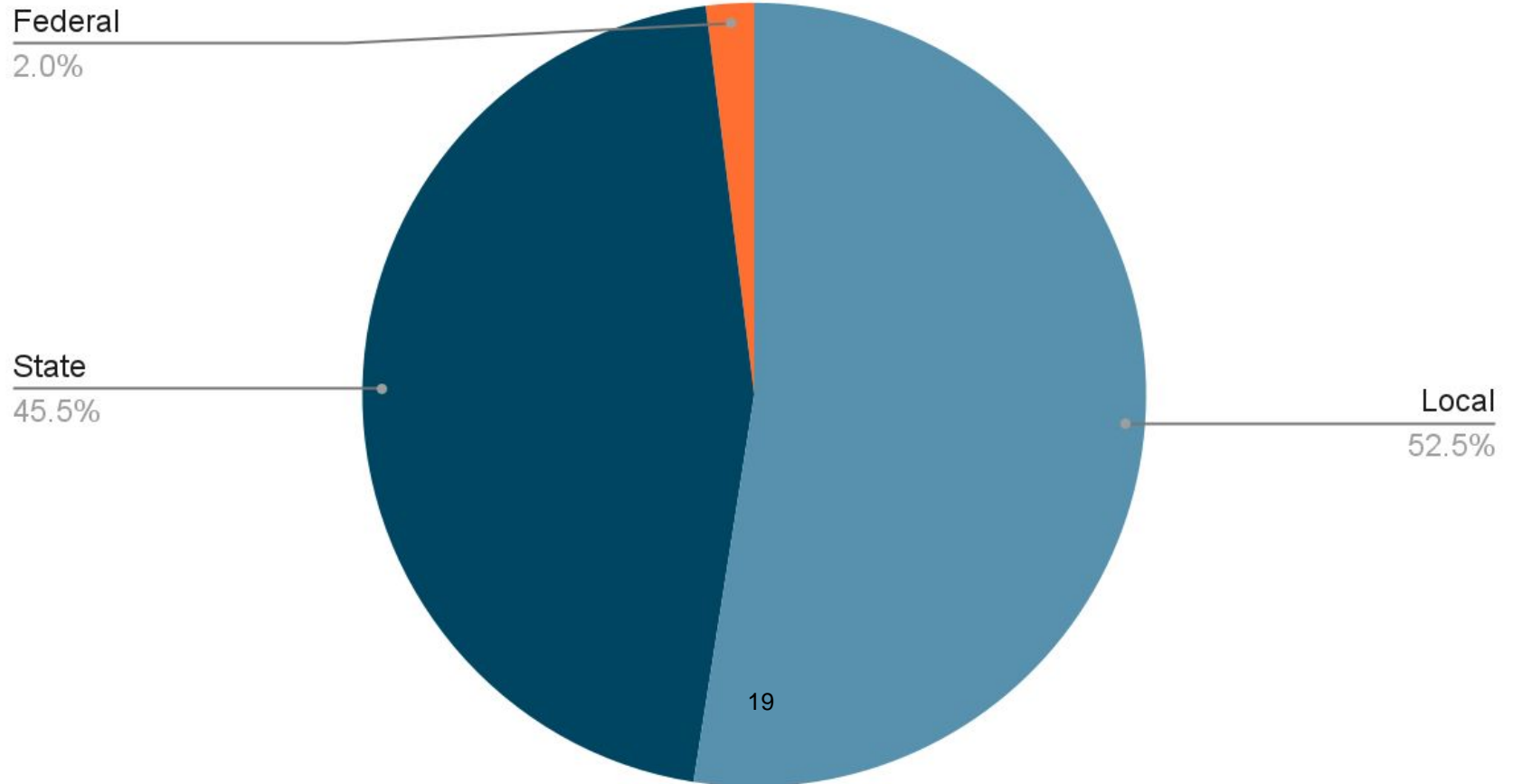
# Budget Mechanics: Revenues & Expenditures

# Revenue Expectations and Considerations

Three sources of revenue: Local, State, and Federal

- Local: Property taxes, athletic gate receipts, investment earnings, facility rentals, tuition from other districts, other miscellaneous revenues (sale of property, surplus tax proceeds, etc).
- State: ADA funding based on formula
- Federal: SHARs reimbursements

# General Fund Revenue, by Source



# Local Revenue Considerations

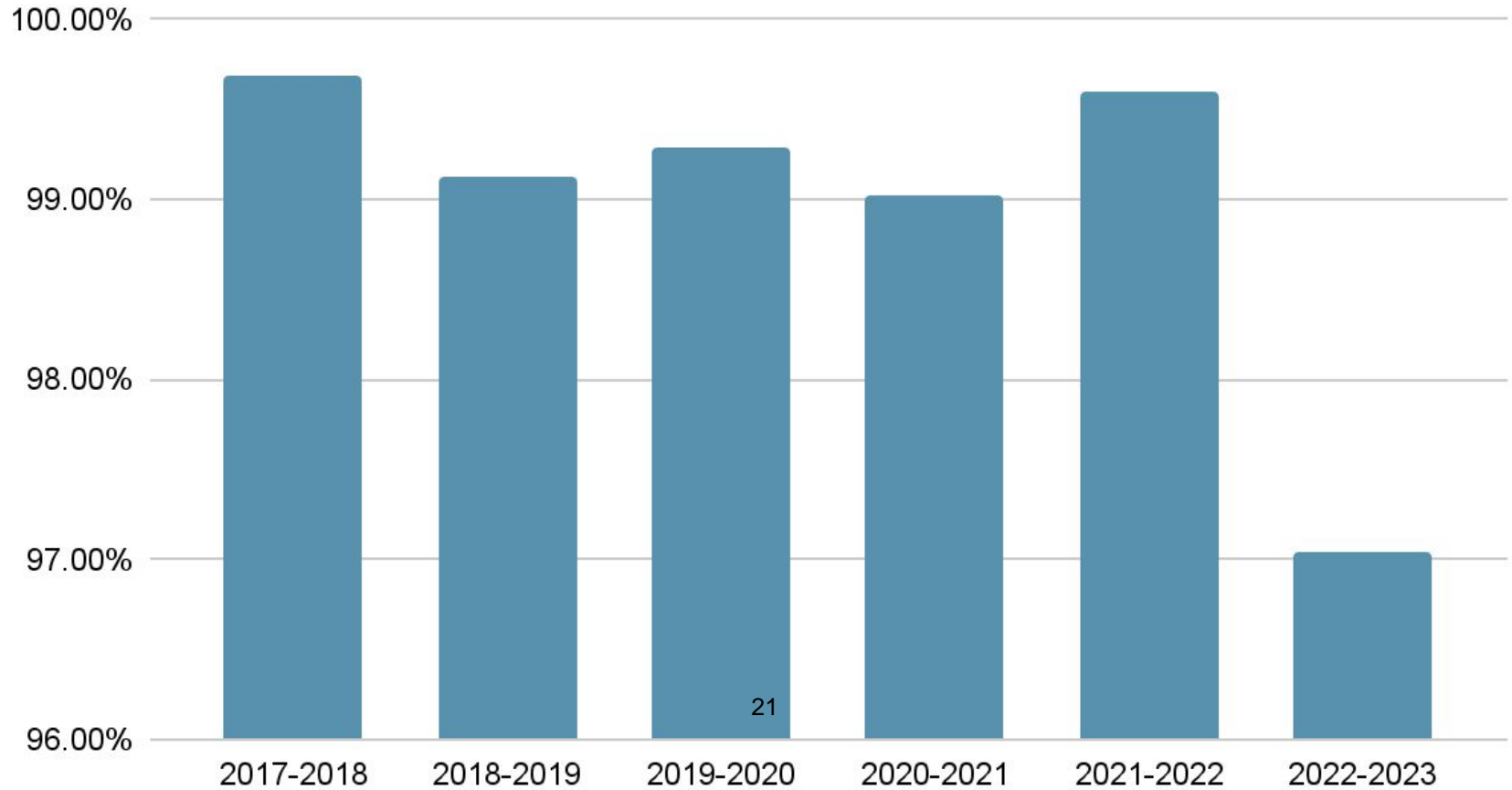
## Property taxes

- Estimate in April 30th
- Certified Values in July 25th—This is what makes this process so difficult to determine with accuracy!
- Submit certified appraisal data to TEA who determines maximum tax rate in compliance with compression requirements.
- Assume 99% annual collection rate of levied taxes to develop budgeted revenue expectations

## Other Local Revenue Items

- Same as prior year unless a known reason to adjust
- More likely to reduce budget amount than increase without significant compelling evidence to increase as this leads to more conservative budget development

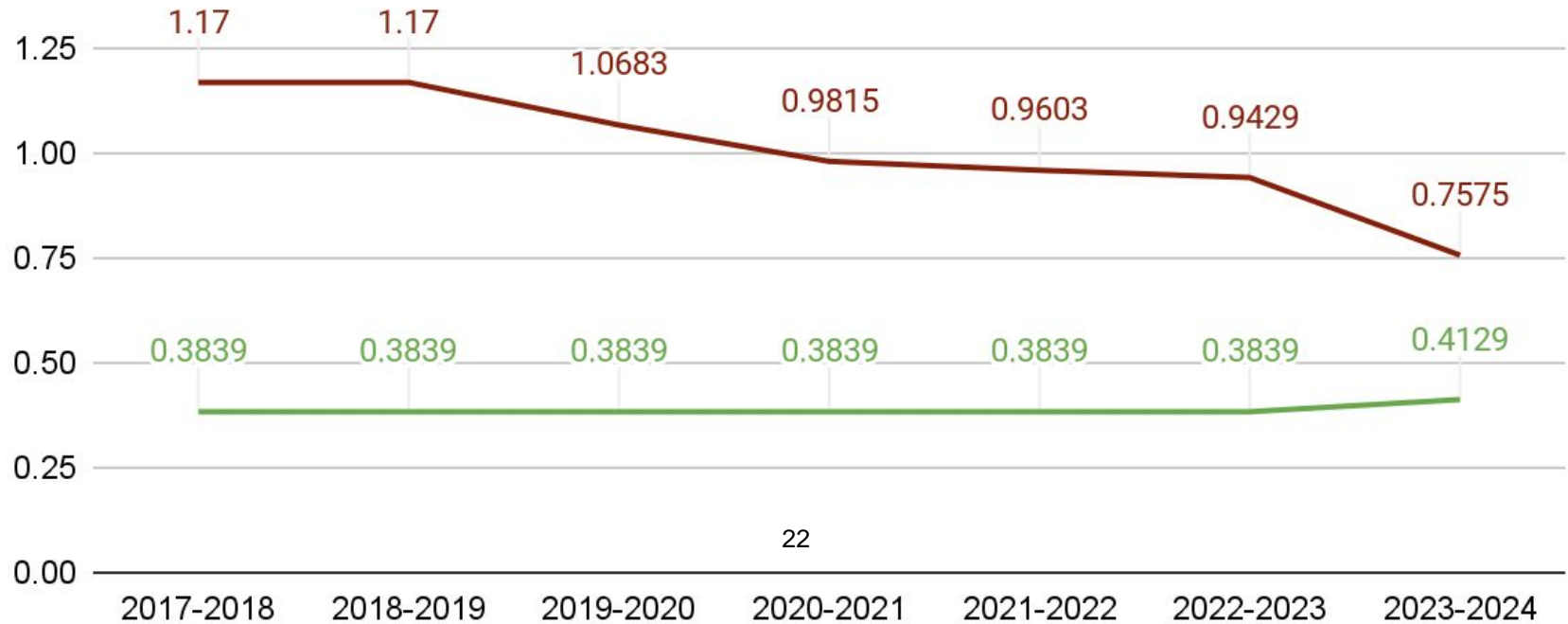
# Property Tax Collection Percentage Trend



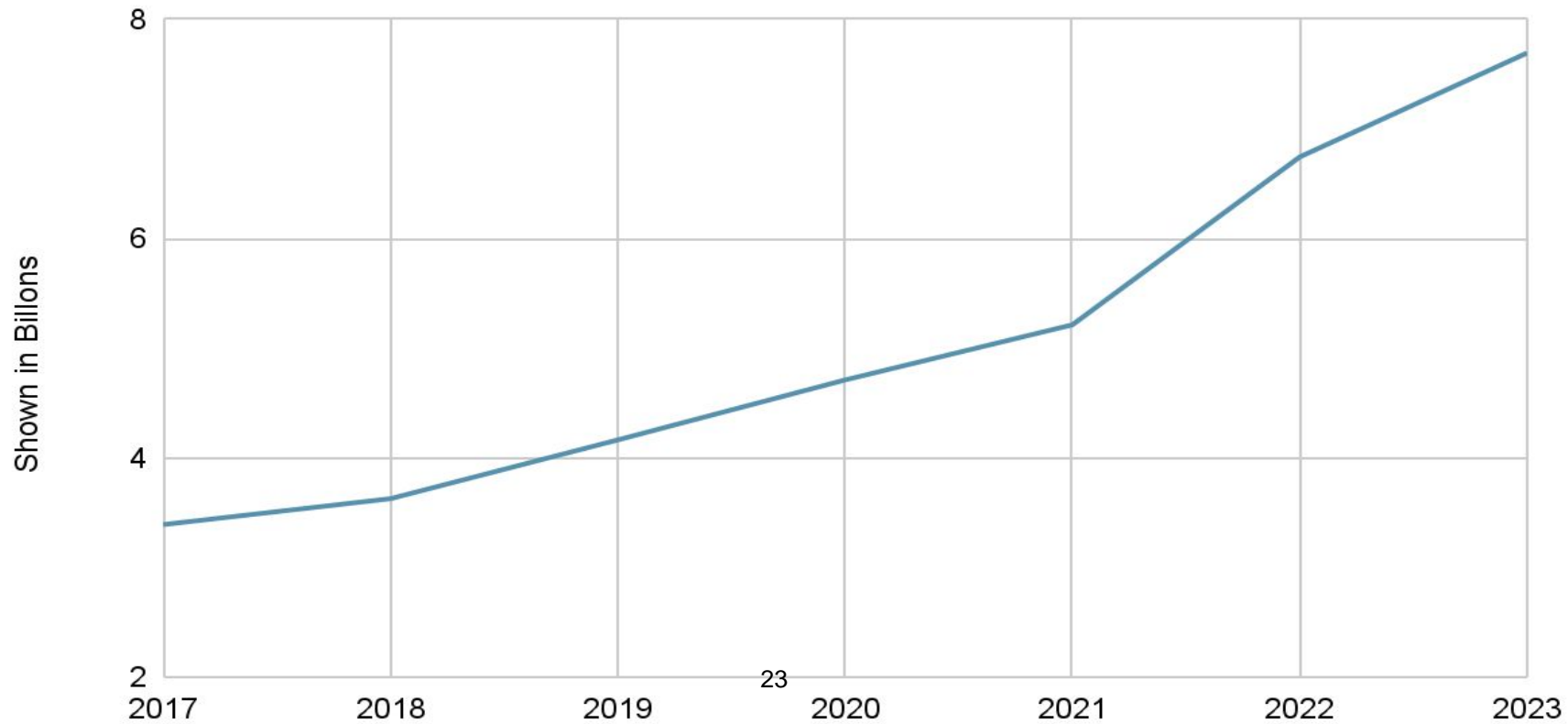
# Tax Rate History

## Maintenance and Operations and Interest and Sinking

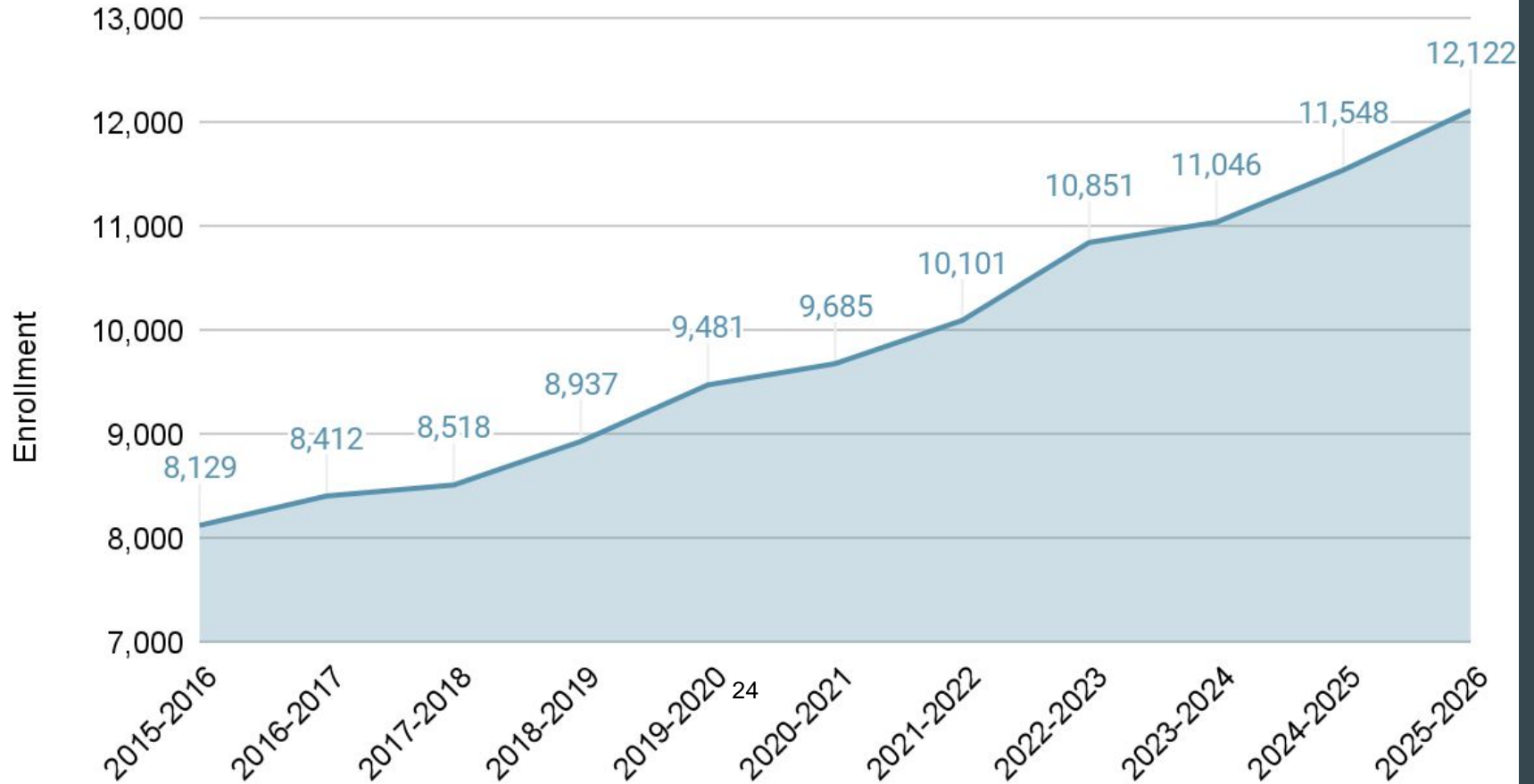
M&O I&S



# Freeze Adjusted Taxable Values

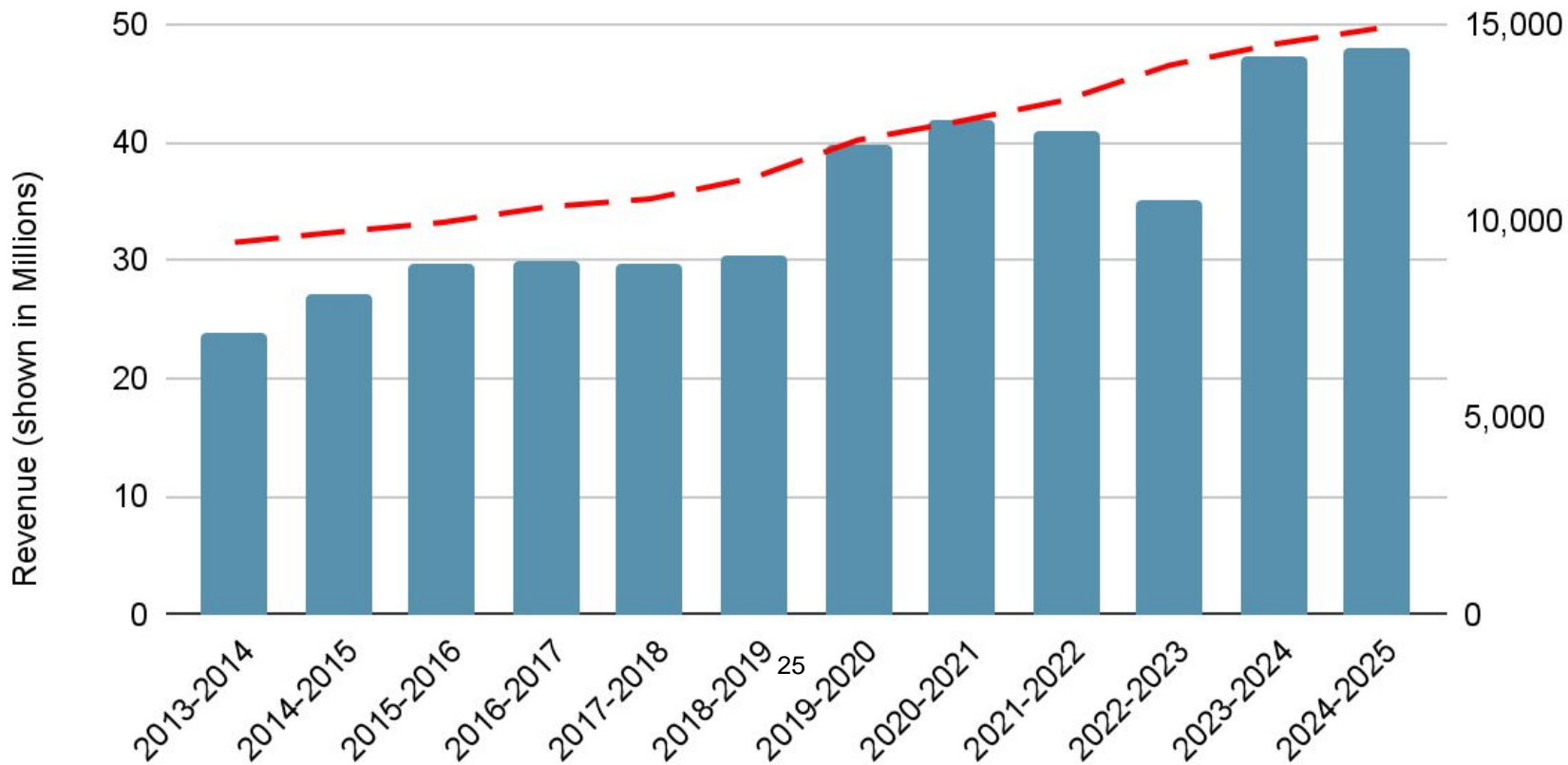


# Enrollment Trend



# Total State Revenue

■ State Revenue    - - - WADA



# The Projected Revenue Forecast

Funding Elements		SB 1	SB 2	SB 2	24-25 Law Cont'd	24-25 Law Cont'd	24-25 Law Cont'd
Students		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
1.	Refined Average Daily Attendance (ADA)	10,006.870	10,268.684	10,668.684	11,068.684	11,468.684	11,868.684
2.	Regular Program ADA (Line 1 - Line 3 - Line 4)	8,721.215	8,847.463	9,247.463	9,647.463	10,047.463	10,447.463
3.	Special Education FTEs	365.550	396.965	396.965	396.965	396.965	396.965
4.	Career & Technology FTEs	920.105	1,024.256	1,024.256	1,024.256	1,024.256	1,024.256
5.	WADA (Weighted Average Daily Attendance)	13,947.841	14,480.535	14,882.567	15,284.600	15,686.632	15,688.665
Property Values							
6.	Prior Year State Certified Property Value ("T2" value)	N/A	7,078,285,990	8,247,864,570	8,660,257,799	9,093,270,689	9,547,934,223
7.	Current Year State Certified Property Value ("T2" value)	0	8,247,864,570	8,660,257,799	9,093,270,689	9,547,934,223	10,025,330,934

ADDITIONAL INFO: (Not on TEA's Summary of Finances)		SB 1	SB 2	SB 2	24-25 Law Cont'd	24-25 Law Cont'd	24-25 Law Cont'd
SUMMARY OF TOTAL STATE/LOCAL M&O REVENUE:		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
55.	M&O Rev From State (not including Fund 599 & I&S Hold Harmless)	\$35,162,656	\$47,259,093	\$47,851,356	\$48,418,755	\$47,880,983	\$44,810,664
56.	Gross M&O Rev From Local Taxes	\$65,898,835	\$62,477,574	\$65,402,267	\$68,472,328	\$71,676,342	\$75,039,602
57.	Tier 1 Recapture	\$0	\$0	\$0	\$0	\$0	\$0
58.	Recapture - Copper Penny Level	\$117,959	\$641,314	\$785,213	\$900,904	\$1,049,143	\$1,324,367
59.	Net M&O Revenue From Local Taxes	\$65,780,876	\$61,836,261	\$64,637,054	\$67,571,424	\$70,627,200	\$73,715,235
60.	Less: Credit Balance Due State (only if Line 55 is less than zero)	\$0	\$0	\$0	\$0	\$0	\$0
61.	<b>Net TOTAL STATE/LOCAL M&amp;O REVENUE</b>	<b>\$100,943,532</b>	<b>\$109,095,354</b>	<b>\$112,488,410</b>	<b>\$115,990,180</b>	<b>\$118,508,182</b>	<b>\$118,525,900</b>

FYI: Total State/Local M&O Revenue per ADA \$10,087      \$10,624      \$10,544      \$10,479      \$10,333      \$9,986

Note: you can thank Amanda @ TASBO for this calc - it's one of the things

# State Revenue Considerations

## *“Way too early” Projections*

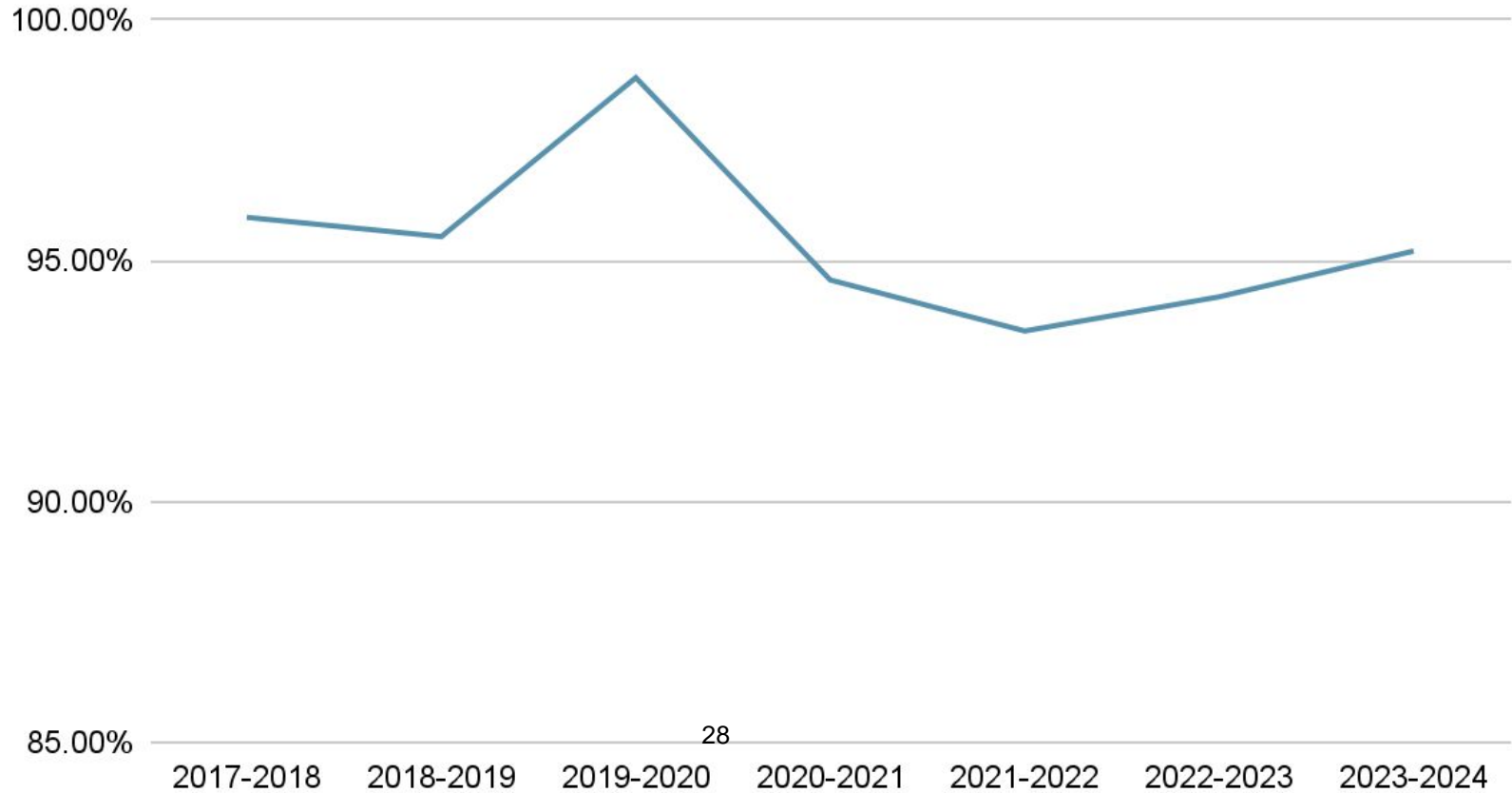
Average Daily Attendance (ADA) Full-time equivalents (FTE)

- 10,668; increase of 400 from 2023-2024 budgeted expectations

Sanity Check for ADA

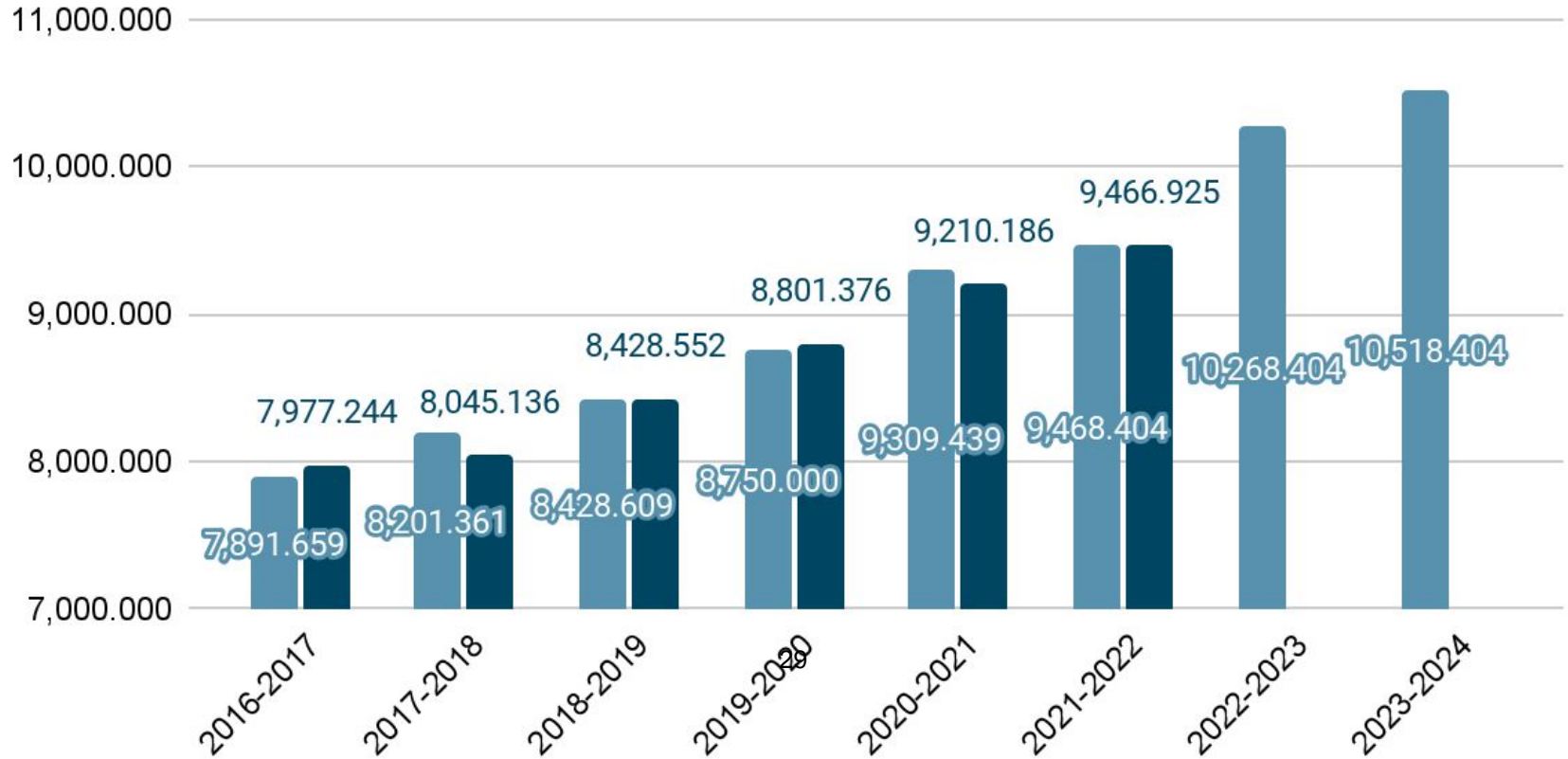
- Assumes 92.38% attendance rate of expected enrollment (11,548)

# Student Attendance Rate



# Projected ADA vs. Actual ADA

Projected Actual



# Federal revenue considerations

School Health and Related Services (SHARs) reimbursements

- Providing Medicaid eligible services to Medicaid eligible students
- \$2,000,000

# Classes of Expenditure

Payroll (61xx)


Professional/Contracted Services (62xx)

Supplies and Materials (63xx)

Other Operating Costs (64xx)

Debt Service (65xx) - I&S Funds ONLY

Capital Outlay (66xx)



Discretionary Budget Accounts  
make up approximately 15% of  
General Fund budget annually

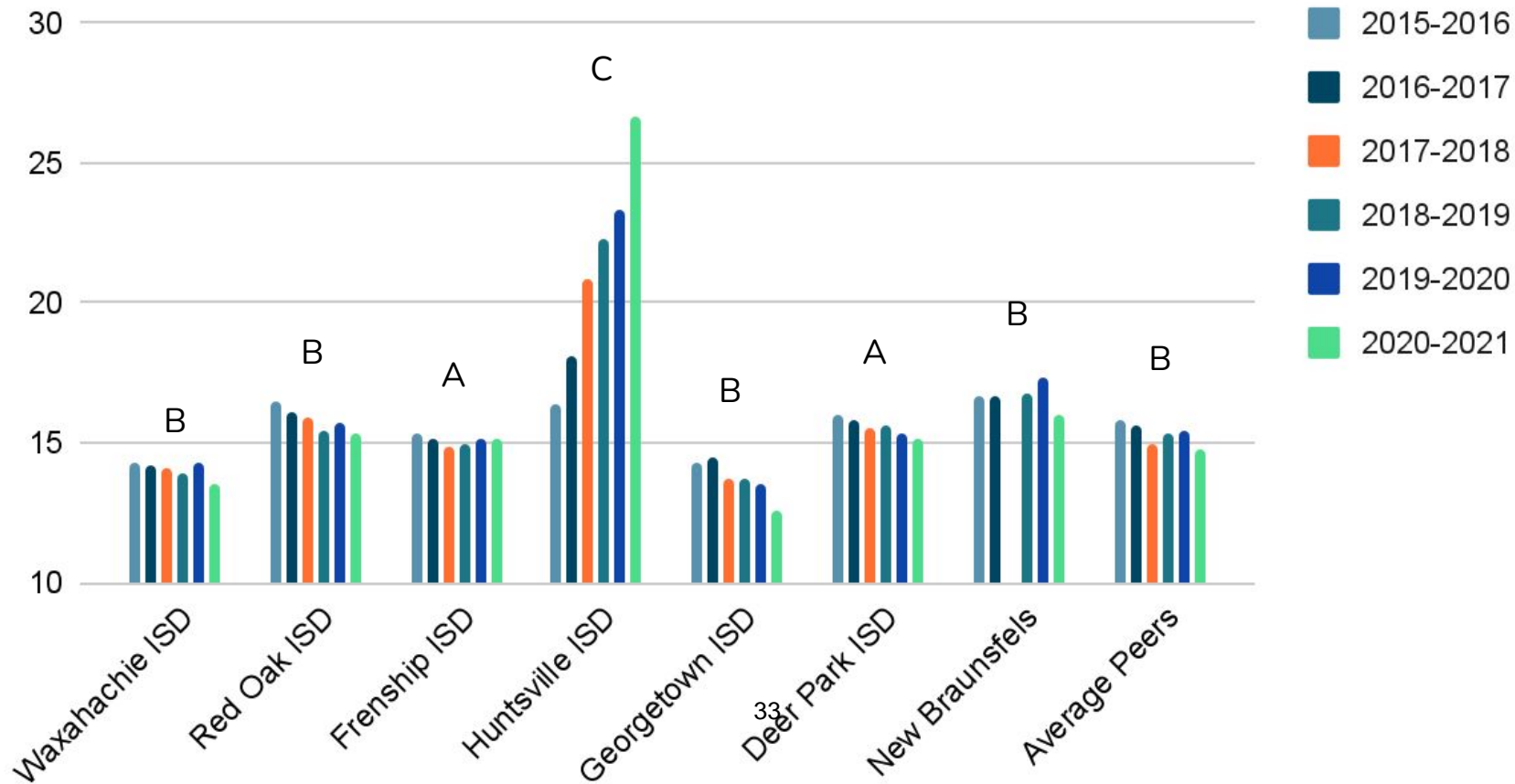
# Payroll Costs

Generally make up 80-85% of budgeted costs.

District utilizes staffing guidelines (by campuses level) to ensure equitable positions on like-campus.

Additional positions are funded through grant funds that benefit eligible campuses.

# Average Student-Teacher Ratio



# Instructional Changes for 2024-2025

# Instructional Changes for 2024-2025

Few major instructional changes anticipated for the 2024-2025 school year that would have a significant budgetary impact

- ESSER III funding has ended; looking to continue some programs that were started with ESSER III funding - specially Next Steps Community Solutions.

# 2024-2025 Budget Expectations

# 2024-2025 Revenue Considerations

Expected ADA of 10,668 (up 400 from 2023-2024)

Expected increase in property values of 10.0% (no science to this number at this time)

Student attendance to return to ~95%

Expected increase in revenues:

- Local: \$6,039,087
- State: -\$2,281,722
- Recapture: \$362,333
- Total: \$3,395,031

# 2024-2025 Expenditure Considerations

Staffing for Jimmie Ray Elementary

Additional teaching staff for increased enrollment

Increased overhead costs from additional campuses

Support department struggling to perform tasks with staggering cost increases

1:1 device replacements

Local contributions for grant commitments to fund new teachers and equipment

No funds for a staff raise

# 2024-2025 Board Budget Priorities

# Determining our Budget Priorities

## Tier I

- Grow fund balance
- Staffing for new campuses
- Continue ESSER funded programs

## Tier II

- Purchase 3 buses (tier III item if moved to 3-tier bell system)
- Increase budget for operating costs
- Increase budget for replacement of laptops to maintain 1:1

## Tier III

- Reducing employees' cost for TRS healthcare
- Develop retirement matching program
- Attendance buy-back program

## Other Priorities

## In your small group...

- What changes (if any) would you like to make to this current list of priorities?
- What is missing from this list?

# Next Budget Workshop



May 13, 2024

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024 **Presented By:** Jenny Bridges

**Subject:** Recognitions **Related Page(s)** \_\_\_\_\_

**Informational  
Agenda Item**

**EXECUTIVE SUMMARY:**

**Pledge student – Blair Bang, Wilemon Steam Academy, and Jensen Bang, Coleman Junior High**

We will recognize the following:

- National Merit Scholarship Finalist Owen Bartosh (WHS)
- All Region & All State Band Students (WHS)
- All Region & All State Choir Students (WHS)

BOARD PRIORITY GOALS		
X	<b>Priority #1</b>	<b>Student Growth</b>
X	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
	<b>Priority #4</b>	<b>Financial Integrity</b>

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Dr. Jerry Hollingsworth

**Subject:** Superintendent's Report      **Related Page(s)** 1



**EXECUTIVE SUMMARY:**

Dr. Jerry Hollingsworth will provide to the Board an overview of major activities related to leadership and learning throughout the district. This month's Superintendent's Report will include:

- A review of enrollment and attendance for the month of December 2023
- An overview of presentations offered by WISD staff at the TASA Future-Ready Superintendents Leadership Network
- An update on Spring 2024 "Soup with the Sup" Campus Rounds
- Other items relevant to leadership and learning in WISD

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Stephen Mott

**Subject:** Construction Update      **Related Page(s)** 1

**Informational  
Agenda Item**

**EXECUTIVE SUMMARY:**

Monthly Construction Update

		BOARD PRIORITY GOALS
	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

# Bond 2023 Construction Update

## March 2024

Stephen Mott, WISD Project Manager  
Bob Myers, AG/CM

# Prop A - Jimmie Ray Elementary

- ★ On Time
  - Furniture move in starting July 8, 2024
    - Temporary COO by this date
  - Staff move in July 29, 2024
    - Full COO by this date
- ★ On Budget
- ★ All windows in the entire building
- ★ All exterior wall sheathing up

# Prop A - Jimmie Ray Elementary Area A

January 30, 2024

March 6, 2024



# Prop A - Jimmie Ray Elementary

## Area A

- ★ Area A
  - Roof complete
  - Sheetrock about 70% complete
  - Starting tiling
- ★ Pictures

# Prop A - Jimmie Ray Elementary

## Area B

- ★ Area B
  - Sheetrocking going up - 50% complete
  - Roofing complete
- ★ Pictures

# Prop A - Jimmie Ray Elementary

## Area C & D

- ★ Area C & D
  - Interior walls going in
    - C 100 % complete
    - D 50% complete
  - Roof around 40% complete
- ★ Pictures

# Prop A - Wilemon STEAM Academy

- ★ On Time
  - Furniture move in starting November 28, 2024
    - Temporary COO for this
  - Staff move in December 21, 2024
    - Full COO by this date
- ★ On Budget
- ★ Under GMP
  - Due to large saving of dirt work
- ★ Fun Fact
  - 5,100 cubic yards of concrete poured since January 1, 2024
    - @3,100 of that from February 19 - March 5

# Prop A - Wilemon STEAM Academy

January 30, 2024



March 6, 2024



# Prop A - Wilemon STEAM Academy



# Prop A - Hancock Building Additions/Renovations

- ★ On Time
- ★ On Budget
- ★ Drilled Piers spring break
- ★ Removed softball and baseball fields
- ★ Most dirt has been removed
- ★ Lots of Demo has gone on so far
- ★ Working with Mr. Zandt on noise complaints
  - Changing times we do some things
  - Changing how we do some things during school times

# Prop A - Hancock Building Additions/Renovations

December 29, 2024

March 6, 2024



# Prop A - Finley Jr High Additions/Renovations

- ★ Working to finalize the drawing per the budget

# Prop A - Howard Jr High Additions/Renovations

- ★ Working to finalize the drawing per the budget

# Prop B - Waxahachie Creek High School

- ★ Have had meeting with City and TxDot on Building location
  - Still to meet with NCOG on Loop 394 and building entrances
- ★ Still in Design
  - Finalizing all the locations
    - Have had a meeting with Coach Rogers to discuss Athletics
    - Working to Finalize CTE area

# Prop C - Facility Upgrades

- ★ Completed Recently
  - Clift New playground
  - Wedgeworth New playground
  - RTU's
    - Dunaway
    - Shackelford
    - Northside new door install

# AG/CM Report

★ Info coming



# Waxahachie ISD Balanced Scorecard Report

Priority 2: Honor & Support Staff



# Priority 2: Performance Objectives

<b>Priority 2: Honor and Support Staff</b>	<b>2.1</b> Honor staff contributions and achievements
	<b>2.2</b> Annually increase faculty and staff satisfaction and engagement.
	<b>2.3</b> Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.
	<b>2.4</b> Invest in staff growth through professional learning/specialized training.



# Priority 2.1A Progress Measures & Long-Term Desired Outcomes

**Key Strategic Action 2.1.A**  
Establish and sustain a regular system of staff recognitions

## **PROGRESS MEASURES (Output):**

- Campus and department leaders routinely recognize staff

## **LONG-TERM DESIRED OUTCOME(S):**

- By 2026, WISD will have a secondary and/or elementary teacher chosen as a Region 10 Teacher of the Year.

Recognitions are scheduled for each month's regular board meeting. At each meeting campuses and/or departments are provided the opportunity to recognize high achieving staff.



# Priority 2.1B Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.1.B

Establish clear pathways to the classroom to attract and retain staff.

### PROGRESS MEASURES (Output):

- Create clear, concise advertising regarding career pathways for current high school students, existing paraprofessional and professional staff.
- Maintain and grow relationships with college and university partners to create clear pipelines for teacher recruitment.

### LONG-TERM DESIRED OUTCOME(S):

- By 2026, WISD will have a secondary and/or elementary teacher chosen as a Region 10 Teacher of the Year.
- WISD will have the lowest teacher turnover rate for Ellis County by 2026.

- HR and CTE will work together to create an interview day for high school students who have earned their instructional aide certificate. High school students will have the opportunity to complete their bachelor's degree and teacher certification in WISD through university partnerships.

- We will use applicant data to inform our recruitment efforts. Spring 2024 job fairs will include:
  - TAMU - Commerce
  - UNT/TWU
  - Nelson University (SAGU)
  - UNT Dallas
  - NCTASPA - DFW Area



# Priority 2.2 Key Strategic Actions

<b>2.2 Annually increase faculty and staff satisfaction and engagement</b>	Key Strategic Actions
	<b>2.2.A</b> Continue to distribute and analyze results of annual staff workplace satisfaction surveys.
	<b>2.2.B</b> Continue listening and learning protocols and create action-oriented responses from staff survey results. (Once per semester each year.)
	<b>2.2.C</b> Provide staff with mental health resources through a variety of community-based programs.
	<b>2.2.D</b> WISD will provide staff with ongoing personal financial literacy tips and information.



# Priority 2.2A Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.2.A

Continue to distribute and analyze results of annual staff workplace satisfaction surveys

### PROGRESS MEASURES (Output):

- Survey distributed annually in March; results analyzed and shared with campus and department leadership in April.
- DLT will complete AAAOT exercise annually

### LONG-TERM DESIRED OUTCOME(S):

- Maintain faculty and staff participation rate of at least 60% each year.
- WISD will maintain an overall staff satisfaction rate of 85% or higher.

The District survey was deployed to all staff on March 6 and will be open for 2 weeks. Data will be reported through dashboards with feedback being shared with the board, cabinet, and supervisors in April.



# Priority 2.2A Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.2.A

Continue to distribute and analyze results of annual staff workplace satisfaction surveys

### PROGRESS MEASURES (Output):

- Survey distributed annually in March; results analyzed and shared with campus and department leadership in April.
- DLT will complete AAAOT exercise annually

### LONG-TERM DESIRED OUTCOME(S):

- Maintain faculty and staff participation rate of at least 60% each year.
- WISD will maintain an overall staff satisfaction rate of 85% or higher.

The district exceeded its original long term desired outcome by reaching a participation rate of over 50%. The Long-Term Desired Outcome has been adjusted to reflect greater participation rates.



# Priority 2.2B Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.2.B

Continue listening and learning protocols and create action-oriented responses from staff survey results. (Once per semester each year.)

### PROGRESS MEASURES (Output):

- Protocols are developed, implemented, and training is completed
- Focus group completion with Stop/Start/Continue chart as the product

### LONG-TERM DESIRED OUTCOME(S):

- WISD will have the lowest teacher turnover rate for Ellis County by 2026

Teacher Advisory Council meets with Dr. Hollingsworth on March 7.

Dr. Hollingsworth will complete his 6th iteration of this protocol with “Soup with the Sup” visits to all campuses and departments by April 3, 2024.

The spring Superintendent Executive Council is scheduled for April 5.

As in prior rounds of campus visits, WISD Administrative staff as well as campus and department leadership will review data and trends in order to inform district decisions and to respond to valid concerns. Data will be reported through the corresponding Stop/Start/Continue chart.



# Priority 2.2C Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.2.C

Provide staff with mental health resources through a variety of community-based programs

### PROGRESS MEASURES (Output):

- The Director of Counseling and Guidance will monitor and report usage and contact data to the cabinet at least once every semester.

### LONG-TERM DESIRED OUTCOME(S):

- We will have the lowest teacher turnover rate for Ellis County by 2026.
- WISD will decrease the number of unfilled instructional and non-instructional positions annually through 2026.

7

Monthly updates are available from Care Solace and the district's EAP. The available resources are being used regularly by staff members.



# Priority 2.2D Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.2.D

WISD will provide staff with ongoing personal financial literacy tips and information.

### PROGRESS MEASURES (Output):

- WISD CFO will publish monthly Financial Literacy information and share with all staff via district publications/email/etc.

### LONG-TERM DESIRED OUTCOME(S):

- We will have the lowest teacher turnover rate for Ellis County by 2026.
- WISD will decrease the number of unfilled instructional and non-instructional positions annually through 2026.

Monthly updates are sent by Ryan Kahlden to staff via email. Recent topics have included information related to: retirement, savings accounts, and credit reports.



# Priority 2.3 Key Strategic Actions

<b>2.3 Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community</b>	Key Strategic Actions
	<b>2.3.A</b> Create a consistent PLC culture through dedicated time and commitment to team collaboration
	<b>2.3.B</b> Collaboratively identify and monitor the implementation of essential TEKS to ensure student learning
	<b>2.3.C</b> Implement initiatives of the guiding coalition to support campus instructional design and delivery



# Priority 2.3A Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.3.A

Create a consistent PLC culture through dedicated time and commitment to team collaboration

### PROGRESS MEASURES (Output):

- Development of a system to collect and archive PLC agendas and meeting notes
- Principals will design master schedules that provide PLC time for core content
- District and Campus leadership will develop clear PLC protocols

### LONG-TERM DESIRED OUTCOME(S):

- All teaching staff will have dedicated PLC time by 2024.
- All core content teachers will have daily dedicated PLC time by fall of 2024.

Campus master schedules reflect that most teachers have protected PLC time.

Team PLC agendas and minutes are shared with the campus administrator and collected by district administration.



# Priority 2.3B Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.3.B

Collaboratively identify and monitor the implementation of essential TEKS to ensure student learning

### PROGRESS MEASURES (Output):

- Essential TEKS document is completed and incorporated into PLC collaborative team meetings and assessment practices
- Conduct classroom walkthroughs for evidence of essential TEKS implementation and alignment to District Unit Learning Plans

### LONG-TERM DESIRED OUTCOME(S):

- WISD K-12 students will grow a year or more as evidenced by MAP Growth

TLI in collaboration with teachers refined our district essential standards based on data.

Over 900 classroom walkthroughs have been conducted by TLI Staff for observation of implementation and usage of district approved resources and District Unit Learning Plans from September 2023 to present.

Unit learning plans are available to teachers as needed.



# Priority 2.3C Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.3.C

Implement initiatives of the guiding coalition to support campus instructional design and delivery

### PROGRESS MEASURES (Output):

- Action steps from regular guiding coalition meetings
- Lesson plans reflect response and adjustment to student learning needs and assessment data

### LONG-TERM DESIRED OUTCOME(S):

- Student Growth - Improved student academic outcomes.

Principals will share recommendations from their guiding coalitions at each principal meeting and how their campus is advancing the PLC work.



# Priority 2.4 Key Strategic Actions

	Key Strategic Actions
<b>2.4 Invest in staff growth through Professional Learning/Specialized training.</b>	<b>2.4.A</b> Collaboratively develop a professional learning system focused on the growth of all staff.
	<b>2.4.B</b> Establish and sustain a goal setting process for individualized professional learning.
	<b>2.4.C</b> Incorporate PLC process to all departments/campus support staff



# Priority 2.4A Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.4.A

Collaboratively develop a professional learning system focused on the growth of staff

### PROGRESS MEASURES (Output):

- Teacher and administrator participation in professional learning that builds leadership capacity
- Establish, implement, and sustain a robust instructional coaching model
- Instructional paraprofessional learning through Master Teacher Online and appropriate in-district trainings
- Non-instructional staff professional learning through multiple platforms (Region 10, TASB, TASBO)

### LONG-TERM DESIRED OUTCOME(S):

- WISD will have the lowest teacher turnover rate in Ellis County.
- Increased student growth on each campus on an annual basis.

District Deep Dive days in January and February allowed staff to take learning deeper in district approved resources and research based instructional strategies (RBIS). Feedback from these days was used to develop the framework for future professional learning days in the 2024-2025 school year.

Administrators have participated in monthly Principal PLCs to continue their learning and goal setting



# Priority 2.4B Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.4.B

Establish and sustain a goal setting process for individualized professional learning

### PROGRESS MEASURES (Output):

- Goal setting for instructional staff using T-TESS or other evaluation instruments
- Department or individual goals for non-instructional staff

### LONG-TERM DESIRED OUTCOME(S):

- WISD calendar will reflect a commitment to ongoing professional learning

2024-2025 School calendar reflects the desire for more training and professional learning with the addition of seven (7) District Deep Dive days and 5 campus/district professional learning days.



# Priority 2.4C Progress Measures & Long-Term Desired Outcomes

## Key Strategic Action 2.4.C

The PLC process will be embedded throughout the entire district including all departments/campus support staff.

### PROGRESS MEASURES (Output):

- Every staff member actively participates as a PLC

### LONG-TERM DESIRED OUTCOME(S):

- This action relates back to Priority 1 - Every student grows every year.
- Improved Tier I instruction as documented in walkthrough and T-TESS observations.

This is a work in progress - As we move forward in the cascading scorecard development for campuses and departments this will become more defined.



# Coming Next:

Priority 3: Community and Stakeholder Relations  
April 9, 2024



**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Dustin Binnicker

**Subject:** District-adopted Instructional Materials  
Overview, Exploring K-5 Literacy Materials      **Related Page(s)** 1 Attachment



**EXECUTIVE SUMMARY:**

Judith Coffman, Program Coordinator from Region 10 HQIM Team, will present High-Quality Instructional Materials (HQIM), Exploring K-5 Literacy Materials, to illustrate TEKS and ELPS alignment, coherent knowledge sequence that builds across grade levels, strategies that support all learners, and a research-based approach to literacy.

**ATTACHMENTS:**

Presentation

BOARD PRIORITY GOALS		
X	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
	<b>Priority #4</b>	<b>Financial Integrity</b>



# High Quality Instructional Materials

## Exploring K-5 Literacy Materials

Region 10 HQIM Team



# MEET YOUR PRESENTERS



**Judith Coffman**  
Program Coordinator



**Anna Marie Warren**  
RLA Consultant

# K-5 Literacy



Amplify.



Amplify.  
**TEXAS**

ELEMENTARY LITERACY PROGRAM  
LECTOESCRITURA EN ESPAÑOL

# K-5 Literacy (Amplify Texas) Provides



**TEKS and ELPS Alignment**

**Coherent Knowledge Sequence That  
Builds Across Grade Levels**

**Strategies that Support All Learners**

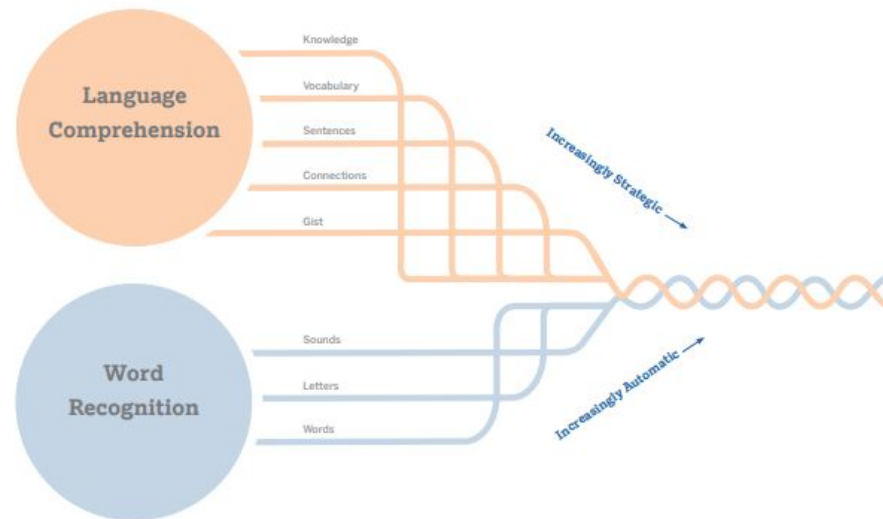
**Research-Based Approach to Literacy**



# K-5 Amplify Reading



**Strong Skills Foundation**  
**Knowledge and Content**  
**Making Connections**  
**Relevant and Challenging Texts**



# Vertical Program Design



**K-2**

120 Minutes Daily  
60 Minutes Skills - 60 Minutes Knowledge

89



**3-5**

Grade 3 - 120 Minutes Daily  
Grade 4 and 5 - 90 Minutes Daily



# K-2nd Unit Contents Examples



## TWO UNITS



### Knowledge Strand

Read Aloud, Comprehension,  
Application in Writing, Word Work

### Skills Strand

Phonics, Spelling, Grammar, Writing

Grade 1 | Knowledge 5

## Contents

### ASTRONOMY: SPACE EXPLORATION

Introduction	1		
<b>Lesson 1 Introduction to the Sun and Space</b>	5		
<b>Introducing the Read-Aloud (15 min.)</b> <ul style="list-style-type: none"> <li>Core Connections</li> <li>Where Are We? • Domain Introduction</li> </ul>	<b>Read-Aloud (25 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "Introduction to the Sun and Space"</li> <li>Comprehension Questions</li> <li>Word Work: Gas</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Astronomy Journals</li> </ul>	
<b>Lesson 2 The Earth and the Sun</b>	19		
<b>Introducing the Read-Aloud (15 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> <li>Essential Background Information on Terms</li> </ul>	<b>Read-Aloud (25 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "The Earth and the Sun"</li> <li>Comprehension Questions</li> <li>Word Work: Stalates</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Sayings and Phrases: AM and PM</li> <li>Day and Night Demonstration</li> </ul>	
<b>Lesson 3 Stars</b>	33		
<b>Introducing the Read-Aloud (15 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> </ul>	<b>Read-Aloud (30 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "Stars"</li> <li>Comprehension Questions</li> <li>Word Work: Dusk</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Poetry Read-Aloud</li> <li>Astronomy Journals</li> </ul>	
<b>Lesson 4 Stargazing and Constellations</b>	49		
<b>Introducing the Read-Aloud (10 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> </ul>	<b>Read-Aloud (30 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "Stargazing and Constellations"</li> <li>Comprehension Questions</li> <li>Word Work: Apsent</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Sayings and Phrases: "Hit the Nail on the Head"</li> <li>The Really Big Dipper</li> </ul>	
<b>Lesson 5 The Moon</b>	66		
<b>Introducing the Read-Aloud (10 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> <li>Essential Background Information on Terms</li> </ul>	<b>Read-Aloud (30 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "The Moon"</li> <li>Comprehension Questions</li> <li>Word Work: Counter-clockwise</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Synthetic Awareness Activity</li> <li>Phases of the Moon</li> </ul>	
<b>Pausing Point (2 days)</b>	82		
<b>Lesson 6 History of Space Exploration and Astronauts</b>	90		
<b>Introducing the Read-Aloud (10 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> <li>Making Predictions About the Read-Aloud</li> </ul>	<b>Read-Aloud (30 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "History of Space Exploration and Astronauts"</li> <li>Comprehension Questions</li> <li>Word Work: Launch</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Opinion Writing</li> <li>Astronomy Journals</li> </ul>	
<b>Lesson 7 Exploring the Moon</b>	104		
<b>Introducing the Read-Aloud (10 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> <li>Personal Connections</li> </ul>	<b>Read-Aloud (30 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "Exploration of the Moon"</li> <li>Comprehension Questions</li> <li>Word Work: Determined</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Synthetic Awareness Activity</li> <li>Astronomy Journals</li> </ul>	
<b>Lesson 8 The Solar System, Part I</b>	119		
<b>Introducing the Read-Aloud (10 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> <li>What Do We Know?</li> </ul>	<b>Read-Aloud (30 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "The Solar System, Part I"</li> <li>Comprehension Questions</li> <li>Word Work: Abundant</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Planets Chart</li> </ul>	
<b>Lesson 9 The Solar System, Part II</b>	134		
<b>Introducing the Read-Aloud (10 min.)</b> <ul style="list-style-type: none"> <li>What Have We Already Learned?</li> </ul>	<b>Read-Aloud (30 min.)</b> <ul style="list-style-type: none"> <li>Purpose for Listening: "The Solar System, Part II"</li> <li>Comprehension Questions</li> <li>Word Work: Categorize</li> </ul>	<b>Application (20 min.)</b> <ul style="list-style-type: none"> <li>Planets Chart</li> </ul>	

Grade 1 | Skills 5

## Contents

Introduction	1		
<b>Lesson 1 Spelling Alternatives: Review /p/ &gt; 'p' and 'pp'</b>	11		
<b>Foundational Skills (10 min.)</b> <ul style="list-style-type: none"> <li>Complete the Sentences</li> <li>Spellings for /p/</li> </ul>	<b>Language (30 min.)</b> <ul style="list-style-type: none"> <li>Root Words</li> <li>Plural Nouns</li> <li>Introduce Spelling Words</li> </ul>		
<b>Lesson 2 Tricky Word: Introduce How</b>	23		
<b>Foundational Skills (15 min.)</b> <ul style="list-style-type: none"> <li>Segment and Blend Two Syllable Words</li> <li>Introduce Tricky Word: How</li> </ul>	<b>Language (25 min.)</b> <ul style="list-style-type: none"> <li>Plural Nouns</li> </ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Reader and the Story</li> <li>Read "A Letter From Kate"</li> </ul>	
<b>Lesson 3 Spelling Alternatives: Review /b/ &gt; 'b' and 'bb'</b>	36		
<b>Foundational Skills (20 min.)</b> <ul style="list-style-type: none"> <li>Sound Dictation</li> <li>Stable Sounds: /b/ and /b/</li> <li>Spellings for /b/</li> </ul>	<b>Language (40 min.)</b> <ul style="list-style-type: none"> <li>Root Words</li> <li>Statements and Questions</li> </ul>		
<b>Lesson 4 Spelling Alternatives: Review /k/ &gt; 'c', 'k', 'ck', and 'cc'</b>	47		
<b>Foundational Skills (35 min.)</b> <ul style="list-style-type: none"> <li>Sound Riddles</li> <li>Review Spellings for /k/</li> <li>Spelling Tree for /k/</li> </ul>	<b>Language (25 min.)</b> <ul style="list-style-type: none"> <li>Root Words</li> <li>Statements and Questions</li> </ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Story</li> <li>Read "In the Cave"</li> </ul>	
<b>Lesson 5 Spelling Alternatives: Review /x/ &gt; 'x', 'k', 'ck', and 'cc'</b>	58		
<b>Language (15 min.)</b> <ul style="list-style-type: none"> <li>Spelling Assessment</li> </ul>	<b>Foundational Skills (10 min.)</b> <ul style="list-style-type: none"> <li>Spellings for /x/</li> </ul>	<b>Language (35 min.)</b> <ul style="list-style-type: none"> <li>Root Words</li> <li>Statements and Questions</li> </ul>	
<b>Lesson 12 Spelling Alternatives and Tricky Word: Review /d/ &gt; 'd', 'dd', and 'ed'; Introduce: Stagecoach</b>	135		
<b>Foundational Skills (25 min.)</b> <ul style="list-style-type: none"> <li>The -ed Dance</li> <li>Stable Sounds /d/ and /d/</li> <li>Spellings for /d/</li> <li>Word Sort</li> </ul>	<b>Reading (25 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Story</li> <li>Read "Geri's Story"</li> </ul>		
<b>Lesson 13 Spelling Alternatives: Review /f/ &gt; 'f' and 'ff'</b>	148		
<b>Foundational Skills (25 min.)</b> <ul style="list-style-type: none"> <li>Hear Initial Sounds for /f/</li> <li>Spellings for /f/</li> <li>Fill in the Blanks</li> </ul>	<b>Language (30 min.)</b> <ul style="list-style-type: none"> <li>Statements, Questions, and Exclamations</li> </ul>	<b>Reading (25 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Story</li> <li>Read "The Visit"</li> </ul>	
<b>Lesson 14 Spelling Alternatives and Tricky Words: Introduce /v/ &gt; 'v' and 've'; Introduce: Picture</b>	160		
<b>Foundational Skills (30 min.)</b> <ul style="list-style-type: none"> <li>Minimal Pairs /v/ and /v/</li> <li>Spellings for /v/</li> <li>Fill in the Blanks</li> <li>Introduce Tricky Word Picture</li> </ul>	<b>Language (30 min.)</b> <ul style="list-style-type: none"> <li>Root Words</li> <li>Statements and Exclamations</li> </ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Story</li> <li>Read "The Hero"</li> </ul>	
<b>Lesson 15 Writing: Introduce Opinion Writing</b>	173		
<b>Language (15 min.)</b> <ul style="list-style-type: none"> <li>Spelling Assessment</li> </ul>	<b>Writing (15 min.)</b> <ul style="list-style-type: none"> <li>Review the Story</li> <li>Read "The Hero"</li> </ul>	<b>Writing (30 min.)</b> <ul style="list-style-type: none"> <li>Introduction to Opinion Writing</li> </ul>	
<b>Lesson 16 Writing: Plan and Draft an Opinion Paragraph as a Class</b>	182		
<b>Foundational Skills (30 min.)</b> <ul style="list-style-type: none"> <li>In Thinking of Something</li> <li>Spellings for /v/</li> <li>Spelling Tree for /v/</li> <li>Count the /v/ Sounds</li> </ul>	<b>Writing (20 min.)</b> <ul style="list-style-type: none"> <li>Plan and Draft an Opinion Paragraph as a Class</li> </ul>	<b>Language (30 min.)</b> <ul style="list-style-type: none"> <li>Introduce Spelling Words</li> </ul>	
<b>Lesson 17 Writing: Plan and Draft an Opinion Paragraph Independently</b>	197		
<b>Foundational Skills (20 min.)</b> <ul style="list-style-type: none"> <li>Spelling Tree Review</li> </ul>	<b>Reading (20 min.)</b> <ul style="list-style-type: none"> <li>Introduce the Story</li> <li>Read "The Bone Man"</li> </ul>	<b>Writing (30 min.)</b> <ul style="list-style-type: none"> <li>Plan and Draft an Opinion Paragraph Independently</li> </ul>	

# Unit Contents Example

## 3rd-5th



# ONE UNIT INTEGRATED



## Knowledge & Skills Strands

Grade 3   Unit 7				92
<b>Contents</b>				
<b>ASTRONOMY: OUR SOLAR SYSTEM AND BEYOND</b>				
Introduction				1
<b>Lesson 1 The Sun, Earth, and Our Solar System</b>				8
<b>Core Connections (5 min.)</b>	<b>Speaking and Listening (45 min.)</b>	<b>Reading (45 min.)</b>	<b>Language (20 min.)</b>	
<ul style="list-style-type: none"> <li>Introducing the Unit: Astronomy</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Our Planet Earth"</li> <li>Discussing the Read-Aloud</li> <li>Sequencing: Solar and Lunar Eclipses</li> <li>Word Work: Universe</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Reading</li> <li>Independent Reading: "The Sun, Earth, and Our Solar System"</li> <li>Comprehension Questions</li> </ul>	<ul style="list-style-type: none"> <li>Spelling: /r/ Sound</li> </ul>	
<b>Lesson 2 Our Solar System, Part 1</b>				34
<b>Reading (40 min.)</b>	<b>Speaking and Listening (60 min.)</b>	<b>Language (20 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Reading</li> <li>Small Group Reading: "The Moon"</li> <li>Comprehension Questions</li> </ul>	<ul style="list-style-type: none"> <li>Viewing Video</li> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Our Solar System, Part 1"</li> <li>Discussing the Read-Aloud</li> <li>Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Conjunction so</li> </ul>		
<b>Lesson 3 The Planets Closest to the Sun</b>				58
<b>Speaking and Listening (45 min.)</b>	<b>Reading (35 min.)</b>	<b>Writing (20 min.)</b>	<b>Language (20 min.)</b>	
<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Our Solar System, Part 2"</li> <li>Discussing the Read-Aloud</li> <li>Think-Write-Share</li> <li>Word Work: Fidget</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Chapter</li> <li>Small Group and Partner Reading: "The Planets Closest to the Sun"</li> </ul>	<ul style="list-style-type: none"> <li>Connecting the Key Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> </ul>	
<b>Lesson 4 The Outer Planets</b>				80
<b>Reading (35 min.)</b>	<b>Writing (40 min.)</b>	<b>Language (25 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Reading</li> <li>Small Group Reading: "The Outer Planets"</li> <li>Connecting Key Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast Inner and Outer (Gas) Planets</li> <li>Writing: Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>Morphology: Suffixes -ful and -less</li> </ul>		
<b>Lesson 5 Asteroids, Comets, and Meteors</b>				92
<b>Language (15 min.)</b>	<b>Reading (65 min.)</b>	<b>Writing (20 min.)</b>	<b>Language (20 min.)</b>	
<ul style="list-style-type: none"> <li>Spelling Assessment: /r/ Sound</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Chapter</li> <li>Whole Group Reading: "Asteroids, Comets, and Meteors"</li> <li>Comparing and Contrasting</li> <li>Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Comparing and Contrasting</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Conjunction so</li> </ul>	
Pausing Point 1				107
<b>Lesson 6 Galaxies and Stars</b>				112
<b>Lesson 7 Compare and Contrast: Galaxies</b>				130
<b>Speaking and Listening (65 min.)</b>	<b>Reading (30 min.)</b>	<b>Language (25 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Galaxies"</li> <li>Quick Write</li> <li>Sharing Margin Notes</li> </ul>	<ul style="list-style-type: none"> <li>Compare and Contrast Galaxies and Stars</li> <li>Compare and Contrast Summary</li> </ul>	<ul style="list-style-type: none"> <li>Morphology: Suffixes -ful and -less</li> </ul>		
<b>Lesson 8 Constellations and Stars</b>				144
<b>Reading (45 min.)</b>	<b>Speaking and Listening (55 min.)</b>	<b>Language (20 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Chapter</li> <li>Independent Reading: "Constellations"</li> <li>Comprehension Questions</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Stars and Constellations"</li> <li>Discussing the Read-Aloud</li> <li>Phen: "Escape at Bedtime"</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Conjunction so</li> </ul>		
<b>Lesson 9 Space Exploration</b>				164
<b>Speaking and Listening (60 min.)</b>	<b>Reading (35 min.)</b>	<b>Writing (45 min.)</b>	<b>Language (25 min.)</b>	
<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Space Exploration"</li> <li>Discussing the Read-Aloud</li> <li>Anticipatory Guide Summary</li> <li>Word Work: Launch</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Writing an Opinion</li> <li>Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> </ul>		
<b>Lesson 10 Exploring Space</b>				180
<b>Language (15 min.)</b>	<b>Reading (75 min.)</b>	<b>Writing (30 min.)</b>		
<ul style="list-style-type: none"> <li>Spelling Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Chapter</li> <li>Partner Reading: "Exploring Space"</li> <li>Comprehension Questions</li> <li>Range Connections</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing Writing Choice Board</li> </ul>		
<b>Lesson 11 Gravity—Close Reading, Part 1</b>				192
<b>Reading (65 min.)</b>	<b>Writing (30 min.)</b>	<b>Language (25 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Close Reading: "Gravity"</li> <li>Sharing Margin Notes</li> <li>Maddest Point</li> </ul>	<ul style="list-style-type: none"> <li>Gravity Experiment</li> <li>Summary of Gravity Experiment</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Spelling Words</li> </ul>		
<b>Lesson 12 Gravity—Close Reading, Part 2</b>				206
<b>Reading (70 min.)</b>	<b>Writing (30 min.)</b>	<b>Language (20 min.)</b>		
<ul style="list-style-type: none"> <li>Close Reading: "Gravity"</li> <li>Connects Activity</li> <li>Wrap-Up Discussion</li> </ul>	<ul style="list-style-type: none"> <li>3-2-1 Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Quotation Marks</li> </ul>		
Pausing Point 2				219
<b>Lesson 13 Reader's Theater: Nicolaus Copernicus</b>				224
<b>Reading (35 min.)</b>	<b>Writing (60 min.)</b>	<b>Speaking and Listening (25 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Nicolaus Copernicus"</li> <li>Discussing the Read-Aloud</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Reader's Theater</li> <li>Writing the Script</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Theater: Rehearsal</li> </ul>		
<b>Lesson 14 What's It Like in Space?</b>				238
<b>Reading (55 min.)</b>	<b>Speaking and Listening (50 min.)</b>	<b>Language (25 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Chapter</li> <li>Small Group Reading: "A Walk on the Moon"</li> <li>Small Group Reading: "What's It Like in Space?"</li> <li>Comparing and Contrasting</li> </ul>	<ul style="list-style-type: none"> <li>Performing Reader's Theater</li> <li>Wrap-Up and Reflection (optional computer lab day)</li> </ul>	<ul style="list-style-type: none"> <li>Morphology: Reader Suffixes -ous, -ible, -ly, -ful, and -less</li> </ul>		
<b>Lesson 15 The Space Shuttle</b>				246
<b>Language (15 min.)</b>	<b>Speaking and Listening (15 min.)</b>	<b>Reading (50 min.)</b>	<b>Writing (40 min.)</b>	
<ul style="list-style-type: none"> <li>Spelling Assessment: /sp/, /r/, /s/, /v/, and /v/</li> </ul>	<ul style="list-style-type: none"> <li>Connecting Sentences in a Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Chapter</li> <li>Independent Reading: "The Space Shuttle"</li> <li>Comprehension Questions</li> <li>Connecting Sentences in a Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph Writing: Connecting Sentences</li> <li>Sharing: Connecting Sentences</li> <li>Wrap-Up</li> </ul>	
<b>Lesson 16 Mae Jemison</b>				264
<b>Speaking and Listening (45 min.)</b>	<b>Reading (50 min.)</b>	<b>Writing (25 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Read-Aloud</li> <li>Read-Aloud: "Mae Jemison"</li> <li>Discussing the Read-Aloud</li> <li>Word Work: Mission</li> <li>Shareps and Phrases: A Feather in Your Cap</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the Chapter</li> <li>Partner Reading: "Dr. Mae Jemison"</li> <li>Sequencing</li> <li>Compare and Contrast: Two Texts</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing: Plan and Draft</li> <li>Grammar: Regular Possessive Nouns</li> <li>Wrap-Up</li> </ul>		
<b>Lesson 17 A Tour of the International Space Station</b>				284
<b>Speaking and Listening (50 min.)</b>	<b>Writing (25 min.)</b>	<b>Reading (25 min.)</b>	<b>Language (20 min.)</b>	
<ul style="list-style-type: none"> <li>The International Space Station</li> <li>Space Station Live</li> <li>What Do Astronauts Do on the ISS?</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing: "Stargazer"</li> <li>Comprehension Questions</li> <li>Optional Fluency Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading: "The International Space Station"</li> <li>Reading/Writing Choice Board</li> </ul>	<ul style="list-style-type: none"> <li>Grammar: Plural Possessive Nouns</li> </ul>	
<b>Lesson 18 Unit Assessment: Informative Writing</b>				300
<b>Reading (30 min.)</b>	<b>Language (20 min.)</b>	<b>Writing (50 min.)</b>		
<ul style="list-style-type: none"> <li>Introducing the Reading</li> <li>Independent Reading: "The International Space Station"</li> <li>Reading/Writing Choice Board</li> </ul>	<ul style="list-style-type: none"> <li>Independent Writing: Drafting/Revising</li> <li>Informative Writing: Editing/Publishing</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing: Planning</li> <li>Informative Writing: Revising</li> </ul>		
<b>Lesson 19 Unit Assessment: Informative Writing</b>				312
<b>Writing (60 min.)</b>	<b>Informative Writing: Drafting/Revising</b>			
Pausing Point 3				322
Teacher Resources				329

# Unit Introduction

## 3rd-5th



Provides a summary of:

- Reading Skills
- Spelling Skills
- Grammar Skills
- Morphology Skills
- Prior Knowledge
- Writing
- Performance Tasks Assessments
- Vocabulary
- Fluency Supplements
- Teacher Resources

## Introduction

### ASTRONOMY: OUR SOLAR SYSTEM AND BEYOND

This introduction includes the necessary background information to teach the *Astronomy: Our Solar System and Beyond* unit. This unit contains 19 daily lessons, plus three Pausing Point days that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. Lessons 18 and 19 contain a Performance Task Assessment.

As noted, three days are intended to be used as Pausing Point days. These Pausing Points are embedded into the instruction at appropriate points, with the first one after Lesson 5, the second after Lesson 12, and the third after Lesson 19. You may choose to continue to the next lesson and schedule the first Pausing Point day for another day in the unit sequence. Pausing Points can be used to focus on content understanding, writing, spelling, grammar, morphology skills, or fluency.

### SKILLS

#### Reading

The nonfiction Reader for Unit 7, *What's in Our Universe?*, consists of selections describing the sun, the eight planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. Students will be given opportunities throughout the unit to demonstrate their understanding about astronomy and develop reading fluency.

#### Spelling

During this unit's spelling exercises, students will review words with spelling patterns */j/, /n/, /ae/, /u/, and /s/*. In Lessons 1-5, students will review words with spelling patterns of */j/* spelled 'g'; 'j'; 'ge'; 'dge'; and 'gq'. For Lessons 6-10, students will review words with spelling patterns of */n/* spelled 'n'; 'nn'; 'kn'; and 'gn'. Finally, in Lessons 11-15, students will review words with spelling patterns of */ae/, /u/, /s/, /j/, and /v/*. Students will have two or three Challenge Words and one Content word added to each spelling list.

You will also continue to teach dictionary skills. As this unit progresses, students should become proficient in the application of guide words.

#### Grammar

In grammar, students will review the conjunctions *and* and *because* and be introduced to the conjunctions *so* and *or*. Students will continue their study of cause and effect, understanding that the conjunction *because* announces the cause and the conjunction *so* announces the effect. Students will also recognize that the conjunctions *and* and *or* are opposites, as the conjunction *and* includes

topics, ideas, or things in sentences, whereas the conjunction *or* excludes topics, ideas, or things in sentences. They will be introduced to the correct punctuation needed for presenting items in a series in a sentence and will review the use of quotation marks in dialogue. Students will be introduced to singular and plural possessive nouns.

#### Morphology

During the morphology portion of the lessons, students will study the common suffixes *-ful* and *-less*. Students will also review the suffixes *-ous*, *-ive*, and *-ly*. Students will continue to practice using their knowledge of how these suffixes change the meaning and part of speech of these words. Students have done sufficient word work to be able to apply what they have learned as they encounter unfamiliar words in text and content.

### KNOWLEDGE: WHY ASTRONOMY IS IMPORTANT

This unit will build upon what students have already learned about astronomy and introduces them to new information about this science. Through reading and listening to Read-Alouds, students will learn more about our solar system, our galaxy, other galaxies, and the universe. Students will study the concept of gravity and its effects on Earth and in other places in space. A foundation of knowledge will be laid for more in-depth study in later grades of topics such as matter, light-years, and black holes. Students will learn the difference between a hypothesis and a theory and hear about key people and events involved in the study and exploration of outer space.

This unit also provides opportunities for students to build content knowledge and draw connections to social studies and science subject areas but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies and Science. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Science, Technology, Society, and Social Studies Skills from the social studies discipline and Earth and Space, Force, Motion, and Energy, and Scientific Investigation and Reasoning from the science discipline.

**Special Note:** Lessons 2, 7, and 13 contain content that covers most scientists' estimates of the age of stars and galaxies and the historical debates around Copernicus's theory that the planets orbited the sun. This content may conflict with some students' beliefs about the origins and age of the universe. Please contact your administrator to determine the best approach for teaching the content in these lessons.

### WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for the *Astronomy: Our Solar System and Beyond* unit is a multiday informative writing project that describes a day in the life of an astronaut on the International Space Station. This project is also the final unit assessment. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece. The writing piece can be done with or without the use of technology, but having students use computers to research, write, and publish their informative writing is highly recommended.

Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will write reflections about what they've learned and give opinions. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

### PERFORMANCE TASKS AND ASSESSMENTS

The Primary Focus objectives in each lesson are carefully structured and sequenced throughout the unit to help build student understanding. Additionally, formative assessments are provided to help keep track of students' progress toward objectives and standards. These can be found in the Student Activity Book and are referenced in every lesson.

The unit assessment for this *Astronomy: Our Solar System and Beyond* unit is an informative writing project that spans Lessons 17-19. In this task, students will be asked to write about a day in the life of an astronaut on the International Space Station. Students will use multiple sources to gather information and then plan, draft, revise, edit, and publish their final version. This project gives teachers the opportunity to evaluate students' abilities to read and gather important information and then synthesize that information into a specific writing task. Teachers use the provided rubric to evaluate and score the finished work.

Fluency may be assessed informally throughout the unit, but an optional Fluency Assessment is provided in Lesson 17.

### FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program's digital components site. This component was created to accompany materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

### INSTRUCTIONAL COMPONENTS

#### Teacher Resources

There are 10 Image Cards in your kit that include pictures to augment instruction of the *Astronomy: Our Solar System and Beyond* unit.

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." In this section, you will find the following:

- Glossary
- Activity Book Answer Key

#### Digital Resources

In the Advance Preparation section of each lesson, you will be directed to prepare and project images associated with the Read-Aloud portion of the lesson. These can be found on the program's digital components site.

### ACADEMIC AND CORE VOCABULARY

#### Lesson 1

- atmosphere
- axis
- hemisphere
- universe
- eclipse
- planet
- orbit
- solar system

#### Lesson 5

- asteroids
- comets
- meteor
- asteroid belt
- Halley's comet
- meteorite

#### Lesson 9

- module
- probes
- reusable
- spacecraft
- triumph

#### Lesson 15

- space shuttle
- shuttle
- booster rocket
- especially
- unnamed

Special Notes

# Systematically Builds Background Knowledge



## Making connections year by year



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Instruction is sequenced to provide deep understanding over time.

## Prior Knowledge

Students who have received instruction in the program in Grades 1 and 2 will be familiar with some of the information concerning our solar system, sun, and planet Earth—especially the reason for the seasons. For students who have not received prior instruction in the program, introductory knowledge is addressed at the beginning of each unit.

## Astronomy: Space Exploration (Grade 1)

- Explain that the sun, moon, and stars are located in outer space
- Classify the sun as a star and explain that the sun is a source of energy, light, and heat
- Identify Earth as a planet and our home
- Identify Earth's rotation or spin as the cause of day and night
- Explain that other parts of the world experience nighttime while we have daytime
- Explain that Earth orbits the sun
- Describe stars as hot, distant, and made of gas
- Explain that astronomers study the moon and stars using telescopes
- Explain what a constellation is and identify the Big Dipper and the North Star
- Identify the four phases of the moon: new, crescent, half, full
- State that the moon orbits the earth
- Explain that astronauts travel to outer space
- Describe the landing on the moon by American astronauts and the importance of the first trip to the moon
- Explain that our solar system includes the sun and the planets that orbit it
- Identify that there are eight planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Classify Pluto as a dwarf planet

## Cycles in Nature: Clouds to Raindrops (Grade 2)

- Recognize that Earth orbits the sun
- Explain that it takes one year for Earth to orbit the sun
- Explain that a cycle is a sequence of events that repeats itself again and again
- Describe the seasonal cycle: spring, summer, autumn (fall), winter
- Identify that the tilt of Earth's axis in relation to the sun causes the seasons
- Recognize that most of Earth's surface is covered by water
- Identify the three states of matter in which water exists: solid, liquid, gas

# K-2nd Lesson Example



LESSON

6

**SPELLING ALTERNATIVES**

## Introduce /ch/ > 'ch' and 'tch'

**PRIMARY FOCUS OF LESSON**

**Foundational Skills**

- Students will orally produce words with the /ch/ sound at either the beginning or end. **TEKS 1.2.A.1**
- Students will read words spelled with /ch/ > 'ch' and 'tch,' and will write words with these sound/spellings in fill-in-the-blank sentences. **TEKS 1.2.B.1**

**Reading**

- Students will decode words with initial and final consonant blends. **TEKS 1.2.B.1**
- Students will read "The Coin Shop" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.5.C**

**Language (Spelling)**

- Students will spell and write one-syllable words with /ch/ > 'ch' and 'tch,' and /sh/ > 'sh,' and the Tricky Word how. **TEKS 1.2.C.1**
- Students will decode words with closed syllables. **TEKS 1.2.B.1**

**FORMATIVE ASSESSMENT**

**Activity Page 6.1**

**Fill in the Blanks**

- TEKS 1.2.C.1** Anecdotal Reading Record "The Coin Shop" (Group 1)
- TEKS 1.5** Discussion Questions "The Coin Shop"

- TEKS 1.2.A.1** Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with onset and final consonant blends. **TEKS 1.2.B.1** Demonstrate and apply phonics knowledge by decoding words with onset and final consonant blends, digraphs, and blends. **TEKS 1.4** Use appropriate fluency rate, accuracy, and comprehension when reading grade-level text. **TEKS 1.5.C** Answer oral questions about key details, events, the problem, and the resolution for texts read aloud and independently. **TEKS 1.2.C.1** Demonstrate and apply spelling knowledge by (a) writing words using sound-spelling patterns, (b) spelling high-frequency words from a research-based list, and (c) writing words with one-syllable words with closed syllables, open syllables, vowel teams, and consonant digraphs and blends.

Lesson Primary Focus (Objective)  
TEKS  
Formative Assessment  
Lesson Structure  
Pacing  
Grouping  
Materials

**LESSON AT A GLANCE**

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Sound Riddles (Phonological Awareness)	Whole Group	5 min.	
Introduce Spelling Alternatives for /ch/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <li>Consonant Code Flip Book</li> <li>Spelling Card for /ch/ &gt; /ay/ (/sh/)</li> <li>Individual Code Chart</li> <li>red markers</li> </ul>
Fill in the Blanks (Phonics)	Independent	10 min.	Activity Page 6.1
<b>Reading</b>			
Introduce the Story	Whole Group	10 min.	<ul style="list-style-type: none"> <li>Preview Spellings Chart (Digital Component)</li> <li>Kate's Book</li> </ul>
Read "The Coin Shop"	Small Group/ Partner	15 min.	
<b>Language (Spelling)</b>			
Introduce Spelling Words	Whole Group	15 min.	
<b>Take-Home Material</b>			
Spelling Words			Activity Page 6.2

Foundational Skills  
Example  
1st Grade  
Unit 5 Lesson 6

LESSON

6

**ASTRONOMY: SPACE EXPLORATION**

## History of Space Exploration and Astronauts

**PRIMARY FOCUS OF LESSON**

**Speaking and Listening**

- Students will identify four phases of the moon.

**TEKS 1.1.A; TEKS 1.3.C**

**Reading**

- Students will describe the experiences of the first astronauts.

**TEKS 1.1.A; TEKS 1.4.C; TEKS 1.4.F**

**Language**

- Students will demonstrate an understanding of the Tier 2 word launch.

**TEKS 1.3.D**

**Reading**

- Students will learn to identify the characteristics of a persuasive text.

**TEKS 1.5.E**

- Students will identify the purpose of print and graphic features in a persuasive text.

**TEKS 1.5.C**

**Writing**

- Students will identify and write opinion statements about what they think is the most difficult thing about being an astronaut.

**TEKS 1.5.F**

**FORMATIVE ASSESSMENT**

**Exit Pass**

- Astronomy Journals** Students will describe the experiences of the first astronauts in a journal.

**TEKS 1.5.B**

- TEKS 1.1.A** When actively ask relevant questions to clarify information, and answer questions using multi-word responses.
- TEKS 1.4.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

Lesson Primary Focus (Objective)  
TEKS  
Formative Assessment  
Lesson Structure  
Pacing  
Grouping  
Materials

**LESSON AT A GLANCE**

	Grouping	Time	Materials
<b>Introducing the Read-Aloud (10 min.)</b>			
What Have We Already Learned?	Whole Group	10 min.	Image Cards 3-6
Making Predictions About the Read-Aloud			board/chart paper
<b>Read-Aloud (30 min.)</b>			
Purpose for Listening	Whole Group	30 min.	<ul style="list-style-type: none"> <li>Flip Book: 6A-1-6A-10</li> <li>world map or globe</li> <li>video clip of a rocket launch (optional)</li> </ul>
"History of Space Exploration and Astronauts"			
Comprehension Questions			
Word Work: Launch			
<b>This is a good opportunity to take a break.</b>			
<b>Application (20 min.)</b>			
Opinion Writing	Independent	20 min.	<ul style="list-style-type: none"> <li>Opinion Statement Poster (Digital Component)</li> <li>astronomy journals</li> <li>drawing or writing tools</li> <li>Activity Page 6.1 (optional)</li> </ul>
Astronomy Journals			
<b>Take-Home Material</b>			
Family Letter			Activity Page 6.2



Knowledge  
Example  
1st Grade  
Unit 5 Lesson 6

# 3rd-5th Lesson Example



LESSON

# 3

## The Planets Closest to the Sun

### PRIMARY FOCUS OF LESSON

#### Speaking and Listening

Students will listen to and discuss informational text about the planets in our solar system. **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.B**

#### Reading

Students will read informational text about the inner planets and make connections between key ideas in paragraphs. **TEKS 3.6.G; TEKS 3.7.C**

#### Writing

Students will write a summary statement of paragraphs in an informational text about the inner planets. **TEKS 3.6.G; TEKS 3.7.B**

#### Language

Students will write words using spelling patterns and rules for words with the /j/ sound. **TEKS 3.2.B.14**

### FORMATIVE ASSESSMENT

Activity Page 3.1

**Key Ideas in Paragraphs** Students will write a summary statement connecting paragraphs in a text. **TEKS 3.6.G; TEKS 3.7.B**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments. **TEKS 3.6.G** Evaluate details read to determine key ideas. **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text. **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures. **TEKS 3.2.C** Use text evidence to support an appropriate response. **TEKS 3.2.B.14** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Unit 7

### LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Speaking and Listening (45 min.)</b>			
Introducing the Read-Aloud	Whole Group	10 min.	<input type="checkbox"/> Digital Flip Book: U7.L3.1-U7.L3.11 <input type="checkbox"/> 11x11x11 math unit cube model (optional)
Read-Aloud: "Our Solar System, Part 2"	Whole Group	20 min.	<input type="checkbox"/> blank paper or writing journal
Discussing the Read-Aloud	Whole Group	5 min.	
Think-Write-Share	Partner	5 min.	
Word Work: Frigid	Whole Group	5 min.	
<b>Reading (35 min.)</b>			
Introducing the Chapter	Whole Group	10 min.	<input type="checkbox"/> What's in Our Universe? <input type="checkbox"/> Activity Page 3.1
Small Group and Partner Reading: "The Planets Closest to the Sun"	Small Group/ Partner	25 min.	
<b>Writing (20 min.)</b>			
Connecting the Key Ideas	Independent	20 min.	
<b>Language (20 min.)</b>			
Spelling: /j/ sound: Blank Busters	Independent	20 min.	<input type="checkbox"/> Activity Page 3.2
<b>Take-Home Material</b>			
Reading: "The Planets Closest to the Sun: Mercury, Venus, Earth, and Mars"			<input type="checkbox"/> Activity Pages 3.3, 3.4
Questions from Reading			

3rd Grade  
Unit 7 Lesson 3

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Lesson 3 The Planets Closest to the Sun

Lesson Primary Focus (Objective)  
TEKS  
Formative Assessment  
Lesson Structure  
Pacing  
Grouping  
Materials





# Speaking & Listening 3rd-5th



## ADVANCE PREPARATION

### Speaking and Listening

- Prepare to project the following Digital images on the program's digital components site during the Read-Aloud: U7.L3.1-U7.L3.11.
- Prepare an 11x11 math unit cube model (optional).

### Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide 1:1 or small group support.

Start Lesson

## Lesson 3: The Planets Closest to the Sun

# Speaking and Listening 45M

**Primary Focus:** Students will listen to and discuss informational text about the planets in our solar system **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.B**

## VOCABULARY: "OUR SOLAR SYSTEM, PART 2"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "unit dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**frigid**, extremely cold

**greenhouse**, a building with a transparent glass or plastic roof and walls made to trap in heat from the sun and grow plants all year round

**NASA**, an acronym for the National Aeronautics and Space Administration; an organization in the United States that directs space travel and research

**polar**, related to the pole of a planet or the area surrounding it

## Vocabulary Chart for "Our Solar System, Part 2" Read-Aloud

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	NASA	frigid greenhouse polar
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

## INTRODUCING THE READ-ALoud (10 MIN.)

- Prepare to project the following Digital images on the program's digital components site during the Read-Aloud: U7.L3.1-U7.L3.11.
- Review with students what they've learned so far about the solar system.

- How many planets are in our solar system?
    - eight
  - Name the eight planets in order from the sun
    - Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
  - What other celestial bodies can be found in our solar system besides the sun and its planets?
    - dwarf planets, comets, asteroids, meteoroids, moons, debris
  - What is the atmosphere of a planet and how does it affect the planet?
    - It is a blanket of gas that surrounds the planet. It holds heat and keeps the planet at a steadier temperature.
- Tell students to listen carefully to find out which planets in our solar system other than Earth have an atmosphere and how the atmosphere affects the characteristics of the planet.

## READ-ALoud: "OUR SOLAR SYSTEM, PART 2" (20 MIN.)



### Show Image U7.L3.11 Beyond Neptune

Let's look beyond the last planet, Neptune, farther out into space. Objects beyond our eight planets are called "trans-Neptunian." Here is where we find the dwarf planet Pluto.

Who recalls what makes Pluto unique? (*It used to be a planet but was reclassified in 2006 as a dwarf planet.*)

There are many other trans-Neptunian celestial bodies in our solar system even farther away than Pluto that astronomers are only beginning to discover. The distances in space between these objects are astronomical!

What do you think astronomical means? (*extremely large*)

Why do you think that the word astronomical came to mean extremely large? (*Answers vary, but should include that there are so many stars (astro) in the universe, that it would be impossible to count them all.*)

And beyond our solar system, there's a whole neighborhood of stars. And beyond that neighborhood of stars, there are billions of other neighborhoods of stars! Why, then, is a whole universe out there just waiting for us to learn more about it!

## DISCUSSING THE READ-ALoud (5 MIN.)

- Literal.** Why is the dark side of Mercury so cold when the planet is so close to the sun?
  - It has no real atmosphere to trap in the heat from the sun.
- Literal.** What is the term we use to describe how the dense atmosphere of a planet can trap in heat from the sun?
  - the greenhouse effect
- Evaluative.** How are Earth and Venus similar?
  - They both have atmospheres dense enough to trap in heat, and they are similar in size.

Lesson 3 The Planets Closest to the Sun

## Support

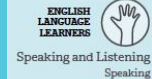
Explain that dense means "very compact, having many things (like particles) close together."

## Challenge

Have students write what they already know about a planet and what they would most like to learn more about.

## Challenge

Students can create questions and answers on index cards that can be used during a unit review game.



## Speaking and Listening Speaking

**Beginning**  
Ask students simple yes or no questions, i.e., "Would you like to learn more about Venus?"

**Intermediate**  
Provide sentence frames for students, i.e., "I would like to learn more about \_\_\_\_\_ because \_\_\_\_\_."

**Advanced/Advanced High**  
Encourage students to use complete sentences and domain vocabulary.

ELPS 1.2; ELPS 3.7

## Vocabulary Preview Introduction to Reading

- Pre-assessment of content knowledge
- Build background
- Make connections to previous knowledge

## Read Aloud

## Discussion of Read-Aloud

- Literal & Evaluative Questions

## Think-Write-Share

- Reflection on read aloud

## Word Work

- Learn vocabulary in context
- Practice using
- Real life application
- Connection to other words

Unit 7

Lesson 3 The Planets Closest to the Sun

Lesson 3 The Planets Closest to the Sun



# K-2nd Read-Aloud (Knowledge Units)



### Lesson 3: Introduction to the Sun and Space

## Introducing the Read-Aloud

**Speaking and Listening:** Students will discuss Earth's atmosphere and outer space, expressing relevant ideas by speaking clearly and at an appropriate rate.

**TEKS 1.10.1**

**TEKS 1.10.2**

**CORE CONNECTIONS (5 MIN.)**

- Tell students that over the next few weeks they will be learning about astronomy, the study of outer space.
- Ask students if they have ever heard of outer space. If so, guide students in a discussion about what can be found in outer space (beyond the earth). As students volunteer what they know, remind the class of the importance of speaking clearly and at an appropriate pace when participating in a discussion. **TEKS 1.10.1**
- Tell students that they might be surprised to know that they see objects from outer space in the sky every day. Ask the following questions:
  - What is the big, hot object we can see in the sky during the day? (The sun)
  - What is the big, bright object that we can see in the sky at night and that appears to be glowing? (the moon)
  - What are the smaller, twinkling lights we can see in the sky at night? (the stars)
- Point out that all of these objects—the sun, moon, and stars—are actually in outer space. Invite students to ask questions to clarify their understanding of outer space.
- Tell students that over the next few weeks, they will learn more about the sun, the moon, the stars, and other objects in outer space.

**TEKS 1.11.1** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.  
**TEKS 1.11.2** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.  
**TEKS 1.10.2** Create relevant images to support understanding with oral responses.

### Lesson 4: Stargazing and Constellations

## Read-Aloud

**Reading:** Students will identify major constellations and important discoveries by astronomers.

**TEKS 1.10.1**

**TEKS 1.10.2**

**TEKS 1.10.3**

**TEKS 1.10.4**

**TEKS 1.10.5**

**TEKS 1.10.6**

**TEKS 1.10.7**

**TEKS 1.10.8**

**TEKS 1.10.9**

**TEKS 1.10.10**

**TEKS 1.10.11**

**TEKS 1.10.12**

**TEKS 1.10.13**

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**TEKS 1.10.17**

**TEKS 1.10.18**

**TEKS 1.10.19**

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**TEKS 1.10.100**

### COMPREHENSION QUESTIONS (10 MIN.)

- Literal.** The ancient Greeks believed that gods put certain groups of stars together in the sky in order to make pictures that would tell stories and teach lessons. What are these pictures called? (constellations)

**Show Images 4A-4, 4A-8, and 4A-9**

**Check for Understanding**

**Turn and Talk:** Name the constellation as I point to it. [Point to the constellation(s) in each image.] Turn to a partner and share one thing you remember about that constellation. [Ask several students to share.]

**Show Image 4A-4: Big Dipper**

- Literal.** Why is this group of stars called the Big Dipper? (group of stars that looks like a ladle or pot)
- Inferential.** What is special about Polaris, the North Star? (It always stays in the north, making it a good star to use for navigation.)
- Literal.** What astronomer was the first to say that the earth revolved around the sun? (Copernicus)
- Literal.** What astronomer was the first to say that the earth revolved around the sun? (Copernicus)
- Literal.** We also learned about another important astronomer, Galileo. What invention did he improve upon that helped astronomers make new discoveries? (telescopes)

**ENGLISH LANGUAGE LEARNERS**

**Language**

**Analyzing Language Choices**

**Beginning:** Ask students whether a word is similar to ancient or the opposite of ancient.

**Intermediate:** Have students identify words that are the opposite of ancient.

**Advanced/Advanced High:** Challenge students to make a sentence for a word that is the opposite of ancient.

**TEKS 1.10.1** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.  
**TEKS 1.10.2** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.  
**TEKS 1.10.3** Create relevant images to support understanding with oral responses.

### WORD WORK: ANCIENT (5 MIN.)

- In the Read-Aloud you heard, “The ancient Greeks, Arabs, Romans, Chinese, Egyptians, Turks, Mayans, Babylonians, and countless others all studied the stars.”
- Say the word ancient with me.
- If something is ancient, it is very, very old or from a very, very long time ago.
- You may remember we studied the Maya, an ancient civilization from thousands of years ago.
- Think of one thing in your life that was not around in ancient times. For example, you could say, “There were no televisions in ancient times.” Try to use the word ancient when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “There were no \_\_\_\_\_ in ancient times.”]
- What’s the word we’ve been talking about?

**Use an Antonym activity for follow-up.** We know that ancient means a long, long time ago, or very, very old. The opposite of ancient, or its antonym, is modern, which means what is happening right now, or is very new. Listen to the following examples. If I describe something about ancient times, say, “That is ancient.” If I describe something about modern times, say, “That is modern.”

- When people want to talk to someone who lives far away, they call them on the phone or write an e-mail. (That is modern.)
- Mayans built temples. (That is ancient.)
- People keep their food fresh in a refrigerator or a freezer. (That is modern.)
- People told stories about a hunter named Orion to explain a set of stars in the sky. (That is ancient.)
- A person can choose to take recycling to a recycling bin. (That is modern.)
- People use cars, trains, and airplanes to get from one place to another. (That is modern.)

**ENGLISH LANGUAGE LEARNERS**

**Language**

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**TEKS 1.10.1** Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.  
**TEKS 1.10.2** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.  
**TEKS 1.10.3** Create relevant images to support understanding with oral responses.

## Vocabulary Preview Introduction to Reading

- Build background
- Make connections to previous knowledge

## Read Aloud Discussion of Read-Aloud

- Literal & Inferential Questions

## Word Work

- Learn vocabulary in context
- Practice using
- Real life application
- Connection to other words





# Reading 3rd-5th



## Lesson 3: The Planets Closest to the Sun Reading

35M

**Primary Focus:** Students will read informational text about the inner planets and make connections between the key ideas in paragraphs. **TEKS 3.6.C; TEKS 3.7.C**

### VOCABULARY: "THE PLANETS CLOSEST TO THE SUN: MERCURY, VENUS, EARTH, AND MARS"

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the student reader.

**naked eye**, with just your eyes, without the use of instruments

**probe**, a tool used to explore something, such as outer space (probes)

### Vocabulary Chart for "The Planets Closest to the Sun: Mercury, Venus, Earth, and Mars"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary		naked eye probe
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

### INTRODUCING THE CHAPTER (10 MIN.)

- Make sure that you and your students each have a copy of the "What's in Our Universe?"
- Decide which students will be working with you in a small group for guided reading, and which students will be reading with a partner.
- Tell students that today they'll be reading in a small group or with partners about the planets closest to the sun.
- Have students turn to the first page of the chapter.

### SMALL GROUP AND PARTNER READING: "THE PLANETS CLOSEST TO THE SUN" (25 MIN.)

- Gather the small group together and make sure the other students have their reading partner.
- Tell the partners to take turns reading paragraphs aloud.

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.  
**TEKS 3.7.C** Use text evidence to support an appropriate response.

## Reading Introduction

- Vocabulary preview
- Provide the objective for their reading

## Reading Practice

- Independent, partners, or small group

## Guided Practice


- Some students will need guided reading practice with the teacher. Lessons are provided for the guided practice.

## Questions to Check for Understanding

Mars is the fourth planet from the sun. It is named after the Roman god of war. When you look at Mars in the night sky, it looks quite red. This is because the rocks on Mars contain rust.

Many space probes and robots have landed on Mars. They have taken photographs and also dug up rocks.

One probe that went to Mars not long ago found some ice. That was big news. Ice is frozen water. If there is water on Mars, there might be life. Some experts argue that nothing could live on Mars. They say it is too cold and too dry. Others think there might be life on Mars. They think there might be something alive down under the rocks. Still others think there might have been life on Mars at one time but there isn't any now.



Mars

20 21

### Pages 20–21

- Point students' attention to the image of Mars on page 21.
- Tell students to read page 20 to themselves to find the answer to the question: "What could the discovery of ice on Mars mean?"
- When students have finished reading, restate the question and ask students to answer.
  - Ice is frozen water so if there is water on Mars, there might be life on Mars.
- Ask students, "How do you know your answer is correct?"
  - Students should be able to read the sentences that provide the answer.
- Ask students, "Why does Mars look red when you see it in the night sky?"
  - The rocks on Mars contain rust, making it appear red.
- Have students check the predictions they made before reading the chapter about what they think they might learn about things they could see with a telescope.



ENGLISH LANGUAGE LEARNERS  
Reading/Viewing Closely

**Beginning**  
Ask yes and no questions, i.e., "Is Mars bigger than Earth?"

**Intermediate**  
Model for students how to find the key ideas and details in the text.

**Advanced/Advanced High**  
Provide support for students as needed.

ELPS 4.F, ELPS 4.I



# Reading K-2nd (Skills Units)



## Practice to building both word knowledge skills and comprehension.

Lesson 19: "Two Good Things and One Bad Thing"  
Reading

**Primary Focus:** Students will read "Two Good Things and One Bad Thing" with purpose and understanding, and will answer oral, inferential, and evaluative questions about key details in the text. **TEKS 1.8-1.10, 1.6-1.8**

**INTRODUCE THE STORY (10 MIN.)**

- Ask students to turn to the table of contents and tell you which story is after "The Bone Man." ("Two Good Things and One Bad Thing") Tell students that Kate finds out two good things and one bad thing in this story. Ask, "What did Kate and Gad talk to Ron Fitch about in the last story?" (the bone they found)

**Preview Spellings**

- Please preview the following spellings and Tricky Words before reading today's story.
- The special Tricky Words for today's story are *stayed*, *belongs*, and *sorry*.
- Please have students read and practice saying the words before reading the story.

**Digital Component 19.1**

<i>rl</i> > 'wr'	<i>rl</i> > 'wr'	<i>sch</i> > 'tch'	Tricky Words
wrist wrong	I've solved your-selves	Fitch scratching	two why be-cause stayed be-longs sorry

**Preview Core Vocabulary**

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**thrilled—adj.**, excited (S2)  
Example: I was thrilled to get a new bike!

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. **TEKS 1.6.6** Evaluate details to determine what is most important with adult assistance.

Lesson 19 | Spelling Alternatives: Review /r/ /l/ and /l/

**Vocabulary Chart for "Two Good Things and One Bad Thing"**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			thrilled
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

**Purpose for Reading**

- Tell students to read today's story to find out what the two good things and one bad thing are.

**READ "TWO GOOD THINGS AND ONE BAD THING" (10 MIN.)**

**Partner Reading**

- Have students read the story with a partner.

**Observation: Anecdotal Reading Record**

As you listen to students read "Two Good Things and One Bad Thing," make notes regarding their individual reading ability in the Anecdotal Reading Record.

**Wrap-Up**

- Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

**Discussion Questions for "Two Good Things and One Bad Thing"**

- Inferential.** Why did Ron Fitch speak with Doca?
  - In the last story, Kate and Gad took the bone to Ron Fitch to find out what kind of bone they had found. Ron Fitch called with the test results.
- Literal.** What kind of bone did they find?
  - They found a raptor bone.
- Inferential.** Why can't Gad and Kate keep the bone?
  - Gad and Kate can't keep the bone because there is a law that says you can't dig up bones and keep them for yourself.
- Literal.** What is the last good thing?
  - Kate and Gad got to name the bone.
- Evaluative.** What name do you think Kate and Gad will choose for the bone?
  - Answers may vary.

**Observation: Discussion Questions**

Call on a different student to answer each question. Mark student performance in the Discussion Questions Observation Record, noting whether the question answered was literal, inferential, or evaluative, and whether the student answered in a complete sentence and/or cited evidence from the text.

Lesson 19: Foundational Skills Remediation  
**Additional Support**

**MORE HELP WITH SPELLING ALTERNATIVES FOR /r/**

**Spelling Practice**

- Use the words listed below to contrast the spellings of /r/.
- Say the first word listed and have students write it on **dry-erase boards**.
- Have students hold up their dry-erase boards as you review the correct spelling.

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Lesson 19 | Spelling Alternatives: Review /r/ /l/ and /l/

**ENDLESS LITERATURE LEARNERS**

**Reading**

**Reading/Viewing Closely**

**Beginning**  
Rephrase questions into yes/no questions (e.g., "Can Gad and Kate keep the bone?").

**Intermediates**  
Provide students with sentence frames for answering the questions (e.g., "Gad and Kate can't keep the bone because . . .").

**Advanced/Advanced High**  
Have students use key details from the text in their answers to the questions.

**RTTEK/RTTEK/RTTEK**

### Reading Introduction

- Vocabulary preview
- Phonics and spelling pattern preview
- Provide the objective for their reading

### Reading Practice

- Independent, partners, or small group

### Questions to Check for Understanding

### Additional Support

- Additional guidance is provided for students that require additional support.



# Writing 3rd-5th



## Activity Page 3.1



### Writing

**Beginning**  
Provide sentence frames for students, i.e., "The first paragraph in the text about Mars says that the planet is covered with \_\_\_\_ that have \_\_\_\_ and that's why the planet is red."

**Intermediate**  
Allow students to work with partners.

**Advanced/Advanced High**  
Encourage students to write their summary in complete sentences.

**ELPS 5.F**

### Support

Provide writing prompts for students, i.e., "The first paragraph says that \_\_\_\_"

### Challenge

Have students summarize the three paragraphs using just one sentence.

## Lesson 3: The Planets Closest to the Sun

# Writing



**Primary Focus:** Students will write a summary statement of paragraphs in an informational text about the inner planets. **TEKS 3.6.G; TEKS 3.7.B**

### CONNECTING THE KEY IDEAS (20 MIN.)

- Bring the whole group back together.
- Have students turn to Activity Page 3.1.
- Tell students that today they'll be rereading the paragraphs in order to find the key ideas. Then, they'll connect those key ideas to write a summary statement.
- Go over the graphic organizer on Activity Page 3.1.
- Have students turn to page 20 in their Student Reader.
- On Activity Page 3.1, have students write "Mars" in the box labeled "Title."
- Read the first paragraph aloud and ask students if they can find the key idea. (Mars is covered with rocks that have rust in them, so it appears to be red)
- Have students write the following notes in the first of the three paragraph boxes: rocks, rust, red.
- Tell students to read the second paragraph to themselves and look for the key idea. Have them write notes for the second paragraph in the second box. Have a few volunteers share their notes. (Probes landed, photographs, dug up rocks)
- Have students read the third paragraph and write notes in the third box. Have a few volunteers share. (ice found, could be life is there, could be life was there long ago)
- Tell students to look at the bottom of Activity Page 3.1. In the box at the bottom they will be using their notes from each of the paragraphs to write a summary statement that connects them all.
- Students will work independently.

### WRAP-UP

- Collect Activity Page 3.1 when complete.

**TEKS 3.6.G** Evaluate details read to determine key ideas. **TEKS 3.7.B** Write a response to a literary or informational text that

## Example 1

### INFORMATIVE WRITING: DRAFTING/REVISING (45 MIN.) **TEKS 3.11.C**

- Tell students that as they are finishing their drafts and beginning their revising, they should look for places to add more information, details, or descriptive words that will help the readers visualize the International Space Station and what the astronaut is doing or what they are experiencing.
- Tell the students that they also might want to revise their drafts so that the sentences flow better or make more sense to the reader.
- Copy Activity Page 19.1 onto chart paper or the board. Go through the Revision Checklist with students.

1.	Do I have a good topic sentence?	
2.	Do I have a good concluding sentence?	
3.	Are there any parts that do not make sense?	
4.	Do my sentences flow well in this order?	
5.	Do I have a good variety of sentence structures?	
6.	Could I combine any of my sentences?	
7.	Do I have a good variety of descriptive words?	
8.	Is my writing interesting?	
9.	Is this my best work?	

- Draw attention to numbers 5 and 6 on the Revision Checklist.
- Ask students to explain what they mean.
- Write the paragraph below on the board:

*The Space station does not have a lot of room. The Space Station is filled with lots of equipment. The astronauts must work very close together.*

- Have a discussion about ways to improve this paragraph, focusing on using a variety of sentence structures and on combining sentences.
- Draw attention to numbers 7 and 8 on the Revision Checklist.
- Ask students to think of ways to add more descriptive words and make the sample paragraph more interesting.
- Have students reread and revise their own drafts, using the Revision Checklist on the chart or board as a guide.
- You may wish to have students exchange their writing with their peers for additional feedback.

**TEKS 3.11.C** Revise draft ideas for coherence and

## Example 2



### Writing

**Beginning**  
Provide 1:1 prompting and support when needed.

**Intermediate**  
Allow students to work with partners.

**Advanced/Advanced High**  
Provide support if needed.

**ELPS 5.F**

### Support

Work with students individually or in small groups based on need.

Writing lessons provide opportunities throughout the unit for students to:

- Reflect on learning
- Use graphic organizers to organize thinking
- Use text evidence to justify their thinking
- Research
- Develop drafts
- Revise
- Edit
- Create a final product.



# K-2nd Writing (Skills & Knowledge Units)



## Lesson 15: Opinion Writing

Students will distinguish between facts and opinions in oral sentences and will identify the sentence that provides the author's opinion in a written paragraph

### OPINIONS VS. FACTS

- Remind students that they have learned to write different types of text, such as narratives, book reports, and descriptions.
- Tell students that today they will begin to learn about a text type in which they state their opinion about something.
- Explain that an opinion is your personal view or belief (i.e., what you think about something).
- Give an oral example of an opinion: "I think hot summer days are the best!" Not everyone thinks that hot summer days are the best, so some people do not like them. So, saying that I think hot summer days are the best is an opinion, not a fact. A fact is something that is true and can be proven.
- Give an oral example of a fact: "On hot summer days, the temperature outside rises."
- Tell students that you are going to read several sentences and you want them to tell you whether each sentence is an opinion or a fact.
- Read the statements from the following box. Pause after each statement and ask students if it is an opinion or a fact. If students have difficulty with any of the statements, remind them that an opinion is a belief or a personal preference and a fact is something that is known to be true.

**Note:** These sentences are not entirely decodable and are meant to be used orally in this exercise.

TEKS 15.1.14 Recognize characteristics of persuasive text with adult assistance.

Lesson 15: Opinion Writing

## ENGLISH LANGUAGE LEARNERS

Language Support: Opinion

Beginner

Provide students with a word bank for supporting their opinion (e.g., heavily, soft, fun, quiet, costly, quiet).

Intermediate

Have students use familiar vocabulary and complete sentences to support their opinion.

Advanced/Advanced High

Provide minimal support for open responses and encourage students to use detailed sentences.

TEKS HELPERS

Activity Page 15.2

Support

You may wish to point out that the word *heavily* is a three-syllable word. Tell students that the chunking process is the same as with two-syllable words.

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- Dogs are animals. (fact)
- Dogs are the smartest animals. (opinion)
- Math is the best subject. (opinion)
- [Student's name] goes to [name of school]. (fact)
- The color of grass is green. (fact)
- The prettiest color is purple. (opinion)

Explain that in writing a longer text, such as a paragraph that states an opinion, the writer states an opinion and gives the reader reasons for that opinion. Tell students that when a writer states an opinion, they are taking a stand on a subject and is prepared to explain why.

Illustrate the above by elaborating on the previous opinion example about hot summer days: "I think hot summer days are the best because I can go swimming!"

Tell students that in this example you are taking a stand that you love hot summer days. The reason or explanation you took that stand is that you can go swimming. Point out that you used the linking word because to introduce the reason why you love hot summer days.

Ask students to think of their favorite animal. They should take a stand on their favorite animal using the following sentence starter: My favorite animal is \_\_\_\_\_. Tell them to think of two reasons, or explanations for, why they like that animal.

Have a few students take turns sharing what their favorite animal is and giving two reasons why. Remind students to use the linking word because to introduce the reasons why they like the animal.

Point out that this piece of writing has a title and a body. The body is written in paragraph form with the first line indented.

TEKS 15.1.14 Recognize characteristics of persuasive text with adult assistance.

## ENGLISH LANGUAGE LEARNERS

Language Support: Opinion

Beginner

Provide students with a word bank for supporting their opinion (e.g., heavily, soft, fun, quiet, costly, quiet).

Intermediate

Have students use familiar vocabulary and complete sentences to support their opinion.

Advanced/Advanced High

Provide minimal support for open responses and encourage students to use detailed sentences.

TEKS HELPERS

Activity Page 15.2

Support

You may wish to point out that the word *heavily* is a three-syllable word. Tell students that the chunking process is the same as with two-syllable words.

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## Lesson 16: Plan and Draft an Opinion Paragraph

Students will plan and draft an opinion paragraph

TEKS 16.1.14 Plan and draft an opinion paragraph as a class (30 min)

Review

Remind students that they have been learning about the elements of an opinion paragraph, how to take a stand and tell why.

Check for Understanding

As students watch the difference between an opinion and a fact. (An opinion is your belief or personal view about something, and a fact is something that is known to be true.)

Digital Component 15.1

Direct students' attention to the enlarged version of the opinion paragraph titled "The Best Book Ever" from the previous lesson.

Prompt students to review the elements of an opinion paragraph from their discussion of "The Best Book Ever," which they read in the previous lesson. (title, starting sentence with opinion, providing at least two reasons to support opinion, ending sentence).

Make a Plan

Tell students that in today's lesson they will work as a group to plan a class opinion paragraph, or to take a stand and tell why.

TEKS 16.1.14 Plan and draft an opinion paragraph as a class.

Lesson 16: Plan and Draft an Opinion Paragraph as a Class

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## Knowledge Units

### Digital Component 16.1

Direct students' attention to The Writing Process graphic you prepared in advance and remind students that the first step in the writing process is planning—thinking about what they will write about.

Tell students that they will plan an opinion paragraph about a favorite class or school event.

Have students brainstorm a list of class or school events in which they have participated during this school year. (You may wish to record students' ideas on the board/chart paper. (It is to use decodable words whenever possible).)

Remind students of that event and review what happened during the event, asking students to share specific reasons why they enjoyed it.

Explain that the class experienced this event as a group, so it would be possible to write an opinion about it as a group, saying what they liked about it. However, an opinion paragraph is usually written from the point of view of a single person instead of a group.

Explain that you would like the class to plan an opinion paragraph about the event as a group but use only one person as the writer. The whole class will help think and talk about the opinion paragraph, but it will be only one student who writes it from their point of view.

Ask if anyone would like to volunteer to be the writer for the opinion paragraph.

Choose a student to be the writer. Explain that the whole class will be planning the opinion paragraph, but it will be an opinion of the event as experienced by this student.

Digital Component 16.2

Direct students' attention to the planning template you prepared in advance.

Explain that the class will plan the opinion paragraph orally while you write the opinion and responses on the template.

## Lesson 1: Introduction to the Sun and Space Application

Writing: Students will make observations about the sky and record them in a journal

TEKS 1.1.14

### ASTRONOMY JOURNAL (to Do)

- Tell students that over the next weeks they are going to pretend to be astronomers as they learn about outer space. Tell them they will use astronomy journals to record both observations (what they see) and facts (what they learn) about outer space.
- Hand out the journals you prepared in advance.
- Take students outside, or if that is not possible, take them to a large window where they can see the sky.
- Have students spend a few minutes studying the objects they see in the sky on the first page of their journals. Tell students that a sketch is a simple drawing with few details or colors.
- Have students return to their work spaces.
- Have students label the objects they draw.
- Remind students about the two levels of the sky: the atmosphere and outer space.
- Discuss students' sketches, helping them recognize which objects in their drawings are located inside Earth's atmosphere (birds, airplanes, clouds, etc.).

### Check for Understanding

Circle 3: Direct students to circle any object in their drawings that is found in outer space, outside or beyond the bubble of air we call the atmosphere. (the sun, or possibly the moon if it is visible)

TEKS 1.1.14 Observe and compare information from modeling, representing, and using.

Support

Some students may benefit from using the modified Astronomy Journal prompts on Activity Page 1.2.

Support

If students have difficulty before/during their drawings, have them refer to the "Chart for Atmosphere/Outer Space."

Challenge

Encourage students to show their drawings with a partner and identify which objects are part of the atmosphere and which are part of outer space.

## Grouping Options

Small Group Work

Divide students into small groups to draft their paragraphs.

Group 1: Ask students who are able to do so to complete the draft on their own. If students finish quickly, have them sit in pairs and read their opinion paragraphs to each other. You can also have them draw a picture to accompany their opinion paragraph or copy the draft to a clean sheet of paper.

Group 2: Have students who need more support drafting their opinion paragraph form a group. Have students write their starting sentence, and have some of them share it with the group. Students should then write a brief description of Kate's Book. Instruct students to work on their reasons next, reminding them to use the linking word because to introduce each one. Work one-on-one if necessary. Have students check in with you before they write their ending sentence. While students are wrapping up, check in on Group 1.

Congratulate students on having completed their drafts.

Prompt to The Writing Process graphic, explain that they have finished the first two steps of the writing process—planning and drafting. Tell students the next step in the writing process is editing.

Remind students that editing is what you do when you try to make a draft better.

Tell students that you will select one student from the class to be the author of the day in the next class. The author of the day will share their draft with the class. The class will say what they like about it and also offer some suggestions for how the author might make it even better. The whole class will work on editing the student's draft. TEKS 1.1.14

Lesson 1: Plan and Draft an Opinion Paragraph as a Class

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## Skills Units

101





# Language 3rd-5th



## Spelling Grammar Morphology

### Lesson 3: The Planets Closest to the Sun Language



**Primary Focus:** Students will write words using spelling patterns and rules for words with the /n/ sound. **TEKS 3.2.B.14**

#### SPELLING (20 MIN.)

##### Blank Busters

- Tell students that they will practice writing their spelling words for the week.
- Tell students to turn to Activity Page 3.2. Note for students that some sentences have two blanks.
- Point out to students that the spelling words are listed in the box on the page and on the board. Students may also have to add an appropriate suffix to have the sentence make sense: -s, -ed, -ly, or -ing.
- Ask students to read the statement in number 1 silently and fill in the blank. When students have completed number 1, call on one student to read number 1 aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to be sure students understand why it is correct.
- Discuss the proper spelling of the word in the blank, referencing the table of this week's spelling words. Have students compare their spelling with the spelling in the table.
- Have students complete the rest of the sentence on their own.
  - If time permits, go over the answers as a class.

#### WRAP-UP

- Tell students they will take home Activity Pages 3.3 and 3.4 to read and complete the questions.

**TEKS 3.2.B.14** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

#### Activity Page 3.2



ENGLISH LANGUAGE LEARNERS

Language Foundational Skills

##### Beginning

Read the sentence and provide a choice of three words to the student. I.e., "A stained and dirty kitchen sink is \_\_\_\_\_ than a clean one. Is the word *gerry*, *germier*, or *germly*?"

##### Intermediate

Have students work with a partner to say the words with the different suffixes -s, -ed, -ing, -er, or -ly before completing the sentences.

##### Advanced/Advanced High

Encourage students to complete the activity independently.

##### ELPS 2.C; ELPS 4.F

##### Support

Go through the list of words and practice adding suffixes -s, -ed, -ing, -er, or -ly to each of the words. Have students write down the newly formed words and then use them as a word bank to complete Activity Page 3.2.

##### Challenge

Have students create their own sentences using the spelling words with appropriate suffixes -s, -ed, -ing, -er, or -ly.

#### Projection DPU7.L6.1

'n' > /n/	'nn' > /n/	'kn' > /n/	'gn' > /n/

- Ask students to refer to the spellings for /n/ on the Individual Code Chart page 2. Point out that there are four spellings for /n/.
- Ask students which spelling is most frequently used. ('n' > /n/)
- Ask students to tell you which words to list under the 'n' > /n/ header. Briefly explain the meaning of each word.
- Continue through the columns until all words have been listed under the appropriate /n/ header. Briefly explain the meaning of each word.

'n' > /n/	'nn' > /n/	'kn' > /n/	'gn' > /n/
recently	skinny	knotted	gnat
nearby	flannel	knighted	design
understand	manned	knobby	gnarly
enough	channel	knowledge	campaign
astronomer	annoy	knuckle	

- Practice the words as follows during the remaining time: Call on a student to read any word on the table. Then have the student use the word in a meaningful sentence. After the student says the sentence, have them ask the class: "Does the sentence make sense?" If the class says yes, then the student puts a check mark in front of the word and calls on another student to come to the front and take a turn. If the class says no, have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all of the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that





# Language 3rd-5th



## WRAP-UP

- If time permits, have students share their paragraphs with their partner.
- Collect Compare and Contrast writing.

## Lesson 4: The Outer Planets Language



**Primary Focus:** Students will add suffixes *-ful* and *-less* to change the meaning of words. **TEKS 3.2.A.vi; TEKS 3.3.C**

**MORPHOLOGY: SUFFIXES -FUL AND -LESS (25 MIN.)** **TEKS 3.2.A.vi**

### Introducing Suffixes *-ful* and *-less*

- Remind students that suffixes are added to the end of a root word.
- Tell students that the two suffixes they will study this week are *-ful* and *-less*.
- Also, tell students that the root words this week are nouns, and adding each suffix, *-ful* and *-less*, changes the words to adjectives.
- Write the suffixes on the board and point out that the suffix *-ful* is pronounced /fəl/ and the suffix *-less* is pronounced /les/.

### Adding Suffix *-ful*

- Write the following words on the board: *hope, fear, pain, power*.
- Explain to students that *-ful* means “full of.”
- Ask students if they recall what suffix they learned in an earlier unit that also means “full of.” (*-ous*)
- Point out that the suffix *-ful* only has one letter ‘l’, while the word *full* has a double ‘l’.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness-, -y, and -ful.



ENGLISH  
LANGUAGE  
LEARNERS

## Writing Writing

### Beginning

Provide sentence frames for students (e.g., “The inner planets are mostly made of rock \_\_\_\_; the outer planets are mostly made of hydrogen gas.”). Have students provide the appropriate compare or contrast word.

### Intermediate

Allow students to work with partners on writing.

### Advanced/Advanced High

Encourage students to write in complete sentences using academic and domain vocabulary.

**ELPS 1.E; ELPS 5.B**

## Support

Provide sentence frames or prompts (e.g., “\_\_\_\_ and \_\_\_\_ are similar because \_\_\_\_.”).

## Challenge

Have students compare and contrast the sun, inner planets, and outer planets using a triple Venn diagram and then writing about all three.

Spelling  
Grammar

**Morphology**



# Phonics & Spelling K-2nd (Skills Units)



## Explicit and Systematic Phonics Instruction

### Lesson 7: Spelling Alternatives /g/ > 'g' and 'gg' Foundational Skills

15m

#### Primary Focus

Students will segment two-syllable words with up to seven phonemes.

TEKS 1.2.A.iii

Students will read words spelled with /g/ > 'g' and 'gg'. TEKS 1.2.B.i

#### SEGMENTING AND BLENDING TWO-SYLLABLE WORDS (5 MIN.)

- Say the first word from the following box, *rainbow*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, *rain* and *bow* are two separate words that make up the word *rainbow*.
- Repeat the word *rainbow*, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-finger tap (/r/ /ae/ /n/).
- Say the second syllable in a segmented fashion, returning to the thumb-finger tap for the first sound (/b/ /oe/ /).
- Say the blended word while making a fist.
- Have students repeat after you.

Code Materials



TEKS 1.2.A.iii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends. TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

Lesson 7 Spelling Alternatives: Review /g/ > 'g' and 'gg'

• Continue this process with the remaining words.

- rain-bow (3+2) /r/ /ae/ /n/ • /b/ /oe/
- mail-box (3+3) /m/ /ae/ /l/ • /b/ /oe/ /k/
- ski-ver (3+2) /s/ /i/ /v/ • /r/ /oe/
- rob-ber (3+1) /r/ /oe/ /b/ • /er/
- \*tooth-paste (3+4) /t/ /oo/ /th/ • /p/ /ae/ /s/ /t/
- \*star-fish (3+3) /s/ /t/ /ar/ • /f/ /i/ /sh/

\* Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

#### SPELLINGS FOR /g/ (10 MIN.)

• Tell students that you will review the basic code spelling for /g/.

##### Consonant Code Flip Book

- /g/ > 'g' (gff) page 6
- /g/ > 'gg' (ggz) page 6

- Turn to **Consonant Code Flip Book page 6**. Point to the 'g' and ask students to name the letter. Read the word *gift*, and remind students that 'g' can be used to spell /g/ in English words.
- Point to the power bar under the 'g', and ask students what the length of the power bar means. (It means that 'g' is a very common spelling for /g/.)
- Write 'g' on the board, along with the two sample words listed in the following box.
- Ask students to tell you another spelling for /g/ that they have learned.
- Repeat the previous steps, reviewing with students the sample word and the length of the power bar on the Spelling Card for 'gg'.
- Write 'gg' on the board, along with the two sample words listed in the following box.

- g: get, big
- gg: digging, hugged

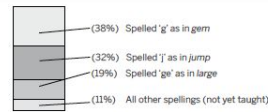
## Teacher Guidance

### ADVANCE PREPARATION

#### Note to Teacher

Today you will introduce two spelling alternatives for the /j/ sound. Students should already know the basic code spelling 'j' as in *jump*. In this lesson, you will review that spelling and introduce the spelling alternatives 'g' as in *gem* and 'ge' as in *fringe*. The following chart shows how common each spelling is.

#### Spellings for the Sound /j/



Here are some patterns for you to be aware of:

- The 'g' and 'j' spellings are used at the beginning of words and syllables, but generally not at the end.
- 'j' is more common than 'g' at the beginning of words and syllables.
- As an initial spelling, 'g' is used mainly in words that begin with *ge-*, *gi-*, and *gy-* (*gem*, *ginger*, *gypsy*).
- 'g' (never 'j') is used with separated vowel digraphs (*age*, *huge*).
- 'g' is used in place of 'ge' when suffixes are added (e.g., *barge* > *barging* and *large* > *largest*).
- 'ge' is used at the end of words, after r-controlled vowel sounds (*large*, *urge*) and in consonant clusters (*plunge*, *bulge*).
- The spelling alternatives 'dge' as in *judge* and 'dg' as in *judging* will be taught in later grades.

Also, today you will create a new Spelling Tree to teach and review spelling alternatives for /j/. Remember that the trunk of a Spelling Tree represents the specific sound under study, whereas the various branches and their respective leaves represent the different spellings for this sound. The Spelling Tree serves as a visual reminder that one sound can have more than one spelling.



# Phonics & Spelling K-2nd (Skills Units)



## Integrated in Writing Instruction

### Make a Draft **TEKS 1.12.C**

- Have students turn to Activity Page 17.3.

Explain to students that they need to transform the ideas that they brainstormed on the planning template into sentences to write on the drafting template.

- Tell students that this drafting template looks a little different than the one they used for the class opinion paragraph about the best school or class event ever, because this one is set up to help them write a letter to Kate explaining their opinion of her book.

**TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters.

Note that letters always begin with "Dear..." "Dear" is a Tricky Word that is pronounced /dɪr/ /eə/ /ɪr/, just like the forest animal. The /ee/ sound in dear is spelled "ea".

Remind students that the first line of a paragraph is always indented. Show students proper indentation for letters relative to the margin.

Students should use their planning template on Activity Page 17.2 to help them write the letter to Kate, as the drafting template on Activity Page 17.3 only provides guidelines for writing a friendly letter. Review the following:

- The starting sentence of their opinion paragraph should state their opinion or take their stand.
- The second sentence should briefly describe Kate's Book. The next sentences should give two reasons to support their opinion.
- They should use the linking word because to introduce each reason.
- The last sentence of the opinion paragraph is the ending sentence, which lets the reader know that the paragraph is finished. It might make a suggestion to the reader based on their opinion.

Last, students should end the letter by writing a closing and signing their names. (You might choose a decodable closing such as Cheers, Your fan, etc., or teach students the closing Sincerely as a Tricky Word.)

Direct students' attention to the chart of Tricky Words you prepared in advance. Tell students they can reference this chart as they write if they want to include some of these words in their paragraphs.

### Digital Component 17.2

1. a	9. word	17. two	25. why	33. be	41. because
2. I	10. are	18. who	26. what	34. me	42. could
3. no	11. were	19. the	27. which	35. they	43. should
4. so	12. have	20. said	28. here	36. their	44. would
5. of	13. one	21. says	29. there	37. my	45. down
6. all	14. once	22. was	30. he	38. by	46. today
7. some	15. to	23. when	31. she	39. you	47. tomorrow
8. from	16. do	24. where	32. we	40. your	48. yesterday

- Also direct students' attention to the list of sentence starters you prepared in advance. Note that students can use these to help them write their paragraph.

## Integrated in Reading Instructions

### Lesson 8: "You Never Can Tell"

## Reading



### Primary Focus

Students will read "You Never Can Tell" with purpose and understanding, will answer written multiple-choice and short answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in

the text. **TEKS 1.4; TEKS 1.7.C**

Students will identify and read high-frequency words from a research-based

list. **TEKS 1.2.B.v**

### INTRODUCE THE STORY (10 MIN.)

- Ask students to turn to the table of contents and tell you which story is after "The Coin Shop." ("You Never Can Tell")
- Tell students that this title is an expression that means you cannot know what is going to happen in the future. In today's story, this is an expression that Doba says to Kate when they are talking about her coin.

### Preview Spellings

- Please preview the following spellings and Tricky Words before reading today's story.
- There are two special Tricky Words for today's story. The first word is Navajo, which is pronounced /nə/ /ə/ /ə/ /ə/ /ə/ /ə/ or nah•vuh•hoe. (The 'nah' sound is like 'a' as in apple.) The second word is person. Have students practice reading and saying the new Tricky Words several times before reading.

**TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. **TEKS 1.2C** Use text evidence to support an appropriate response. **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

### Digital Component 8.2

/d/ > 'ed'	/ed/ > 'ed'	/t/ > 'ed'	Other Two-Syllable Words	Tricky Words
stared	start•ed nodded	stretched asked	kitch•en per•haps af•ter happ•en leg•end	could Nav•a•jo per•son

### Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

**chat**—*v.*, to talk in a friendly way (14)  
Example: I love to chat with my best friend.

**stretched**—*v.*, reached out (14)  
Example: I stretched my arms to reach the box on the shelf.

**nodded**—*v.*, moved their head up and down in agreement (16)  
Example: I nodded my head to say yes.

**rare**—*adj.*, unusual (3)  
Example: I found a rare jewel.

**dime**—*n.*, a silver coin worth ten cents (8)  
Example: I only had one dime to buy candy.

### Vocabulary Chart for "You Never Can Tell"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		stretched rare	chat dime nodded
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Skills 5

Lesson 8: Spelling Alternatives: Introduction of 't', 'k', and 'g'





# Language 3rd-5th



## Lesson 5: Asteroids, Comets, and Meteors Language



**Primary Focus:** Students will write sentences using the conjunction so.

**TEKS 3.11.D.iv; TEKS 3.11.D.v; TEKS 3.11.D.viii**

### GRAMMAR: CONJUNCTION SO (20 MIN.)

#### Build Sentences with the Conjunction so

- Tell students that in their writing, their sentences should be detailed enough to be interesting to readers. Interesting and informative sentences include descriptive words and phrases.
- Remind them they have practiced writing, or building, more interesting and informative sentences by including adjectives, adverbs, and other interesting words in sentences.
- Remind students that adjectives describe nouns, and adverbs describe verbs.
- Write the following sentence on chart paper or the board, asking students to read the sentence aloud:  
**The fish swam.**

- Tell students that while this sentence is a complete sentence, it is not a very interesting sentence and does not provide much information.
- Continue by saying that you will show them how they can make a more interesting sentence by adding adjectives and adverbs.
- One way to make the sentence more interesting would be to add an adjective or two to describe the fish. Ask students to brainstorm words that could be used to describe the fish, prompting them to think of words to answer the question, "What did the fish look like?" Write down the suggested adjectives in a list on the board or chart paper. (Examples could be: *colorful, excited, dizzy*.)
- Another way to improve this sentence would be to add adverbs to describe the verb. Ask students to brainstorm words that could be used to answer the question, "How did the fish swim?" Write these adverbs in a separate list. (Examples could be: *in circles, slowly, quickly*.)

**TEKS 3.11.D** Edit drafts using standard English conventions, including: (v) adjectives, including their comparative and superlative forms, (vi) adverbs that convey time and adverbs that convey manner, (vii) coordinating conjunctions to form compound subjects, predicates, and sentences.

Lesson 5: Asteroids, Comets, and Meteors

#### Activity Page 5.3



ENGLISH  
LANGUAGE  
LEARNERS

#### Grammar Connecting Ideas

##### Beginning

Provide 1:1 support for students to complete Activity Page 5.3.

##### Intermediate

Allow students to work with a partner to complete Activity Page 5.3.

##### Advanced/Advanced High

Encourage students to write in complete sentences with correct capitalization and punctuation.

##### ELPS 5.E

##### Support

Provide 1:1 or small group support if necessary.

- Now, ask students to brainstorm words that could be used to answer the question, "When did the fish swim?" Write these adverbs and/or phrases in a separate list. (Examples could be: *in the afternoon, as we watched her, always*)
- Now, ask students to brainstorm words that could be used to answer the question, "Where did the fish swim?" Write these adverbs and/or phrases in a separate list. (Examples could be: *in her bowl, at school, in the fish tank*)
- Finally, ask students to brainstorm words that could be used to answer the question, "What happened because the fish swam?" (Examples could be: *she could be noticed, air from the water could enter her gills, she could explore the tank, children could watch her*)
- Remind students of cause and effect and the usage of the conjunction so. (The cause is the event that happens first, and the effect is the event that happens second in time. The conjunction so precedes the effect.) Write their ideas for how to use so on a separate list.
- Remind students that a simple sentence is needed to show the effect of an event.
- Examples of more interesting sentences could be:
  - The colorful, silly fish swam in circles so she could be noticed.
  - The dizzy, blue fish swam slowly in her bowl at school so children could watch her.
  - The excited, multi-colored fish swam in the afternoon so air from the water could enter her gills and she could breathe.
- Ask students to turn to Activity Page 5.3, explaining that they are to use the same process to make more interesting sentences with adjectives, adverbs, and the conjunction so.
- Collect Activity Page 5.3 when completed.

#### WRAP-UP

- If time permits, go over the answers to Activity Page 5.3 before collecting.

# Spelling

# Grammar

# Morphology





# Grammar K-2nd (Skills Units)



## Explicit and Systematic Grammar Instruction

### Lesson 7: Grammar

## Language

20m

**Primary Focus:** Students will distinguish between statements and questions in oral sentences; will identify a period as end punctuation for a statement and a question mark as end punctuation for a question; will identify nouns, verbs, and adjectives; and will write capital letters at the beginning of sentences.

#### KEY SKILLS EXPLORED

#### STATEMENTS AND QUESTIONS

- Remind students that they have learned about two types of sentences: statements and questions.

#### Check for Understanding

Ask students what kind of sentence ends with a period. (a statement?) Have a student say a statement.

Ask students what kind of sentence ends with a question mark. (a question?) Have a student ask a question.

- Tell students that you are going to read some sentences and that you want them to tell you whether each one is a statement or a question and which punctuation mark should be used at the end of each.

**Note:** These sentences are not entirely decodable and are meant to be used orally in this exercise.

- Do you like the story we read yesterday? (question, ends with a question mark)
- It is windy outside today. (statement, ends with a period)
- Did you have fun at the parade yesterday? (question, ends with a question mark)
- Our new books are fun to read. (statement, ends with a period)

- Direct students' attention to the first written sentence you prepared in advance.

**TEKS 1.8.1** Use skills using conventions of standard English, including end punctuation, including capitalization for the beginning of sentences and the pronoun "I," do not write using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

#### Support

Work with a small group or individuals to complete the activity page together, with the goal of completing some of the sentences independently.

#### Activity Page 7.1



#### Language

#### Writing

**Beginning**  
Have students dictate the question and the statement and identify appropriate punctuation for each.

**Intermediate**  
Have students dictate the question and the statement as needed.

**Advanced/Advanced High**  
Have students write the question and the statement independently.

1.P.3.D

#### Digital Component 7.1

- can you fetch the book
- the chicks hatched
- ben cooks in the kitchen
- will I get a pet

- Have the class read aloud the first sentence.
- Ask a student to come up to the board, change the first letter into a capital letter, and add the correct punctuation mark.
- Remind students that a noun names a person, place, or thing. Have a student circle the noun.

- Ask students to tell you what a verb is. (a part of speech that shows action) Ask a student to come up to the board and draw a wavy line under the verb in the sentence. Ask students to also identify whether the verb is in the present, past, or future tense.

- Remind students that adjectives are parts of speech that describe nouns. Ask students to orally provide you with an adjective for nouns in the sentences. For example, if you point to book, students may say the words big or heavy.

- Continue in the same manner for the remaining sentences.

- Have students turn to Activity Page 7.1.

- On the front of the activity page, have students copy the sentences on the lines. Remind them to use a capital letter at the beginning of each sentence and the correct punctuation mark at the end.

- On the lines on the back of the activity page, have students write a question and a statement about the picture. Remind students to write complete sentences and to use capital letters and correct punctuation marks. If time permits, have students share the statements and questions they wrote about the picture.

#### Activity Page 7.1: Statements and Questions

Collect and review Activity Page 7.1 to monitor students' ability to identify and use statements and questions and use appropriate end punctuation for each.

## Integrated in Writing Instruction

#### Written Response: Sentence Building

Collect and review students' sentence papers to monitor student progress in writing more detailed sentences using adjectives and prepositional phrases.

### Lesson 18: Edit an Opinion Paragraph Writing

35m

**Primary Focus:** Students will use an editing checklist and the conventions of standard English to edit a classmate's opinion paragraph, and will make suggestions for revision by asking the author questions. **TEKS 5.1.10, TEKS 5.1.11, and 5.1.12**

#### EDIT AN OPINION PARAGRAPH

#### Review

- Remind students that in the previous lesson they first planned and then drafted their opinion paragraph. They planned and then wrote the draft in paragraph format on the letter template.

#### Digital Component 16.1

- Pointing to The Writing Process graphic, explain that today they will work on the third step in writing—editing. Explain that editing is what we do when we try to make a draft better. Even professional writers do not write perfectly on the first try. They edit and rework their writing to make it better.

- Remind students that you asked them to volunteer if they wanted to be the author of the day. Explain that you chose one student's draft and that you copied it on a piece of chart paper. The class will tell the author what they like about the draft and provide a few friendly suggestions.

#### Presenting the Student's Draft

- Display the student's draft.
- Identify the author of the day, and invite the student to present their opinion piece by reading it aloud.
- Ask the class to give the author a round of applause: "Let's hear it for our author!"

**TEKS 1.8.2** Review drafts by adding details in structure or content. **TEKS 1.8.3** Edit drafts using conventions of standard English, including end punctuation, including subject-verb, objective, and pronoun case. **1.8.3** Contribute to the improvement of drafts and the improvement of the organization of the draft. **TEKS 5.1.10** Use skills using conventions of standard English, including end punctuation, including capitalization for the beginning of sentences and the pronoun "I," do not write using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

- Explain that you would like students to begin by telling the author something they liked about their opinion paragraph. Model this for the class first by telling the author something you liked about it.

- Invite other students to say something they liked about the opinion paragraph. Write down these positive comments on the board or on a separate piece of chart paper.

#### Edit the Student's Draft

- Have students turn to Activity Page 18.1, and explain to students that this is their editing checklist. It has some questions addressed to the author. The questions are things the author might want to think about to make their opinion letter even better.

- Point out that this editing checklist is similar to the ones they have used during previous writing projects. This editing checklist is specific to writing a letter.

- Pick a student to read the first question.

- Ask the class if the draft on display has a date. If so, have students make a checkmark next to that question on their editing checklist.

- Work through the remaining questions, and discuss whether the item can be checked—or whether improvements need to be made or could be made.

- Model making any changes to the draft that the class and author agree would be changes for the better.

- Use the following editing conventions when correcting the draft. Explicitly review these conventions, explaining that this is how professional writers edit their work. Explain that they will use these same conventions when they edit their own work.

**Note:** Review these conventions orally only, because not all of the words are decodable.

- Cross out punctuation mistakes, and write the correct punctuation mark above the wrong one.
- Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
- Write a caret (^) where a word or punctuation mark needs to be inserted.
- Write the word or punctuation mark above the caret.
- Correct spelling mistakes if students notice or question them. You should accept phonemically plausible spellings for spellings that students have not yet learned.

#### Activity Page 18.1



# Opportunities to Practice



## Activity Page 6.2



### Check for Understanding

Have several students share their notes from Activity Page 6.1.

### COMPREHENSION QUESTIONS (15 MIN.)

- Have students turn to Activity Page 6.2 and complete it independently.

## Lesson 6: Galaxies and Stars

### Writing



**Primary Focus:** Students will respond to text about galaxies and stars in a variety of ways and for different purposes.

**TEKS 3.6.B; TEKS 3.6.G; TEKS 3.7.B; TEKS 3.7.C; TEKS 3.7.F; TEKS 3.9.D.I-III; TEKS 3.10.A**

### READING/WRITING CHOICE BOARD (30 MIN.)

- Have students turn to Activity Page 6.3.
- Tell students that they will have a choice of activities in responding to Chapter 6.
- Have students look at the Reading/Writing Choice Board.

#### Reading/Writing Choice Board

**Directions:** Select activities in three of the boxes below after you complete your reading. Write your responses on a separate sheet of paper, making sure to include the number of the activities you chose. When completing the activities, write in complete sentences using correct spelling, capitalization, and punctuation.

**TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.  
**TEKS 3.6.G** Evaluate details read to determine key ideas.  
**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text.  
**TEKS 3.7.C** Use text evidence to support an appropriate response.  
**TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.  
**TEKS 3.9.D** Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized text to support understanding; (iii) organizational patterns such as cause and effect and problem and solution.  
**TEKS 3.10.A** Explain the author's purpose and message within a text.

1. Create a graphic organizer and compare and contrast two ideas in the text. <b>TEKS 3.6.H</b>	2. What is the key idea of the text? List three details from the text that support the key idea. <b>TEKS 3.6.G; TEKS 3.9.D.I</b>	3. Write a sentence describing the author's purpose. <b>TEKS 3.10.A</b>
4. Write three questions you still have after reading the text. <b>TEKS 3.6.B</b>	5. Write a list of three new words you learned in the text, their definitions, and use them in a sentence. <b>TEKS 3.7.F</b>	6. Describe how one of the images in the chapter helps you to understand the text. <b>TEKS 3.9.D.III</b>
7. Find three sentences that show comparing or contrasting. Write the sentences and underline the comparing and contrasting word or words. <b>TEKS 3.9.D.III</b>	8. Write three new things you learned from the text. <b>TEKS 3.7.B</b>	9. Write a list of words the author uses to help the reader visualize the information. <b>TEKS 3.7.C</b>

- Read through the directions and through each of the activities to make sure students understand what they'll need to do.
- Tell them that they will need to choose three activities from the board.
- Remind them that they'll be writing their responses on a separate sheet of paper.
- When they've completed their activities, collect Activity Page 6.3 and their responses.
- Students will be using the Reading/Writing Choice board throughout the rest of the unit.

**TEKS 3.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.  
**TEKS 3.6.G** Evaluate details read to determine key ideas.  
**TEKS 3.6.H** Synthesize information to create new understanding.  
**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text.  
**TEKS 3.7.C** Use text evidence to support an appropriate response.  
**TEKS 3.7.F** Respond using newly acquired vocabulary as appropriate.  
**TEKS 3.9.D** Recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized text to support understanding; (iii) organizational patterns such as cause and effect and problem and solution.  
**TEKS 3.10.A** Explain the author's purpose and message within a text.  
**TEKS 3.11.D** Edit drafts using standard English conventions, including: (i) coordinating conjunctions to form compound subjects, predicates, and sentences; (ii) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

## Activity Page 6.3



### Writing Writing

ENGLISH LANGUAGE LEARNERS

**Beginning**  
 Modify choices to include writing lists, answering simple yes and no questions, or drawing and labeling pictures.

**Intermediate**  
 Allow students to work with partners.

**Advanced/Advanced High**  
 Encourage students to write their responses in complete sentences, with correct spelling, capitalization, and punctuation.

**ELPS 5.F**

### Challenge

Have students choose two activities from the Choice Board and create their own third activity.

## Reading & Writing Choice Boards

Provide student an opportunity to select the mode in which they want to share their learning.

Allow for flexibility in practice in a more engaging and student centered format.



# Pausing Points



Grade 3 | Unit 7

## Pausing Point 1

### Note to Teacher

So far in the Astronomy unit, students have been introduced to our solar system and the objects that inhabit it. It is recommended that you pause here and spend a day reviewing, reinforcing, or extending the material taught so far.

You may do the activities in any order or combination, using whole class or small groups to meet the needs of the students.

### CORE CONTENT UP TO THIS PAUSING POINT

#### Students will:

- Identify our sun as a star and a constant source of heat and light
- Identify our planet Earth as the third planet from the sun and ideally suited for life
- Demonstrate how day and night are caused by Earth's rotation
- Explain why the sun seems to rise in the east and set in the west
- Explain what happens during solar and lunar eclipses
- Explain the reason for the seasons
- Describe the eight planets of our solar system and their sequence from the sun
- Describe our solar system as the sun and all of the smaller bodies that orbit it; e.g., the planets, moons, asteroids
- Describe the characteristics of a planet
- Explain that Pluto has been reclassified as a dwarf planet
- Describe the asteroid belt and its location in the solar system
- Compare and contrast asteroids, meteoroids, and comets

### ACTIVITIES

#### Image Review

**Materials:** digital images from Lessons 1–5

- Project the digital images from any Read-Aloud again and have students retell the Read-Aloud using the images.

### Greetings from Planet \_\_\_\_\_!

**Materials:** Student Readers, plain paper, markers, colored pencils or crayons

- Have students create a postcard from one of the eight planets. On the front they will draw a picture of the planet, and on the back of the postcard they will write a brief message to a friend or family member as if they were visiting the planet. The back should have space for the message and space for the address where they are sending the postcard. The address should include not only the regular address but the planet as well.

### Poster Session

**Materials:** chart paper, markers

- Divide students into small groups. Let each group decide on a key idea or concept from their reading that can be visualized on a poster. Students can use words or pictures to describe the concept. When the posters are complete, hang them up around the room and allow students to walk around to view and discuss the posters.

### Act It Out!

**Materials:** Digital Image U7L1.6 Solar Eclipse; Lunar Eclipse

- Ask students to define the terms *solar eclipse* and *lunar eclipse*. Have three student volunteers participate in acting out a solar eclipse. Ask students which celestial bodies, or natural objects seen in space, are involved in a solar eclipse (the moon, Earth, the sun) Appoint each student to act as one of these three celestial bodies. Project Image U7L1.6 before having the volunteers act out a solar eclipse. Have student volunteers explain orally what happens during a solar eclipse. (The moon passes between the sun and Earth and blocks the sunlight from reaching Earth.) Next, have three volunteers act out a lunar eclipse. Have student volunteers explain orally what happens during a lunar eclipse. (Earth passes between the sun and the moon; it blocks the sun's light from reaching the moon; the moon is in Earth's shadow.)

### Riddles 1

**Materials:** paper, pencil

- Have students create and exchange riddles to review everything they've learned about the solar system so far. For example, "I orbit the third planet from the sun. What am I?" (the moon)

Grade 1 | Skills 5

## Pausing Point

This is the end of Unit 5. You should pause here and spend additional time (two or three days) reviewing the material taught in Unit 5 as needed. Students can do any combination of the exercises listed here, in any order, but it is suggested that you continue the Warm-Up exercises. The exercises are listed here as unit objectives. Exercises that were part of the Additional Support lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

### PAUSING POINT TOPIC GUIDE

#### Recognize and Isolate Sounds Taught in Unit 5

Segment and Blend Two-Syllable Words	Additional Support Lesson 1, 7, 20
How Many Sounds?	Page 260
Match Me	Additional Support Lesson 3, 18

#### More Help with Similar Sounds

Sister Sounds	Additional Support Lesson 12, Page 260
Find Words with the Same Initial Sounds	Page 260
Minimal Pairs	Page 261
Sound Sorts	Page 263

#### More Help with Spelling Alternatives

Sound/Spelling Review with Code Flip Books	Page 263
Slap the Spelling	Page 263
Highlight Spellings	Page 264
Spelling Bingo	Page 264
Silly Voices	Page 265
Board Sort	Page 265
Handwriting with Consonant Spellings	Page 265
Word Sort	Page 266
Spelling Train	Page 267
Teacher Chaining	Page 267

Spelling Alternatives for /I/

Additional Support Lesson 19

#### More Help with Tricky Spellings

Tricky Spelling 'g'	Additional Support Lesson 9, Page 276
Tricky Spelling 'ed'	Page 276
Tricky Spelling Practice	Page 277

#### More Help with Statements, Questions, and Exclamations

Write Statements, Questions, and Exclamations	Page 277
Sentence Pasting	Page 277
Add End Punctuation	Additional Support Lesson 11, 13

#### More Help with Sentences

Identify Parts of Speech in Sentences	Page 277
Mixed Up Sentences	Page 277
Sentence Strips	Page 278
Dictation with Sentences	Page 278
Build Sentences	Additional Support Lesson 19

#### More Help with Tricky Words

Tricky Word Practice	Page 278
Tricky Word Match Maker	Page 278
Race to the Top	Additional Support Lesson 20

#### More Help with Reading

Wiggle Cards	Page 280
Read Decodable Stories	Page 280
Take-Home Stories	Page 281
Answer Story Questions in Writing	Page 281
Silly Voices	Additional Support Lesson 9



# Assessments



Digital Exit Ticket Suggested Answers	
QUESTION	ANSWER
<b>Lesson 1</b> How does Earth's tilt produce seasons? Use evidence from the text to support your response.	Student answers should reference the movement of the Earth around the sun and discuss how the tilt of the Earth closer to the sun produces the warmer seasons while the tilt of the Earth away from the sun produces the cooler seasons.
<b>Lesson 2</b> How can we see the moon at night? Does the moon give off its own light? Use evidence from the text to support your answer.	It is a ball of rock that gives off no light of its own, but rather reflects light from the sun.
<b>Lesson 3</b> How did people look at the planets a long time ago compared to now?	They used only their own eyes a long time ago, but today they use telescopes and other tools to get a better look.
<b>Lesson 4</b> Today you read about the four outer planets in our solar system. Select one of the outer planets and write two or three important facts about it.	Answers will vary, but should include one of the four outer planets with corresponding facts.
<b>Lesson 5</b> Compare and contrast a comet and an asteroid. Use details from the text to support your response.	A comet is a ball of ice and dust that streams gas off the end when it gets close to the sun; a meteor is a space rock that falls to Earth.
<b>Lesson 6</b> What have astronomers discovered about how stars differ from one another?	They can be different sizes and colors. Some are closer to Earth than others. Some are hotter than others. The hottest stars and the stars that are closest to Earth appear brighter.
<b>Lesson 7</b> Today you compared and contrasted two stories about galaxies and stars. Write at least three sentences that include the key similarities and differences between the two texts.	Answers will vary, but should reference the two texts.
<b>Lesson 8</b> Who was Ptolemy? What are constellations? Use evidence from the text to support your answer.	Ptolemy was an ancient astronomer. Constellations are a group of stars in the night sky that appear to form a picture of an object, animal, or person. Constellations often have stories that explain how they came to be in the sky.
<b>Lesson 9</b> Identify and describe some of the different kinds of spacecraft and tools that scientists use to explore and study space.	Answers will vary, but should include spacecraft and tools mentioned within the context of the lesson.

## WRAP-UP

- Collect the final copies of the students' writing and use the rubric to score.

### Informative Writing

#### Scoring Rubric

Standards that may be assessed with this rubric:

W.1-8, W.9-12, W.11-12, W.13-16, W.17-20, W.21-24, W.25-28, W.29-32, W.33-36, W.37-40, W.41-44, W.45-48, W.49-52, W.53-56, W.57-60, W.61-64, W.65-68, W.69-72, W.73-76, W.77-80, W.81-84, W.85-88, W.89-92, W.93-96, W.97-100, W.101-104, W.105-108, W.109-112, W.113-116, W.117-120, W.121-124, W.125-128, W.129-132, W.133-136, W.137-140, W.141-144, W.145-148, W.149-152, W.153-156, W.157-160, W.161-164, W.165-168, W.169-172, W.173-176, W.177-180, W.181-184, W.185-188, W.189-192, W.193-196, W.197-200, W.201-204, W.205-208, W.209-212, W.213-216, W.217-220, W.221-224, W.225-228, W.229-232, W.233-236, W.237-240, W.241-244, W.245-248, W.249-252, W.253-256, W.257-260, W.261-264, W.265-268, W.269-272, W.273-276, W.277-280, W.281-284, W.285-288, W.289-292, W.293-296, W.297-300, W.301-304, W.305-308, W.309-312, W.313-316, W.317-320, W.321-324, W.325-328, W.329-332, W.333-336, W.337-340, W.341-344, W.345-348, W.349-352, W.353-356, W.357-360, W.361-364, W.365-368, W.369-372, W.373-376, W.377-380, W.381-384, W.385-388, W.389-392, W.393-396, W.397-400, W.401-404, W.405-408, W.409-412, W.413-416, W.417-420, W.421-424, W.425-428, W.429-432, W.433-436, W.437-440, W.441-444, W.445-448, W.449-452, W.453-456, W.457-460, W.461-464, W.465-468, W.469-472, W.473-476, W.477-480, W.481-484, W.485-488, W.489-492, W.493-496, W.497-500, W.501-504, W.505-508, W.509-512, W.513-516, W.517-520, W.521-524, W.525-528, W.529-532, W.533-536, W.537-540, W.541-544, W.545-548, W.549-552, W.553-556, W.557-560, W.561-564, W.565-568, W.569-572, W.573-576, W.577-580, W.581-584, W.585-588, W.589-592, W.593-596, W.597-600, W.601-604, W.605-608, W.609-612, W.613-616, W.617-620, W.621-624, W.625-628, W.629-632, W.633-636, W.637-640, W.641-644, W.645-648, W.649-652, W.653-656, W.657-660, W.661-664, W.665-668, W.669-672, W.673-676, W.677-680, W.681-684, W.685-688, W.689-692, W.693-696, W.697-700, W.701-704, W.705-708, W.709-712, W.713-716, W.717-720, W.721-724, W.725-728, W.729-732, W.733-736, W.737-740, W.741-744, W.745-748, W.749-752, W.753-756, W.757-760, W.761-764, W.765-768, W.769-772, W.773-776, W.777-780, W.781-784, W.785-788, W.789-792, W.793-796, W.797-800, W.801-804, W.805-808, W.809-812, W.813-816, W.817-820, W.821-824, W.825-828, W.829-832, W.833-836, W.837-840, W.841-844, W.845-848, W.849-852, W.853-856, W.857-860, W.861-864, W.865-868, W.869-872, W.873-876, W.877-880, W.881-884, W.885-888, W.889-892, W.893-896, W.897-900, W.901-904, W.905-908, W.909-912, W.913-916, W.917-920, W.921-924, W.925-928, W.929-932, W.933-936, W.937-940, W.941-944, W.945-948, W.949-952, W.953-956, W.957-960, W.961-964, W.965-968, W.969-972, W.973-976, W.977-980, W.981-984, W.985-988, W.989-992, W.993-996, W.997-1000, W.1001-1004, W.1005-1008, W.1009-1012, W.1013-1016, W.1017-1020, W.1021-1024, W.1025-1028, W.1029-1032, W.1033-1036, W.1037-1040, W.1041-1044, W.1045-1048, W.1049-1052, W.1053-1056, W.1057-1060, W.1061-1064, W.1065-1068, W.1069-1072, W.1073-1076, W.1077-1080, W.1081-1084, W.1085-1088, W.1089-1092, W.1093-1096, W.1097-1100, W.1101-1104, W.1105-1108, W.1109-1112, W.1113-1116, W.1117-1120, W.1121-1124, W.1125-1128, W.1129-1132, W.1133-1136, W.1137-1140, W.1141-1144, W.1145-1148, W.1149-1152, W.1153-1156, W.1157-1160, W.1161-1164, W.1165-1168, W.1169-1172, W.1173-1176, W.1177-1180, W.1181-1184, W.1185-1188, W.1189-1192, W.1193-1196, W.1197-1200, W.1201-1204, W.1205-1208, W.1209-1212, W.1213-1216, W.1217-1220, W.1221-1224, W.1225-1228, W.1229-1232, W.1233-1236, W.1237-1240, W.1241-1244, W.1245-1248, W.1249-1252, W.1253-1256, W.1257-1260, W.1261-1264, W.1265-1268, W.1269-1272, W.1273-1276, W.1277-1280, W.1281-1284, W.1285-1288, W.1289-1292, W.1293-1296, W.1297-1300, W.1301-1304, W.1305-1308, W.1309-1312, W.1313-1316, W.1317-1320, W.1321-1324, W.1325-1328, W.1329-1332, W.1333-1336, W.1337-1340, W.1341-1344, W.1345-1348, W.1349-1352, W.1353-1356, W.1357-1360, W.1361-1364, W.1365-1368, W.1369-1372, W.1373-1376, W.1377-1380, W.1381-1384, W.1385-1388, W.1389-1392, W.1393-1396, W.1397-1400, W.1401-1404, W.1405-1408, W.1409-1412, W.1413-1416, W.1417-1420, W.1421-1424, W.1425-1428, W.1429-1432, W.1433-1436, W.1437-1440, W.1441-1444, W.1445-1448, W.1449-1452, W.1453-1456, W.1457-1460, W.1461-1464, W.1465-1468, W.1469-1472, W.1473-1476, W.1477-1480, W.1481-1484, W.1485-1488, W.1489-1492, W.1493-1496, W.1497-1500, W.1501-1504, W.1505-1508, W.1509-1512, W.1513-1516, W.1517-1520, W.1521-1524, W.1525-1528, W.1529-1532, W.1533-1536, W.1537-1540, W.1541-1544, W.1545-1548, W.1549-1552, W.1553-1556, W.1557-1560, W.1561-1564, W.1565-1568, W.1569-1572, W.1573-1576, W.1577-1580, W.1581-1584, W.1585-1588, W.1589-1592, W.1593-1596, W.1597-1600, W.1601-1604, W.1605-1608, W.1609-1612, W.1613-1616, W.1617-1620, W.1621-1624, W.1625-1628, W.1629-1632, W.1633-1636, W.1637-1640, W.1641-1644, W.1645-1648, W.1649-1652, W.1653-1656, W.1657-1660, W.1661-1664, W.1665-1668, W.1669-1672, W.1673-1676, W.1677-1680, W.1681-1684, W.1685-1688, W.1689-1692, W.1693-1696, W.1697-1700, W.1701-1704, 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# Locating Assessments



Students

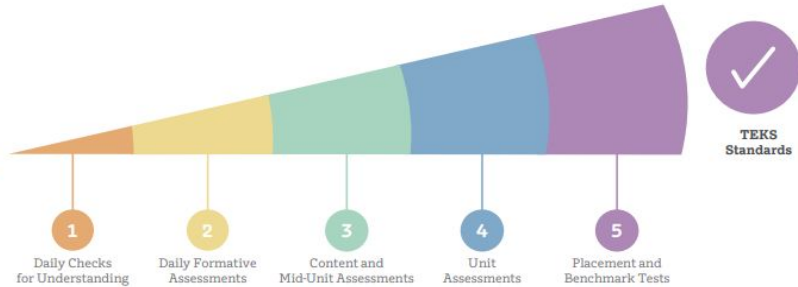


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<b>Lesson 16</b> <b>Writing Narrative Texts: Historical Fiction</b>			394
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## Beginning of Each Lesson

### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will read one-syllable words with /a/ > 'a', /e/ > 'e', /i/ > 'i', /o/ > 'o', and /u/ > 'u'. **TEKS 1.2.B.i**

Students will listen to and orally produce the /ee/ sound at the beginning, middle, and end of words. **TEKS 1.2.A.viii**

Students will read and write one-syllable words spelled with the vowel digraph / ee/ > 'ee'. **TEKS 1.2.B.iii**

Students will decode words with open syllables. **TEKS 1.2.B.iii**

#### Reading

As the teacher reads "Gran's Trips" aloud, students will identify features of a sentence, as well as answer questions about literal and evaluative questions about key details, characters, and main events of the story.

Students will develop handwriting by printing legibly and leaving appropriate spaces between words. **TEKS 1.2.F**

### FORMATIVE ASSESSMENT

Observation

Discussion Questions "Gran's Trips"

**TEKS 1.6.G**

Activity Page 1.2

Story Questions "Gran's Trips"

**TEKS 1.6.G**

## Within Each Lesson

### COMPREHENSION QUESTIONS (10 MIN)

#### Check for Understanding

**Evaluate:** How is the mighty Indus River helpful to the people of Mohenjo-daro? (It floods and leaves fertile soil on the surrounding land, making it easier to grow crops; gives them water for crops; helps them transport, or move, goods over long distances; etc.)

1. Inferential How is the mighty Indus River harmful to the people of Mohenjo-daro? (Floods their houses; can destroy things in its path; etc.)
2. Inferential One of the features of a civilization is that everyone has a special job to do. What is Saraj's father's job? (collecting grain and taking it to the port) Based on what you heard, what other jobs were there in Mohenjo-daro? (Answers may vary, but may include jeweler, farmer, or priest.)
3. Inferential Think Pao-Shan: Why do you think the people of Mohenjo-daro had a special ceremony to pray to the Indus River? (Answers may vary, but may include that, because they depended on the river for their lives, they decided they needed a special ceremony to honor it.)



Observation: Oral Blending Observation Record

As you listen to students blend the syllables, make notes regarding their individual blending ability in the Oral Blending Observation Record.

# Amplify Texas Assessments

**K-2**

Skills Strand	Knowledge Strand
<ul style="list-style-type: none"><li>• Observation</li><li>• Check for Understanding</li><li>• Student Activity Book pages</li><li>• Spelling Assessments (Gr 1&amp;2)</li><li>• End of Unit Assessments</li><li>• Benchmark Assessments</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Check for Understanding</li><li>• Student Activity Book pages</li><li>• Application Activities</li><li>• Pausing Points</li><li>• Domain Assessments</li></ul>

**3-5**

Integrated Strand
<ul style="list-style-type: none"><li>• Observation</li><li>• Check for Understanding</li><li>• Student Activity Book pages</li><li>• Spelling Assessments</li><li>• Mid-Unit Assessments</li><li>• End-of-Unit Assessments</li><li>• Benchmark Assessments</li></ul>

# Easy Access to Teacher Resources



## Website Navigation

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ELEMENTARY LITERACY PROGRAM  
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**The Science of Reading**

Built on the science of teaching reading, your TEKS-aligned Texas language arts and reading solution for core curriculum combines systematic foundational skills instruction and knowledge-building content within and across grade levels. The program features K-2 English Skills and K-2 English and Spanish Knowledge Lessons. Watch this video to learn about Amplify Texas Elementary Literacy Program and Lectoescritura en Español.



# School Home Connection



## Parent Introduction to the Unit

NAME: \_\_\_\_\_ **1.6** TAKE HOME  
DATE: \_\_\_\_\_

### Dear Family Members,

Over the next several days, your student will be learning about astronomy, the solar system, and galaxies. They will review the organization of the solar system, with the sun at the center and Earth and the other planets orbiting it. They will learn that gravity is an important force in the universe and will also learn about galaxies, specifically the Milky Way and Andromeda galaxies.

Below are some suggestions for activities that you may do at home to reinforce what your student is learning about astronomy.

#### 1. Solar System Model

During this unit your student will be seeing images of the planets and their positions in the solar system. You may wish to reinforce this by working with them to make your own model of the solar system out of play dough, clay, or papier-mâché. You may wish to reference the diagram of our solar system at the end of this letter. In your model, be sure to include the sun, the eight planets, and the asteroid belt found between Mars and Jupiter. You may also wish to include Earth's moon, the moons of other planets, and/or the dwarf planets Pluto and Ceres. (Pluto is no longer grouped with the eight planets.) You may wish to try to recreate the colors of the planets as shown in photographs taken by the Hubble telescope. (As you create your models, you may wish to depict the orbits of the planets as well.)

#### 2. Gravity, Forces, and Mass

Your student will be learning about a force called *gravity*. In this lesson, your student will be introduced to many new words, that you may want to review at home. Two of the words used are *force*, which is a pull or push on an object or system, and *mass*, which is the amount of material something is made of.

#### 3. Out-of-This-World Images

Your student has learned that a great deal of what we know about space has been discovered through scientific observation. They have heard that scientists

use telescopes to observe outer space and that the most famous of these is the Hubble telescope. Your student has also learned about galaxies, what they are made of, and how they are shaped. Search online for and visit the Hubble gallery with your student to view photographs of the planets in our solar system, objects in the universe, and various galaxies. You may also wish to search for related television programs on Discovery, National Geographic, and PBS channels.

#### 4. Words to Use

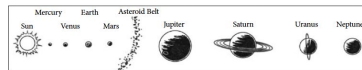
Below are several of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- **satellite**—The moon is Earth's only natural satellite; Jupiter, however, has more than sixty natural satellites.
- **rotates**—We experience daylight and the darkness of night because planet Earth rotates around its axis once each day and causes different parts of Earth to face the sun.
- **cluster**—Our Milky Way Galaxy is a cluster of billions of stars.
- **gravity**—Gravity is a force of attraction between two objects that pulls the object with less mass toward the object with greater mass.

#### 5. Read Aloud Each Day

It is very important that you read with your student every day. Set aside time to read to your student and to listen to your student read to you. Books related to astronomy may be found at your local library.

Be sure to praise your student whenever they share what has been learned at school.



Grade 1 Activity Book | Unit 7 | 115

## Parent Weekly Letters

NAME: \_\_\_\_\_ **11.3** TAKE HOME  
DATE: \_\_\_\_\_

### Dear Family Members,

Please help your student succeed in spelling by taking a few minutes each evening to review the words together. Helpful activities for your student to do include: spelling the words orally, writing sentences using the words, or simply copying the words.

#### Spelling Words

This week, we are reviewing the spellings of /ae/, /k/, /s/, /j/, and /n/ that students have already reviewed. Your student will be assessed on these words.

Students have been assigned two Challenge Words, *different* and *thought*. Challenge Words are words used very often. The Challenge Word *different* does follow the spelling patterns for this week as the 'i' is pronounced /n/.

The Content Word for this week is *atmosphere*. This word is directly related to the material that we are reading in *What's In Our Universe?* The Content Word is an optional spelling word for your student. If your student would like to try it but gets it incorrect, it will not count against them on the test for trying. We encourage everyone to stretch themselves a bit and try to spell this word!

The spelling words, including the Challenge Words and the Content Word, are listed below:

1. yesterday	8. annoy	15. character
2. quickly	9. knowledge	16. budget
3. jewel	10. refrigerate	17. accomplish
4. recently	11. gymnasium	18. listen
5. subject	12. design	<b>Challenge Word: different</b>
6. awfully	13. digest	<b>Challenge Word: thought</b>
7. fascinate	14. kindness	<b>Content Word: atmosphere</b>

Grade 1 Activity Book | Unit 7 | 105

## Teacher Guide

### Lesson 3: The Planets Closest to the Sun Take-Home Material

- Have students take home Activity Pages 3.3 and 3.4 to read and complete the questions.



## Student Materials

NAME: \_\_\_\_\_ **3.3** TAKE HOME  
DATE: \_\_\_\_\_

**The Planets Closest to the Sun**  
Mercury, Venus, Earth, and Mars

One planet is in our solar system that is not a planet that orbits the sun. The other planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. People have been looking at the planets for thousands of years. People have telescopes, the Galileo, Hubble, Keck, and other ones all around in the planets. They use them to make their eyes to study the planets. Here, we have information and other stuff that help you to learn about the planets.

The four planets closest to the sun—Mercury, Venus, Earth, and Mars—are small planets. These planets have a rocky or solid surface. Mercury and Venus are closer to the sun than Earth. The other planets are farther away.

Earth needs 365 days to make one orbit around the sun. That is the length of one year on Earth.

The closest planet to the sun, the Sun itself, needs to make an orbit around the sun. Mercury is the closest planet to the sun. It needs just 88 days to make one orbit. Venus is the next closest to the sun. It needs just 225 days to make an orbit. The planets that are farther away take much longer. It takes Neptune 165 years to orbit the sun!

Reading being closest to the sun, Mercury is the smallest of all the planets. The biggest name for the planet comes from the Romans. They named the planet after the Roman god Mercury. The Greek name for this planet and a Hermes.

Grade 1 | 34

**34** TAKE HOME

1. Write a question for each row and read.

2. The planet Earth is \_\_\_\_\_

3. How many days does Mercury need to orbit the sun?

4. The four planets closest to the sun are \_\_\_\_\_

5. Write an interesting fact about Mercury, Venus, and Mars. Do not write a fact that has already been asked in the worksheet.

Mercury \_\_\_\_\_

Venus \_\_\_\_\_

Earth \_\_\_\_\_

Mars \_\_\_\_\_

\_\_\_\_\_

6. Compare and contrast an inner planet with an outer planet.

Inner Planet	Outer Planet
_____	_____
_____	_____
_____	_____
_____	_____

Grade 1 | 34





# QUESTIONS?





**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Melissa Abadie

**Subject:** Proclamation 2024 Districtwide Science  
Resource Adoption Update      **Related Page(s)** \_\_\_\_\_



**EXECUTIVE SUMMARY:**

This presentation is to update the Board with the Science instructional materials selection process for the courses adopting new materials that will be implemented for the 2024-2025 school year. A campus principal and a classroom teacher will also briefly speak about their experience as committee members.

**ATTACHMENTS:**

Slides



		BOARD PRIORITY GOALS
X	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
	<b>Priority #4</b>	<b>Financial Integrity</b>





# Waxahachie ISD Science Instructional Materials Adoption Update



March 18, 2024



The purpose of this presentation is to provide the Board with an update of the Science instructional materials selection process for the courses adopting new materials that will be implemented for the 2024-2025 school year.




# Proclamation 2024 Science Courses

Science, K-5 Science (Spanish) K-5	Science, 6-8 Science (Spanish) 6	Aquatic Science	Astronomy
Biology	Chemistry	Earth Systems Science	Environmental Systems
	Integrated Physics and Chemistry (IPC)	Physics	



# Fall 2023 Timeline



October 5	Team met with Mr. Wilt, WISD Textbook Warehouse Coordinator
October 16	Team met with WISD Science Adoption District Steering Committee
October 18	Team met with all campus principals during Principal Meeting
November 3	Science Coordinator attended the North Texas Textbook Coordinators Meeting
November 13	Presentation to the WISD School Board
December 3 & 4	Science Coordinator attended the Instructional Materials Textbook Coordinators Association of Texas Conference

# Spring 2024 Timeline

January 9	Team Hosted a WISD Committee Informational Meeting
January 23	Committee attended the Publishers Showcase in Red Oak ISD
February 12, 13, 15	Committee Members completed scoring rubrics at the TLI Bldg Junior High, Elementary, High School
February 16 - March 1	Committee members held Campus Reviews on campuses
February 22	Director of AA presented at the Principal Meeting
February 26	Director of AA shared updates on the Principal Zoom Calls
February 27	Director of AA presented updates to EMAT
March 4 & 5	Team hosted a Public Review with District Wide Voting
March 2024	Team will present updates to EMAT
April 2024	Team will make recommendations to WISD School Board



# Committee Member Breakdown



## Campus Administrators

From each campus, at least one principal or assistant principal representative served on the committee

## Teachers

K-5: From each elementary campus, at least one teacher representative from K-2 & 3-5 served on the committee

6-8: From each junior high school, at least one teacher from each grade level served on the committee

9-12: From each high school, at least one teacher representative per course offered served on the committee

## Special Populations

The committee include representation for Dual Language, Special Education, GT and Advanced Academics

## Parents

Parents attended our informational meeting in January.



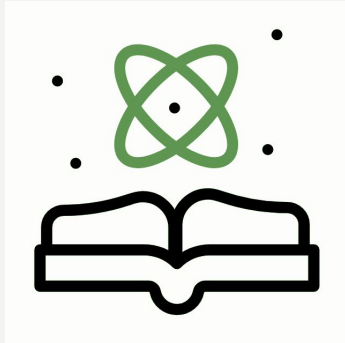
# High Quality Instructional Materials (HQIM)

Under the grandfathering language in HB1605, Proclamation 2024 High Quality Instructional Materials (HQIM) are curricular resources that:

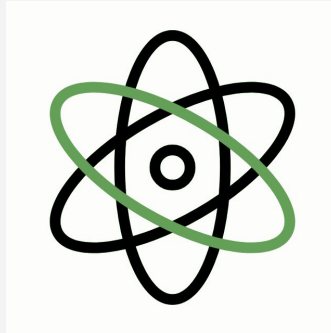
<u>TEKS</u>	Ensure full coverage of TEKS
<u>Best Practices</u>	Are aligned to evidence-based best practices in science
<u>All Learners</u>	Support all learners, including students with disabilities, English learners, and students identified as gifted and talented
<u>Progress Monitoring</u>	Enable frequent progress monitoring through embedded and aligned assessments
<u>Teachers</u>	Include implementation supports for teachers
<u>Materials</u>	Provide teacher and student-facing lesson-level materials

# NEW Key Areas of Change to the Science Education in Texas

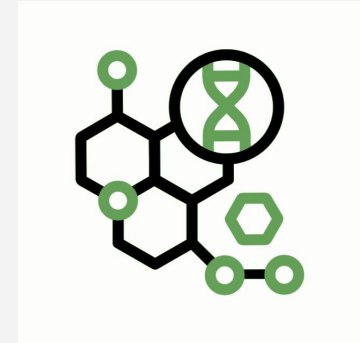
## K-5 New Content TEKS



## 6-8 New Content TEKS



## 9-12 New Content TEKS






# NEW Key Areas of Change to the Science Education in Texas

## Phenomenon Based Instruction

An educational approach that uses natural phenomena, observable events that occur in the universe and that we can use our science knowledge to explain or predict, as the basis for teaching and learning, with the goal of building knowledge in science to develop general ideas, based on evidence.




## Scientific & Engineering Practices (SEPs)

SEPs are what students DO to make sense of phenomena. They are both a set of skills and a set of knowledge to be internalized. The SEPs reflect the major practices that scientists and engineers use to investigate the world and design and build systems.

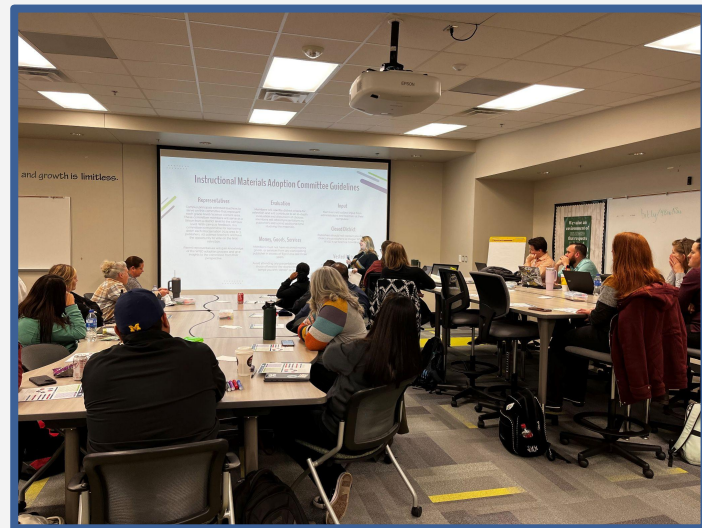
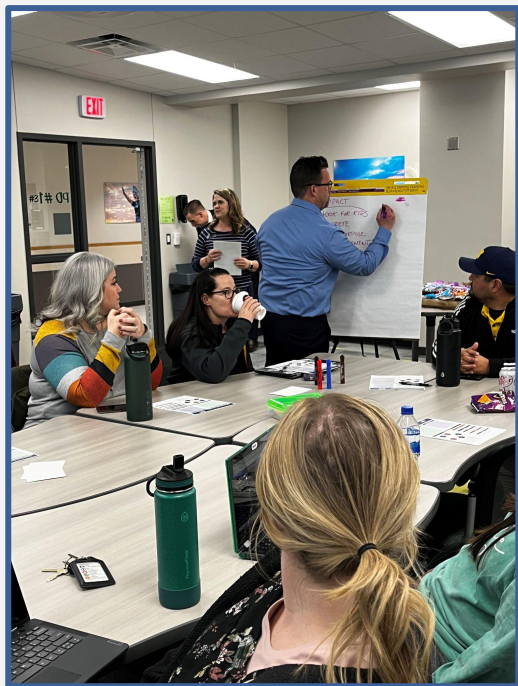
## Recurring Themes & Concepts (RTCs)

RTCs are concepts that hold true across the natural and engineered world. Students can use them to make connections across seemingly disparate disciplines or situations, connect new learning to prior experiences, and more deeply engage with material across the other dimensions.



# Narrowed Down List of Publishers

Kinder - 5th Grade	Houghton Mifflin Harcourt HMH	McGraw Hill	SAVVAS
6th - 8th Grade	Houghton Mifflin Harcourt HMH	McGraw Hill	SAVVAS
Aquatic Science	Cengage Learning		
Astronomy	eDynamic Holding LP		
Biology	Accelerate Learning: STEMscopes	McGraw Hill	SAVVAS
Chemistry	Accelerate Learning: STEMscopes	McGraw Hill	SAVVAS
Earth Systems Science	Cengage Learning		
Environmental Systems	Cengage Learning		
IPC - Integrated Physics & Chemistry	Accelerate Learning: STEMscopes	McGraw Hill	Summit K12
Physics	Accelerate Learning: STEMscopes	McGraw Hill	SAVVAS



**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Nisa Redd

**Subject:** Board meeting minutes from February 12 & 26, 2024      **Related Page(s)** 2

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:**

Attached are the proposed minutes from the February 12 & 26, 2024, meetings.

**ATTACHMENTS:**

Board minutes from February 12 & 26, 2024, meetings.

		<b>BOARD PRIORITY GOALS</b>
X	<b>Priority #1</b>	<b>Student Growth</b>
X	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

**RECOMMENDATION:**

Administration recommends that the attached minutes be approved as presented.

## Minutes February 12, 2024

### Board of Trustees Regular Meeting, Workshop, and Public Hearing Waxahachie Independent School District

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The Board of Trustees of the Waxahachie Independent School District met February 12, 2024, in the WISD boardroom. President Dusty Autrey called the Freshman Center workshop portion of the meeting to order at 4:00pm. Trustees Judd McCutchen, Clay Schoolfield, Kim Kriegel, John Rodgers, Melissa Starnater, and Debbie Timmermann were present. WISD Superintendent Dr. Jerry Hollingsworth, Assistant Superintendent of Secondary Leadership Dr. David Averett, Assistant Superintendent of Elementary Leadership Lisa Mott, Assistant Superintendent of Learning Dr. Dustin Binnicker, General Counsel Lee Auvenshine, Chief Financial Officer Ryan Kahlden, Director of Human Resources Theresa Burkhalter, and Public Relations Director Jenny Bridges, as well as other administrators, were also present.

The Board entered closed session from the workshop at 4:50pm. The Board reconvened to Open Session at 5:47pm to begin the regular portion of the board meeting. Trustee John Rodgers left the meeting at 5:50pm and returned at approximately 7:11pm.

WHS students Philosophy Smith and Thomas Cunningham led the audience in the pledges to the Texas and US flags.

Four community members spoke in Open Forum. Jackie Savey and Melissa Hanson spoke on the WHS cheerleaders needing a dedicated practice facility and newer and more sufficient equipment. Andrew White spoke on the freshman center workshop asking the Board to really consider all aspects before deciding. Brian Stevens spoke about his love for WISD and how grateful he is for his three daughters and the education they received from WISD as well as to ask the Board to please consider sticking with the original LRPC's 17,000+ plan of opening a freshman center.

The Board of Trustees recognized the WHS state cheer team, the Texas Dance Educators Association All-State dancer Jaelyn Salas (WHS), Rich Armstrong and the WHS band for the Sudler Shield recognition, and recognized February as CTE month.

Board President Dusty Autrey opened the Public Hearing portion of the meeting at 6:07pm. Director of Assessment and Accountability Dawn Hilburn conducted the hearing regarding the 2022-2023 Texas Academic Performance Report (TAPR). Mr. Autrey closed the public hearing at 6:55pm with no community members speaking.

Dr. Hollingsworth then gave his Superintendent's Report which included an update on student enrollment and attendance, and overview of presentations offered at the Texas Association of School Administrators (TASA) Midwinter Conference, his plans for spring 2024 "Soup with the Sup" Campus Rounds, as well as other items relevant to leadership and learning in WISD.

WISD Project Manager Stephen Mott, and AG/CM Project Manager Bob Myers gave an update on bond projects.

Dr. Averett gave the Board a report on the WISD Balanced Scorecard Priority 1.1 and 1.3-Student Growth & CCMR as well as House Bill 3 addendum.

Trent Smith with Zonda Demographers gave a report on the recent quarterly demographic study.

Trustee Melissa Starnater made a motion to approve Consent Agenda Items A-U. Trustee Debbie Timmermann seconded, and the motion passed 7-0. Those items were:

- A. Minutes from previous meetings.
- B. Monthly bid reports, purchase orders requiring board approval, and proposed budget amendments.
- C. Monthly financial reports that include cash position, revenue reports, budget summary, tax collection report.
- D. Monthly report on Maintenance Department's work orders.
- E. Monthly report regarding student attendance, student discipline, student drug offenses, and drug prevention measures.
- F. Monthly report on the transportation department.
- G. The approval of possible new and/or modified positions.
- H. The approval of the 2024-2025 administrative contracts.
- I. The approval to appoint school marshals who have been certified by the Texas Commission on Law Enforcement.
- J. The approval to name Kathy Rodrigue, Ellis County Appraisal District Chief Appraiser, as agent for Waxahachie ISD.
- K. The approval of the Memorandum of Understanding with TSTC regarding CTE students enrolling in dual credit courses.
- L. The approval of WISD's GT Policies and Procedures.
- M. The approval of the 2022-2023 Texas Academic Performance Report (TAPR).
- N. The approval of the Memorandum of Understanding with Region 10 related to the Texas Instruction Leadership/Emerging Schools Framework grant.
- O. The approval of a revised agreement with Rone Engineering for construction materials and engineering testing at Jimmie Ray Elementary School.
- P. The approval of an amendment to an existing purchase order with Pace for one additional door to replace the music room door at Northside Elementary School.
- Q. The approval to name February as Career and Technical Education month in Waxahachie ISD.
- R. The approval of a Memorandum of Understanding with Tarleton State University.
- S. The approval of an agreement with Geotex Engineering to provide a geotechnical investigation of the Waxahachie Creek High School campus site at a cost not to exceed \$99,050.
- T. The approval of an agreement with DIYS Solutions, Inc. to provide network technology equipment for Jimmie Ray Elementary School and Wilemon STEAM Academy at a cost not to exceed \$752,868.98.
- U. The approval of the House Bill 3 addendum.

ACTION ITEMS:

- A. Trustee Judd McCutchen made a motion to approve an order of election of Board of Trustees- Places 3, 4, and 5 for Waxahachie Independent School District and approve the use of WISD Administration building for early voting and Marvin Biomedical Academy as an election day polling location. Trustee Clay Schoolfield seconded, and the motion passed 7-0.
- B. Trustee Debbie Timmermann made a motion to approve the 2024-2025 Waxahachie ISD academic calendar. Trustee John Rodgers seconded, and the motion passed 7-0.
- C. Trustee Kim Kriegel made a motion to approve an auxiliary pay scale adjustment. Trustee Judd McCutchen seconded, and the motion passed 7-0.
- D. Trustee John Rodgers made a motion to approve the Board Policy Update 122 with changes affecting Waxahachie ISD local policies CQB, CSA, DC, EHB, EHBC, EHBCA, FEA, FFAC, FFB, and FL. Trustee Melissa Starnater seconded, and the motion carried 7-0.
- E. Trustee Clay Schoolfield made a motion to approve the 2024 WISD rezoning map for the 2024-2025 school year. Trustee Judd McCutchen seconded, and the motion passed 7-0.
- F. Trustee Debbie Timmermann made a motion to approve the staffing plan for Jimmie Ray Elementary for the 2024-2025 school year. Trustee John Rodgers seconded, and the motion passed 7-0.
- G. Trustee John Rodgers made a motion to approve a resolution authorizing the Board President and/or Superintendent to execute all necessary documents to grant a public roadway right of way deed to the City of Waxahachie allowing the widening of Northgate Drive along the northern boundary of Waxahachie ISD's property where Coleman Junior High School is located. Trustee Clay Schoolfield seconded, and the motion passed 7-0.
- H. Trustee Kim Kriegel made a motion to approve a resolution to pay staff during an emergency weather closure on Tuesday, January 16, 2024. Trustee Melissa Starnater seconded, and the motion passed 7-0.
- I. Action item I was pulled from the agenda.

COMMENTS FROM INDIVIDUAL BOARD MEMBERS

- Board members commented on items of community interest, including expressions of thanks, congratulations, or condolence; information regarding holiday schedules; recognition of a public employee, or other citizen; and reminders about upcoming district events.

Trustee Debbie Timmermann made a motion to adjourn. Trustee Clay motion passed 7-0. The meeting adjourned at 8:48pm.

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Dusty Autrey, President

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John Rodgers, Secretary

---

Date

**Minutes February 26, 2024**  
**Board of Trustees Called Meeting**  
**Waxahachie Independent School District**

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The Board of Trustees of the Waxahachie Independent School District met February 26, 2024, in the WISD boardroom. President Dusty Autrey called the meeting to order at 8:30am. Trustees Judd McCutchen, Clay Schoolfield, Kim Kriegel, John Rodgers, Melissa Starnater, and Debbie Timmermann were present. WISD Superintendent Dr. Jerry Hollingsworth, Assistant Superintendent of Secondary Leadership Dr. David Averett, Assistant Superintendent of Elementary Leadership Lisa Mott, Assistant Superintendent of Learning Dr. Dustin Binnicker, General Counsel Lee Auvenshine, Chief Financial Officer Ryan Kahlden, Director of Human Resources Theresa Burkhalter, and Public Relations Director Jenny Bridges, as well as other administrators, were also present.

The Board did not enter Closed Session.

No one spoke in Open Forum.

**ACTION ITEMS:**

- A. Trustee John Rodgers made a motion to approve the hiring of Brian Rogers as the Executive Director of Athletics. Trustee Debbie Timmermann seconded, and the motion passed 7-0.

Trustee Kim Kriegel made a motion to adjourn. Trustee Judd McCutchen motion passed 7-0. The meeting adjourned at 8:34am.

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Dusty Autrey, President

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John Rodgers, Secretary

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Date

**, Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Ryan Kahlden

**Subject:** Budget Transfers/Revisions, PO,  
Bids/RFPS, Contract Payment      **Related Page(s)** 6

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:**

Budget Transfers & Revisions, PO, Bids/RFP responses, and Contract payment for Brightly software requiring Board approval are presented.

**ATTACHMENTS:**

Report of Budget Transfers/Revisions, PO, Bid/RFP response report and Contract payment disbursements.

BOARD PRIORITY GOALS		
	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

**RECOMMENDATION:**

Administration recommends that all Budget Transfers/Revisions, PO, Bids/RFP responses and Brightly contract payments be approved as presented.

**Waxahachie ISD 2023-24 Proposed Budget Amendments for March 2024**

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	Proposed Budget Amendments-		Proposed Revised Budget Gen. Fund 1XXX	Explanation
			Increases Gen. Fund 1XXX	(Decreases) Gen. Fund 1XXX		
<b>REVENUES</b>						
5700 LOCAL & INTER. SOURCE REVENUE	62,993,497	63,005,300			63,005,300	
5800 STATE PROGRAM REVENUES	54,335,548	54,335,548			54,335,548	
5900 FEDERAL REVENUES	2,000,000	2,000,000		-	2,000,000	
7900 OTHER RESOURCES				-	-	
<b>TOTAL REVENUES</b>	<b>119,329,045</b>	<b>119,340,848</b>	<b>-</b>	<b>-</b>	<b>119,340,848</b>	
11 INSTRUCTIONAL RESOURCES & MEDIA SER	70,567,598	71,182,982	1,000	(1,350)	71,182,632	Move \$1000 from 13 to 11 for Wedgeworth budget. Move \$1350 from 11 to 23 for Cliff budget.
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,417,523	1,417,523			1,417,523	
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,765,761	1,764,245	1,000	(1,000)	1,764,245	Move \$1000 from 21 to 13 for Fine Arts budget. Move \$1000 from 13 to 11 for Wedgeworth budget.
21 INSTRUCTIONAL LEADERSHIP	2,867,576	2,861,676	1,000	(1,000)	2,860,676	Move \$1000 from 21 to 13 for Fine Arts budget. Move \$1000 from 13 to 11 for Wedgeworth budget.
23 SCHOOL ADMINISTRATION	6,947,041	6,892,431	1,350		6,893,781	Move \$1350 from 11 to 23 for Cliff budget.
31 GUIDANCE AND COUNSELING SERVICES	3,118,966	3,162,786			3,162,786	
32 SOCIAL WORK SERVICES					-	
33 HEALTH SERVICES	1,486,871	1,484,871			1,484,871	
34 STUDENT (PUPIL) TRANSPORTATION	4,070,619	4,950,939			4,950,939	
35 FOOD SERVICES						
36 COCURRICULAR/EXTRACURRICULAR ACTIV.	5,080,856	5,547,434			5,547,434	
41 GENERAL ADMINISTRATION	3,735,228	3,735,229			3,735,229	
51 PLANT MAINTENANCE AND OPERATION	11,404,898	11,504,898			11,504,898	
52 SECURITY & MONITORING SERVICES	2,148,770	2,148,770			2,148,770	
53 DATA PROCESSING SERVICES	1,936,246	1,936,246			1,936,246	
61 COMMUNITY SERVICES	259,812	259,812			259,812	
71 DEBT SERVICE	-				-	
81 FACILITIES	825,000	518,250			518,250	
95 JJAEP	40,000	40,000			40,000	
99 OTHER GOVERNMENTS	655,000	655,000			655,000	
<b>TOTAL APPROPRIATIONS</b>	<b>118,327,765</b>	<b>120,063,092</b>	<b>3,350</b>	<b>(3,350)</b>	<b>120,063,092</b>	
<b>Approved by Board:</b>	<b>Yes</b>	<b>No</b>	<b>Date:</b>	<b>Signed:</b>		

COPIES  
 WHITE VENDOR  
 YELLOW RECEIVING

INVOICE TO:  
 WAXAHACHIE ISD  
 411 N. GIBSON STREET  
 WAXAHACHIE, TX 75165  
 TAX NBR: 75-6002723  
 PHONE: 972-923-4631  
 FAX NBR: 972-923-4658

REQ. NUMBER: 8620024191  
 VENDOR KEY : REGIO10I001  
 PAGE NUMBER: 1  
 REQ. DATE : 02/28/2024  
 SHIP DATE : 02/28/2024  
 FISCAL YEAR: 2023-2024  
 ENTERED BY : ECHOLPAI000

PRINTED 03/04/2024

COMPANY: REGION 10, EDUCATION SVC CTR 400 E SPRING VALLEY ROAD RICHARDSON, TX 75081-5101		DELIVER TO: WISD CENTRAL ADMINISTRATION 411 N GIBSON ST. WAXAHACHIE, TX 75165  ATTN: PAISLEE ECHOLS
---	--	--

QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST
		CONTRACT WORK WITH E.S.C. FOR SCHOOL IMPROVEMENT		
1	UNIT	MARVIN	25000.00000	25000.00
1	UNIT	NORTHSIDE	25000.00000	25000.00
1	UNIT	FINLEY	25000.00000	25000.00
		*BOARD APPROVED*		
		TOTAL		75,000.00

#####  
 #  
 # This is a Requisition and not an official Purchase Order. #  
 # The District is not financially responsible for #  
 # the unauthorized purchases made with a Requisition. #  
 #####

=====

P.O.: 8620024191 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : REGIO10I001
ACCOUNT	AMOUNT
211 E 13 6239 00 999 4 99 ESF	75,000.00

**BID REPORT**  
**March Board Report**

1. The Business office requests Board approval of the presented vendor list for the category of "Supplemental Math Instructional Materials".

**SUPPLEMENTAL MATH INSTRUCTIONAL MATERIALS (Valid March 2024 thru February 2025)**

VENDOR	LOCATION	PRICING	EPCNT AGREEMENT
ACCELERATED LEARNING	HOUSTON, TX	CALL FOR QUOTE	YES
AGE OF LEARNING	GLENDALE, CA	5% DISCOUNT	YES
BETTER LEARNING EDUCATION, LLC	DAYTON, OH	10% DISCOUNT	YES
DISCOVERY EDUCATION, INC	CHARLOTTE, NC	SEE PRICING WITH RFP	YES
EAI EDUCATION	OAKLAND, NJ	15% DISCOUNT	YES
EDMENTUM, INC.	BLOOMINGTON, MN	SEE PRICING WITH RFP	YES
EEDI LLC	DOVER, DE	SEE PRICING WITH RFP	YES
EXPLORE LEARNING, LLC	DALLAS, TX	10-35% DISCOUNT	YES
HEINEMANN	PORTSMOUTH, NH	SEE PRICING WITH RFP	YES
HOUGHTON MIFFLIN HARCOURT	BOSTON, MA	SEE PRICING WITH RFP	YES
IMAGINATION STATION, INC (ISTATION)	DALLAS, TX	SEE PRICING WITH RFP	YES
IMAGINE LEARNING	SCOTTSDALE, AZ	SEE PRICING WITH RFP	NO
IXL LEARNING	SAN MATEO, CA	SEE PRICING WITH RFP	YES
LAKESHORE LEARNING	CARSON, CA	CALL FOR QUOTE	NO ANSWER ON FORM
MCGRAW HILL, LLC	COLUMBUS, OH	SEE PRICING WITH RFP	YES
MOBY MAX EDUCATION, LLC	SANFORD, NC	UP TO 25% DISCOUNT	YES
NEW CLASSROOMS INNOVATION PARTNERS, INC.	JERSEY CITY, NJ	SEE PRICING WITH RFP	YES
PERFECTION LEARNING CORP.	LOGAN, IA	25% DISCOUNT	YES
QUILL	LINCOLNSHIRE, IL	0-30% DISCOUNT	NO ANSWER ON FORM
SAVVAS LEARNING COMPANY, LLC	PARAMUS, NJ	15% DISCOUNT	YES
SEE SAW	SAN FRANCISCO, CA	CALL FOR QUOTE	YES
SIRIUS EDUCATION SOLUTIONS, LLC	AUSTIN, TX	20% DISCOUNT	YES
TEXTBOOK WAREHOUSE, LLC	ALPHARETTA, GA	VOLUME DISCOUNTS	YES
THE FINANCIAL LITERACY PROJECT, LLC	WAXAHACHIE, TX	5-10% DISCOUNT	YES
WILLIAM H. SADLER, INC.	NEW YORK, NY	CALL FOR QUOTE	YES
WORLD BOOK, INC	CHICAGO, IL	25% DISCOUNT	YES
		CALL FOR QUOTE	YES



**AXAHACHIE ISD**  
 411 N. Gibson Street  
 Waxahachie, TX 75165

## DISBURSEMENT FORM

**PAYABLE TO:** Brightly Software, Inc.

**ADDRESS:** PO Box 360717

**CITY/STATE/ZIP:** Pittsburgh, PA 15251-6717

**DESCRIPTION:** Event management implementation

**AMOUNT:** \$30,483.53


**ACCOUNT NUMBER:** 199 E 51 6246 00 951 0 99 000

**CAMPUS/DEPT APPROVAL SIGNATURE:** \_\_\_\_\_

**DATE:** 1/25/2024

**EXPLANATION IF REQUIRED:** Invoice received without a PO. This invoice is for new asset essentials core plus, event manager and asset essentials inventory system. No PO was requested for this.

(Past Due Invoices or Invoices Received without PO number)



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Wendy Ross  
 Director of Accounting

 2/9/24

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Ryan Kahlden  
 CFO



**WAXAHACHIE ISD**  
 411 N. Gibson Street  
 Waxahachie, TX 75165

## DISBURSEMENT FORM

**PAYABLE TO:** Brightly Software, Inc.

**ADDRESS:** PO Box 360717

**CITY/STATE/ZIP:** Pittsburgh, PA 15251-6717

**DESCRIPTION:** Maintenance Direct & Event Essentials Pro Systems


**AMOUNT:** \$7,234.91

**ACCOUNT NUMBER:** 199 E 51 6246 00 951 0 99 000

**CAMPUS/DEPT APPROVAL SIGNATURE:** \_\_\_\_\_

**DATE:** 1/25/2024

**EXPLANATION IF REQUIRED:** (Past Due Invoices or Invoices Received without PO number) Invoice received without a PO. This invoice is for the maintenance direct and event essentials pro work order systems. This is an old invoice that we were waiting for credit to be applied to. This invoice is for service for 5/01/23-9/01/24.



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Wendy Ross  
 Director of Accounting



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Ryan Kahlden  
 CFO



**WAXAHACHIE ISD**  
 411 N. Gibson Street  
 Waxahachie, TX 75165

## DISBURSEMENT FORM

**PAYABLE TO:** Brightly Software, Inc.

**ADDRESS:** PO Box 360717

**CITY/STATE/ZIP:** Pittsburgh, PA 15251-6717

**DESCRIPTION:** Event management implementation

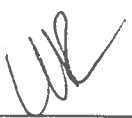
**AMOUNT:** \$9,053.50

**ACCOUNT NUMBER:** 199 E 51 6246 00 951 0 99 000

**CAMPUS/DEPT APPROVAL SIGNATURE:** \_\_\_\_\_

**DATE:** 1/25/2024

**EXPLANATION IF REQUIRED:** Invoice received without a PO. This invoice is for the implementation and consultation for the event manager system.  
 (Past Due Invoices or Invoices Received without PO number)



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Wendy Ross  
 Director of Accounting



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Ryan Kahlden  
 CFO

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Ryan Kahlden

**Subject:** Monthly financial reports from January 2024      **Related Page(s)** 21

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:**

Monthly financial reports that include cash position, revenue reports, budget summary and tax collection reports.

**ATTACHMENTS:**

21 pages of January 2024 monthly financial reports.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

**RECOMMENDATION:**

Administration recommends that the monthly financial reports for January 2024 be approved as presented.

**GENERAL OPERATING  
CASH POSITION  
AS OF JANUARY 2024**

Actual Invested Funds:	\$51,560,619.76
Actual Cash Balance:	<u>986,510.79</u>

**Total Cash Balance (Jan. 2024):** **\$52,547,130.55**

Estimated Feb. 24 Tax Revenue:	\$ 9,657,500.00
Estimated Feb. 24 State/Other Revenue:	\$ 2,965,040.00
Estimated Feb. 24 Payroll Expenses:	\$ -7,911,800.00
Estimated Feb. 24 A/P Expenses:	<u>\$ -1,675,800.00</u>
<b>Projected Cash Balance end (Feb. 2024):</b>	<b>\$55,582,270.55</b>

There are no anticipated cash flow problems for the District.

**GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2023-24**  
(updated with monthly actuals)

Projected 2023-24 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
<b>Beginning Balance</b>	\$ 26,728,837	\$ 28,841,348	\$ 27,586,729	\$ 26,030,070	\$ 25,342,251	\$ 52,547,131	\$ 55,582,271	\$ 51,554,061	\$ 46,602,761	\$ 39,392,151	\$ 33,217,051	\$ 29,564,791	
Local Tax Revenue	\$ 81,754	\$ 81,490	\$ 2,314,729	\$ 8,929,901	\$ 36,207,717	\$ 9,657,500	\$ 1,760,390	\$ 975,300	\$ 550,790	\$ 265,800	\$ 227,400	\$ 176,800	\$ 61,229,571
State/Other Revenue	\$ 13,435,457	\$ 9,140,045	\$ 6,056,634	\$ 473,886	\$ 1,161,436	\$ 2,965,040	\$ 3,799,600	\$ 3,759,400	\$ 2,675,300	\$ 3,780,500	\$ 6,790,540	\$ 8,349,500	\$ 62,387,338
Payroll Expenses	\$ (7,911,615)	\$ (7,836,022)	\$ (7,829,931)	\$ (8,870,643)	\$ (7,617,869)	\$ (7,911,600)	\$ (7,912,400)	\$ (7,935,200)	\$ (7,935,400)	\$ (8,345,500)	\$ (7,911,800)	\$ (7,945,700)	\$ (95,963,679)
Accounts Payable	\$ (3,493,085)	\$ (2,640,132)	\$ (2,098,091)	\$ (1,220,964)	\$ (2,546,403)	\$ (1,675,800)	\$ (1,675,800)	\$ (1,750,800)	\$ (2,501,300)	\$ (1,875,900)	\$ (2,758,400)	\$ (3,680,400)	\$ (27,917,074)
Ending Balance	\$ 28,841,348	\$ 27,586,729	\$ 26,030,070	\$ 25,342,251	\$ 52,547,131	\$ 55,582,271	\$ 51,554,061	\$ 46,602,761	\$ 39,392,151	\$ 33,217,051	\$ 29,564,791	\$ 26,464,991	\$ (123,880,754)

**GENERAL OPERATING REVENUE AND EXPENSE PROJECTIONS 2023-24**  
(original projections)

Projected 2023-24 Cashflow

	September	October	November	December	January	February	March	April	May	June	July	August	TOTALS
<b>Beginning Balance</b>	\$ 26,728,837	\$ 28,841,348	\$ 28,909,378	\$ 27,850,878	\$ 46,859,578	\$ 57,544,721	\$ 60,579,861	\$ 56,106,261	\$ 50,655,961	\$ 42,669,861	\$ 36,479,361	\$ 31,793,061	
Local Tax Revenue	\$ 81,754	\$ 175,400	\$ 3,675,900	\$ 27,650,400	\$ 17,573,643	\$ 9,657,500	\$ 1,315,000	\$ 476,300	\$ 275,300	\$ 250,400	\$ 233,000	\$ 107,400	\$ 61,471,997
State/Other Revenue	\$ 13,435,457	\$ 9,745,930	\$ 6,012,000	\$ 2,533,900	\$ 2,740,300	\$ 2,965,040	\$ 3,799,600	\$ 3,759,400	\$ 2,175,300	\$ 3,780,500	\$ 5,750,900	\$ 8,349,500	\$ 65,047,827
Payroll Expenses	\$ (7,911,615)	\$ (7,943,500)	\$ (7,910,800)	\$ (8,750,300)	\$ (7,930,400)	\$ (7,911,600)	\$ (7,912,400)	\$ (7,935,200)	\$ (7,935,400)	\$ (8,345,500)	\$ (7,911,800)	\$ (7,945,700)	\$ (96,344,215)
Accounts Payable	\$ (3,493,085)	\$ (1,909,900)	\$ (2,835,600)	\$ (2,425,300)	\$ (1,698,400)	\$ (1,675,800)	\$ (1,675,800)	\$ (1,750,800)	\$ (2,501,300)	\$ (1,875,900)	\$ (2,758,400)	\$ (4,750,800)	\$ (28,350,985)
<b>Ending Balance</b>	\$ 28,841,348	\$ 28,909,378	\$ 27,850,878	\$ 46,859,578	\$ 57,544,721	\$ 60,579,861	\$ 56,106,261	\$ 50,655,961	\$ 42,669,861	\$ 36,479,361	\$ 31,793,061	\$ 27,553,461	\$ (125,695,199)

Projections based on these assumptions:

The beginning balance is based on the 8/31/23 cash balance of \$982,059.99 plus the actual invested balance of \$25,726,777.20.

Tax revenue is based on total taxes budgeted for 23-24 and divided per month based on 22-23 collections.

Tax revenue includes General Operating only - not I&S, and includes budgeted amount for current, delinquent and penalties.

State/Other revenue based on budgeted revenue for General Operating and Federal/State Special Programs.

These projections do not include Child Nutrition, Lighthouse for Learning, Child Care Center, Student Activity

Campus Activity, Interest and Sinking or Capital Projects - which all have separate bank accounts.

Payroll expenses are based on September's actual payroll expense and certain fluctuations anticipated throughout the 23-24 year - including substitutes and retiree payoffs.

Accounts payable amounts for September are actual. October through August are projected amounts. These projections only include General Operating and Federal/State Special Programs.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT  
CASH POSITION  
FOR THE PERIOD ENDED  
JANUARY 2024

	<u>LOCAL MAIN.</u>	<u>I &amp; S</u>	<u>OSCB ESCROW</u>	<u>CAPITAL</u>	<u>ENTERPRISE</u>	<u>TOTAL</u>
Beginning Balances	\$ 1,019,096.39	\$ 655,277.70	-	\$ 36,539.53	\$ 4,830,706.45	\$ 6,541,620.07
Add: Deposits	\$ 10,131,686.62	\$ 2,556.18	-	\$ 7,305,670.34	\$ 434,400.05	\$ 17,874,313.19
Less: Disbursements	\$ (10,164,272.22)	-	-	\$ (7,322,375.30)	\$ (286,794.86)	\$ (17,773,442.38)
Ending Balances	\$ 986,510.79	\$ 657,833.88	-	\$ 19,834.57	\$ 4,978,311.64	\$ 6,642,490.88
Add: Investments	\$ 51,560,619.76	\$ 41,723,559.76	\$ 2,195,872.15	\$ 175,205,162.62	\$	\$ 270,685,214.29
<b>TOTALS</b>	\$ 52,547,130.55	\$ 42,381,393.64	\$ 2,195,872.15	\$ 175,224,997.19	\$ 4,978,311.64	\$ 277,327,705.17

PERCENTAGE OF CURRENT YEAR REVENUES  
General Operating and Interest & Sinking

	<u>Total Levy (Budgeted)</u>	<u>1/31/2024</u>	<u>Percentage</u>
<b>2022-23 Tax Collections</b>			
Current	\$ 92,289,782	73,042,345.40	79.14%
Prior Yr. Delinquent	\$ 489,431	248,226.36	50.71%
Penalties	\$ 815,984	64,768.24	7.94%
<b>2023-24 Tax Collections</b>			
Current	\$ 94,451,499	73,234,830.80	77.53%
Prior Yr. Delinquent	\$ 390,000	176,047.17	45.14%
Penalties	\$ 330,000	121,733.26	36.89%
<b>2022-23 Other Revenue</b>	\$ 49,883,108	20,194,928.00	40.41%
<b>2023-24 Other Revenue</b>	\$ 57,968,851	22,541,545.37	38.89%
<b>2022-23 Total Revenue</b>	\$ 143,478,305	93,550,268.00	65.20%
<b>2023-24 Total Revenue</b>	\$ 153,140,350	96,074,156.60	62.73%

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMNT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
1/1/2024	G/O	POOL	TASB LONE STAR	\$19,141,146.93	1/31/2024	5.344	5.344	\$19,141,146.93	\$86,870.18	\$19,228,017.11
1/1/2024	G/O	POOL	TEX-POOL	\$5,182,006.87	1/31/2024	5.369	5.369	\$5,182,006.87	\$23,631.57	\$5,205,638.44
1/4/2024	G/O	POOL	TASB LONE STAR	-\$361,000.00	withdrawal			-\$361,000.00	\$0.00	-\$361,000.00
1/5/2024	G/O	POOL	TASB LONE STAR	\$16,031,977.80	1/31/2024	5.344	5.344	\$16,031,977.80	\$61,024.12	\$16,093,001.92
1/8/2024	G/O	POOL	TASB LONE STAR	-\$255,701.58	withdrawal			-\$255,701.58	\$0.00	-\$255,701.58
1/8/2024	G/O	POOL	TASB LONE STAR	\$2,383,610.41	1/31/2024	5.344	5.344	\$2,383,610.41	\$8,026.09	\$2,391,636.50
1/10/2024	G/O	POOL	TASB LONE STAR	\$250,191.12	1/31/2024	5.344	5.344	\$250,191.12	\$769.19	\$250,960.31
1/10/2024	G/O	POOL	TASB LONE STAR	\$399,170.38	1/31/2024	5.344	5.344	\$399,170.38	\$1,227.21	\$400,397.59
1/11/2024	G/O	POOL	TASB LONE STAR	\$181,300.97	1/31/2024	5.344	5.344	\$181,300.97	\$530.85	\$181,831.82
1/11/2024	G/O	POOL	TASB LONE STAR	-\$815,000.00	withdrawal			-\$815,000.00	\$0.00	-\$815,000.00
1/12/2024	G/O	POOL	TASB LONE STAR	\$613,016.02	1/31/2024	5.344	5.344	\$613,016.02	\$1,705.17	\$614,721.19
1/16/2024	G/O	POOL	TASB LONE STAR	\$763,072.70	1/31/2024	5.344	5.344	\$763,072.70	\$1,675.71	\$764,748.41
1/16/2024	G/O	POOL	TASB LONE STAR	\$388,374.21	1/31/2024	5.344	5.344	\$388,374.21	\$808.95	\$389,183.16
1/17/2024	G/O	POOL	TASB LONE STAR	\$959,660.32	1/31/2024	5.344	5.344	\$959,660.32	\$1,966.92	\$961,627.24
1/18/2024	G/O	POOL	TASB LONE STAR	-\$368,374.21	withdrawal			-\$368,374.21	\$0.00	-\$368,374.21
1/18/2024	G/O	POOL	TASB LONE STAR	\$448,156.89	1/31/2024	5.344	5.344	\$448,156.89	\$852.93	\$449,009.82
1/19/2024	G/O	POOL	TASB LONE STAR	\$1,531,123.09	1/31/2024	5.344	5.344	\$1,531,123.09	\$2,689.88	\$1,533,812.97
1/19/2024	G/O	POOL	TASB LONE STAR	-\$687,000.00	withdrawal			-\$687,000.00	\$0.00	-\$687,000.00
1/22/2024	G/O	POOL	TASB LONE STAR	-\$6,883,698.98	withdrawal			-\$6,883,698.98	\$0.00	-\$6,883,698.98
1/22/2024	G/O	POOL	TASB LONE STAR	\$217,768.33	1/31/2024	5.344	5.344	217,768.33	\$286.93	\$218,055.26
1/23/2024	G/O	POOL	TASB LONE STAR	\$525,592.31	1/31/2024	5.344	5.344	\$525,592.31	\$615.57	\$526,207.88
1/24/2024	G/O	POOL	TASB LONE STAR	\$494,086.69	1/31/2024	5.344	5.344	\$494,086.69	\$506.34	\$494,593.03
1/25/2024	G/O	POOL	TASB LONE STAR	-\$600,000.00	withdrawal			-\$600,000.00	\$0.00	-\$600,000.00
1/25/2024	G/O	POOL	TASB LONE STAR	\$2,057,143.00	1/31/2024	5.344	5.344	2,057,143.00	\$1,806.99	\$2,058,949.99
1/25/2024	G/O	POOL	TASB LONE STAR	\$147,232.00	1/31/2024	5.344	5.344	\$147,232.00	\$129.33	\$147,361.33
1/26/2024	G/O	POOL	TASB LONE STAR	\$1,241,645.80	1/31/2024	5.344	5.344	\$1,241,645.80	\$908.88	\$1,242,554.68
1/29/2024	G/O	POOL	TASB LONE STAR	\$568,919.31	1/31/2024	5.344	5.344	\$568,919.31	\$166.58	\$569,085.89
1/29/2024	G/O	POOL	TASB LONE STAR	\$250.00	1/31/2024	5.344	5.344	250.00	\$0.07	\$250.07
1/29/2024	G/O	POOL	TASB LONE STAR	\$5,660.67	1/31/2024	5.344	5.344	\$5,660.67	\$1.66	\$5,662.33
1/29/2024	G/O	POOL	TASB LONE STAR	\$141,018.44	1/31/2024	5.344	5.344	\$141,018.44	\$41.29	\$141,059.73
1/30/2024	G/O	POOL	TASB LONE STAR	\$162,600.89	1/31/2024	5.344	5.344	\$162,600.89	\$23.80	\$162,624.69
1/30/2024	G/O	POOL	TASB LONE STAR	\$25,186.61	1/31/2024	5.344	5.344	\$25,186.61	\$3.69	\$25,190.30
1/30/2024	G/O	POOL	TASB LONE STAR	\$329,080.70	1/31/2024	5.344	5.344	\$329,080.70	\$48.18	\$329,128.88
1/30/2024	G/O	POOL	TASB LONE STAR	\$12,440.41	1/31/2024	5.344	5.344	\$12,440.41	\$1.82	\$12,442.23
1/31/2024	G/O	POOL	TASB LONE STAR	-\$373,117.53	withdrawal			-\$373,117.53	\$0.00	-\$373,117.53
1/31/2024	G/O	POOL	TASB LONE STAR	\$865,534.51	1/31/2024	5.344	5.344	\$865,534.51	\$0.00	\$865,534.51
1/31/2024	G/O	POOL	TASB LONE STAR	\$2,154,347.74	1/31/2024	5.344	5.344	\$2,154,347.74	\$0.00	\$2,154,347.74
1/31/2024	G/O	POOL	TASB LONE STAR	\$158,271.42	interest			\$158,271.42	\$0.00	\$158,271.42
1/31/2024	G/O	POOL	TASB LONE STAR	\$23,526.21	interest			\$23,526.21	\$0.00	\$23,526.21
2/1/2024	G/O	POOL	TASB LONE STAR	\$1,161,179.08	in transit			\$1,161,179.08	\$0.00	\$1,161,179.08
2/2/2024	G/O	POOL	TASB LONE STAR	\$1,697,145.93	in transit			\$1,697,145.93	\$0.00	\$1,697,145.93
2/5/2023	G/O	POOL	TASB LONE STAR	\$1,663,074.30	in transit			\$1,663,074.30	\$0.00	\$1,663,074.30
			SUB-TOTAL:	\$51,560,619.76				\$51,560,619.76		

\*\*Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
1/1/2024	I&S	POOL	TASB-LONE STAR	\$21,848,436.35	1/31/2024	5.344	5.344	\$21,848,436.35	\$99,156.94	\$21,947,592.29
1/5/2024	I&S	POOL	TASB-LONE STAR	\$ 8,738,135.84	1/31/2024	5.344	5.344	\$ 8,738,135.84	\$33,260.84	\$8,771,396.68
1/8/2024	I&S	POOL	TASB-LONE STAR	\$ 1,296,532.32	1/31/2024	5.344	5.344	\$ 1,296,532.32	\$4,365.68	\$1,300,898.00
1/10/2024	I&S	POOL	TASB-LONE STAR	\$ 136,312.91	1/31/2024	5.344	5.344	\$ 136,312.91	\$419.08	\$136,731.99
1/10/2024	I&S	POOL	TASB-LONE STAR	\$ 217,226.53	1/31/2024	5.344	5.344	\$ 217,226.53	\$667.84	\$217,894.37
1/11/2024	I&S	POOL	TASB-LONE STAR	\$ 98,647.82	1/31/2024	5.344	5.344	\$ 98,647.82	\$288.84	\$98,936.66
1/12/2024	I&S	POOL	TASB-LONE STAR	\$ 334,883.40	1/31/2024	5.344	5.344	\$ 334,883.40	\$931.51	\$335,814.91
1/16/2024	I&S	POOL	TASB-LONE STAR	\$ 416,998.79	1/31/2024	5.344	5.344	\$ 416,998.79	\$915.73	\$417,914.52
1/17/2024	I&S	POOL	TASB-LONE STAR	\$ 523,121.39	1/31/2024	5.344	5.344	\$ 523,121.39	\$1,072.19	\$524,193.58
1/18/2024	I&S	POOL	TASB-LONE STAR	\$ 244,328.66	1/31/2024	5.344	5.344	\$ 244,328.66	\$465.01	\$244,793.67
1/19/2024	I&S	POOL	TASB-LONE STAR	\$ 833,903.61	1/31/2024	5.344	5.344	\$ 833,903.61	\$1,465.00	\$835,368.61
1/22/2024	I&S	POOL	TASB-LONE STAR	\$ 118,345.78	1/31/2024	5.344	5.344	\$ 118,345.78	\$155.93	\$118,501.71
1/23/2024	I&S	POOL	TASB-LONE STAR	\$ 286,889.71	1/31/2024	5.344	5.344	\$ 286,889.71	\$336.01	\$287,225.72
1/24/2024	I&S	POOL	TASB-LONE STAR	\$ 268,907.05	1/31/2024	5.344	5.344	\$ 268,907.05	\$275.58	\$269,182.63
1/25/2024	I&S	POOL	TASB-LONE STAR	\$ 1,120,738.67	1/31/2024	5.344	5.344	\$ 1,120,738.67	\$984.46	\$1,121,723.13
1/26/2024	I&S	POOL	TASB-LONE STAR	\$ 675,622.17	1/31/2024	5.344	5.344	\$ 675,622.17	\$494.56	\$676,116.73
1/29/2024	I&S	POOL	TASB-LONE STAR	\$ 309,964.58	1/31/2024	5.344	5.344	\$ 309,964.58	\$90.76	\$310,055.34
1/31/2024	I&S	POOL	TASB-LONE STAR	\$ 472,262.87	1/31/2024	5.344	5.344	\$ 472,262.87	\$0.00	\$472,262.87
1/31/2024	I&S	POOL	TASB-LONE STAR	\$ 1,174,255.91	1/31/2024	5.344	5.344	\$ 1,174,255.91	\$0.00	\$1,174,255.91
1/31/2024	I&S	POOL	TASB-LONE STAR	\$ 145,928.15	1/31/2024	5.344	5.344	\$ 145,928.15	\$0.00	\$145,928.15
1/31/2024	I&S	POOL	TASB-LONE STAR	\$ 736.02	interest	5.344	5.344	\$ 736.02	\$0.00	\$736.02
1/31/2024	I&S	POOL	TASB-LONE STAR	\$ 631,845.71	in transit	5.344	5.344	\$ 631,845.71	\$0.00	\$631,845.71
2/1/2024	I&S	POOL	TASB-LONE STAR	\$ 923,832.57	in transit	5.344	5.344	\$ 923,832.57	\$0.00	\$923,832.57
2/5/2024	I&S	POOL	TASB-LONE STAR	\$ 905,702.95	in transit	5.344	5.344	\$ 905,702.95	\$0.00	\$905,702.95
			SUB-TOTAL:	\$41,723,559.76				\$41,723,558.76		
1/1/2024	QSCB	POOL	TASB-LONE STAR	\$2,185,979.84	1/31/2024	5.344	5.344	\$2,185,979.84	\$9,920.85	\$2,195,900.69
1/31/2024	QSCB	POOL	TASB-LONE STAR	\$9,892.31	interest			\$9,892.31	\$0.00	\$9,892.31
			SUB-TOTAL:	\$2,195,872.15				\$2,195,872.15		
1/1/2024	CAP PROJ	POOL/BANK	COMBINED	\$181,708,144.41	1/31/2024			\$181,708,144.41	\$0.00	\$181,708,144.41
1/19/2024	CAP PROJ	BANK	FFB	-\$1,886,862.50	withdrawal			-\$1,886,862.50	\$0.00	-\$1,886,862.50
1/31/2024	CAP PROJ	BANK	FFB	\$115,734.19	interest			\$115,734.19	\$0.00	\$115,734.19
1/3/2024	CAP PROJ	POOL	TEX-POOL	-\$45,408.98	withdrawal			-\$45,408.98	\$0.00	-\$45,408.98
1/3/2024	CAP PROJ	POOL	TEX-POOL	-\$12,575.00	withdrawal			-\$12,575.00	\$0.00	-\$12,575.00
1/4/2024	CAP PROJ	POOL	TEX-POOL	-\$80,982.21	withdrawal			-\$80,982.21	\$0.00	-\$80,982.21
1/9/2024	CAP PROJ	POOL	TEX-POOL	-\$3,125,124.30	withdrawal			-\$3,125,124.30	\$0.00	-\$3,125,124.30
1/9/2024	CAP PROJ	POOL	TEX-POOL	-\$1,574,660.49	withdrawal			-\$1,574,660.49	\$0.00	-\$1,574,660.49
1/9/2024	CAP PROJ	POOL	TEX-POOL	-\$175,350.94	withdrawal			-\$175,350.94	\$0.00	-\$175,350.94
1/10/2024	CAP PROJ	POOL	TEX-POOL	-\$2,727.07	withdrawal			-\$2,727.07	\$0.00	-\$2,727.07
1/10/2024	CAP PROJ	POOL	TEX-POOL	-\$25,211.36	withdrawal			-\$25,211.36	\$0.00	-\$25,211.36

\*\*Pool interest calculated on a per month basis using month end balance.

WAXAHACHIE INDEPENDENT SCHOOL DISTRICT INVESTMENT PORTFOLIO

DATE	FUND	TYPE	DESCRIPTION	PUR.AMT.	MATURITY	RATE	YIELD	COST	PROJ. INT.	PAR
1/11/2024	CAP PROJ	POOL	TEX-POOL	-\$48,500.00	withdrawal			-\$48,500.00	\$0.00	-\$48,500.00
1/18/2024	CAP PROJ	POOL	TEX-POOL	-\$49,748.67	withdrawal			-\$49,748.67	\$0.00	
1/19/2024	CAP PROJ	POOL	TEX-POOL	-\$28,136.56	withdrawal			-\$28,136.56		
1/31/2024	CAP PROJ	POOL	TEX-POOL	\$507,139.73	interest			\$507,139.73		
1/18/2023	CAP PROJ	POOL	TASB-LONE STAR	-\$250,239.72	withdrawal			-\$250,239.72	\$0.00	-\$250,239.72
1/31/2023	CAP PROJ	POOL	TASB-LONE STAR	\$179,672.09	interest			\$179,672.09	\$0.00	\$179,672.09
			SUB-TOTAL:	\$175,205,162.62				\$175,205,162.62		
			TOTAL INVESTED:	\$270,685,214.29						
			total does not include							
			scholarship investments							
1/1/2024	SCH.	POOL-PLUS	TASB-LONE STAR	\$889,400.70	1/31/2024	5.649	5.649	\$889,400.70	\$4,267.38	\$893,668.08
1/31/2024	SCH.	POOL-PLUS	TASB-LONE STAR	\$4,219.51	interest			\$4,219.51	\$0.00	\$4,219.51
			SCHOLARSHIP TOTAL:	\$893,620.21				\$893,620.21		
THEREBY CERTIFY THAT THIS IS A TRUE AND CORRECT SUMMARY OF THE DISTRICT'S INVESTMENTS AS OF 1/31/2024.										
INVESTMENTS REPRESENTED IN THIS REPORT ARE IN COMPLIANCE WITH THE ADOPTED WISD INVESTMENT STRATEGY AND POLICY.										
RYAN KAHLDEN, ASST. SUP. FOR BUSINESS & FINANCE			WENDY ROSS, DIRECTOR OF ACCOUNTING							

\*\*Pool interest calculated on a per month basis using month end balance.

**WAXAHACHIE ISD SUMMARY OF ACTIVITY AS OF JANUARY 2024**

<b>GENERAL FUND</b>	<b>YTD ACTUAL</b>	<b>ORIGINAL BUDGET</b>	<b>REVISED BUDGET</b>	<b>YTD %</b>	<b>PRIOR YTD %</b>
REVENUES	68,079,335.29	119,329,045	119,340,848	57.05%	65.38%
EXPENDITURES	50,013,680.09	118,327,765	120,063,092	41.66%	41.53%
<b>SPECIAL PROGRAMS</b>					
REVENUES	1,673,068.86	7,527,540	9,881,032	16.93%	23.52%
EXPENDITURES	3,462,418.77	7,525,019	9,878,511	35.05%	40.21%
<b>INTEREST &amp; SINKING</b>					
REVENUES	27,994,851.31	33,799,502	33,799,502	82.83%	75.90%
EXPENDITURES	0.00	37,842,888	37,842,888	0.00%	0.00%
<b>CAPITAL PROJECTS</b>					
REVENUES	4,164,711.03	-	0.00	0.00%	0.00%
EXPENDITURES	20,702,976.31	-	537,770,684	3.85%	0.00%
<b>ENTERPRISE FUNDS</b>					
REVENUES	2,877,660.87	5,436,874	5,436,874	52.93%	56.21%
EXPENDITURES	2,612,970.68	5,810,237	5,835,237	44.78%	47.63%

FC OBJ	2023-24		2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %	Unencumbered Balance	FYTD %	Unencumbered Balance	FYTD %
00 LOCAL/INTER. SOURCES	48,667,638.87	0.00	62,993,497	63,005,300	14,337,661.13	77.24	14,337,661.13	77.24	14,337,661.13	77.24
00 STATE PROGRAM REV.	21,895,964.11	0.00	54,335,548	54,335,548	32,439,583.89	40.30	32,439,583.89	40.30	32,439,583.89	40.30
00 FEDERAL PROG. REV.	-2,484,636.69	0.00	2,000,000	2,000,000	4,484,636.69	-124.23	4,484,636.69	-124.23	4,484,636.69	-124.23
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
00 OTHER RESOURCES	369.00	0.00	0	0	-369.00	0.00	-369.00	0.00	-369.00	0.00
00 gen	68,079,335.29	0.00	119,329,045	119,340,848	51,261,512.71	57.05	51,261,512.71	57.05	51,261,512.71	57.05
-- Revenue	68,079,335.29	0.00	119,329,045	119,340,848	51,261,512.71	57.05	51,261,512.71	57.05	51,261,512.71	57.05
00	140.00	0.00	0	0	-140.00	0.00	-140.00	0.00	-140.00	0.00
00 PAYROLL COSTS	10.82	0.00	0	0	-10.82	0.00	-10.82	0.00	-10.82	0.00
00 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
00	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
00 gen	150.82	0.00	0	0	-150.82	0.00	-150.82	0.00	-150.82	0.00
11 PAYROLL COSTS	26,326,401.32	0.00	66,656,609	66,490,509	40,164,107.68	39.59	40,164,107.68	39.59	40,164,107.68	39.59
11 PRO./CONTRACTED SVC.	540,315.15	274,471.54	1,344,436	1,467,036	652,249.31	55.54	652,249.31	55.54	652,249.31	55.54
11 SUPPLIES	1,156,707.00	496,017.21	2,146,334	2,526,115	873,390.79	65.43	873,390.79	65.43	873,390.79	65.43
11 OTHER OPERATING EXP.	102,718.42	17,201.03	404,219	452,026	332,106.55	26.53	332,106.55	26.53	332,106.55	26.53
11 CAPITAL PROJECTS	232,086.01	0.00	16,000	247,296	15,209.99	93.85	15,209.99	93.85	15,209.99	93.85
11 INSTRUCTION	28,358,227.90	787,689.78	70,567,598	71,182,982	42,037,064.32	40.95	42,037,064.32	40.95	42,037,064.32	40.95
12 PAYROLL COSTS	508,834.33	0.00	1,265,823	1,265,823	756,988.67	40.20	756,988.67	40.20	756,988.67	40.20
12 PRO./CONTRACTED SVC.	19,418.54	0.00	26,268	26,268	6,849.46	73.92	6,849.46	73.92	6,849.46	73.92
12 SUPPLIES	46,746.55	15,344.60	121,032	120,043	57,951.85	51.72	57,951.85	51.72	57,951.85	51.72
12 OTHER OPERATING EXP.	1,992.00	985.00	4,400	5,389	2,412.00	55.24	2,412.00	55.24	2,412.00	55.24
12 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00	0.00	0.00	0.00	0.00
12 INST. RESOURCES & ME	576,991.42	16,329.60	1,417,523	1,417,523	824,201.98	41.86	824,201.98	41.86	824,201.98	41.86
13 PAYROLL COSTS	619,697.46	0.00	1,465,657	1,433,157	813,459.54	43.24	813,459.54	43.24	813,459.54	43.24
13 PRO./CONTRACTED SVC.	72,106.65	0.00	52,739	86,139	14,032.35	83.71	14,032.35	83.71	14,032.35	83.71
13 SUPPLIES	6,595.22	3,075.03	54,586	54,346	44,675.75	17.79	44,675.75	17.79	44,675.75	17.79
13 OTHER OPERATING EXP.	65,501.74	17,592.34	192,779	190,603	107,508.92	43.60	107,508.92	43.60	107,508.92	43.60
13 CURRICULUM DEV. & INS	763,901.07	20,667.37	1,765,761	1,764,245	979,676.56	44.47	979,676.56	44.47	979,676.56	44.47
21 PAYROLL COSTS	1,284,810.70	0.00	2,804,376	2,804,376	1,519,565.30	45.81	1,519,565.30	45.81	1,519,565.30	45.81
21 PRO./CONTRACTED SVC.	14,236.69	0.00	4,800	4,800	-9,436.69	296.60	-9,436.69	296.60	-9,436.69	296.60
21 SUPPLIES	9,281.64	1,570.41	16,200	15,000	4,147.95	72.35	4,147.95	72.35	4,147.95	72.35
21 OTHER OPERATING EXP.	5,722.96	2,159.87	42,200	37,500	29,617.17	21.02	29,617.17	21.02	29,617.17	21.02
21 INSTRUCTIONAL LEADER	1,314,051.99	3,730.28	2,867,576	2,861,676	1,543,893.73	46.05	1,543,893.73	46.05	1,543,893.73	46.05

FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	Unencumbered Balance	2023-24 FYTD %
23 PAYROLL COSTS	2,759,100.21	0.00	6,760,737	6,760,737	4,001,636.79	40.81
23 PRO./CONTRACTED SVC.	0.00	0.00	5,000	1,000	1,000.00	0.00
23 SUPPLIES	32,773.00	6,431.54	94,204	75,599	36,394.46	51.86
23 OTHER OPERATING EXP.	16,606.33	3,909.97	87,100	55,095	34,578.70	37.24
23 SCHOOL LEADERSHIP	2,808,479.54	10,341.51	6,947,041	6,892,431	4,073,609.95	40.90
31 PAYROLL COSTS	1,256,761.04	0.00	3,069,671	3,069,671	1,812,909.96	40.94
31 PRO./CONTRACTED SVC.	0.00	0.00	0	3,000	3,000.00	0.00
31 SUPPLIES	50,524.92	4,418.04	36,460	66,782	11,839.04	82.27
31 OTHER OPERATING EXP.	6,746.27	1,625.25	12,835	23,333	14,961.48	35.88
31 GUIDANCE & COUNSELIN	1,314,032.23	6,043.29	3,118,966	3,162,786	1,842,710.48	41.74
32 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
32 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00
32 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
32 SOCIAL WORK SERVICES	0.00	0.00	0	0	0.00	0.00
33 PAYROLL COSTS	588,737.04	0.00	1,441,846	1,441,846	853,108.96	40.83
33 PRO./CONTRACTED SVC.	12,897.85	0.00	5,000	5,000	-7,897.85	257.96
33 SUPPLIES	9,938.91	1,141.20	33,175	31,175	20,094.89	35.54
33 OTHER OPERATING EXP.	1,116.50	0.00	6,850	6,850	5,733.50	16.30
33 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00
33 HEALTH SERVICES	612,690.30	1,141.20	1,486,871	1,484,871	871,039.50	41.34
34 PAYROLL COSTS	1,404,609.63	0.00	2,917,119	2,917,119	1,512,509.37	48.15
34 PRO./CONTRACTED SVC.	45,281.96	7,685.93	110,000	95,977	43,009.11	55.19
34 SUPPLIES	324,310.31	132,804.98	619,500	600,700	143,584.71	76.10
34 OTHER OPERATING EXP.	98,076.17	7,748.40	98,000	121,000	15,175.43	87.46
34 CAPITAL PROJECTS	315,657.33	880,320.00	326,000	1,216,143	20,165.67	98.34
34 PUPIL TRANSPORTATION	2,187,935.40	1,028,559.31	4,070,619	4,950,939	1,734,444.29	64.97
35 PAYROLL COSTS	25,507.24	0.00	0	0	-25,507.24	0.00
35 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00
35 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
35 FOOD SERVICES	25,507.24	0.00	0	0	-25,507.24	0.00
36 PAYROLL COSTS	1,424,899.03	0.00	3,531,235	3,531,235	2,106,335.97	40.35
36 PRO./CONTRACTED SVC.	156,218.03	21,337.97	219,939	233,489	55,933.00	76.04
36 SUPPLIES	167,295.88	20,900.78	296,288	310,301	122,104.34	60.65
36 OTHER OPERATING EXP.	389,759.31	49,462.07	1,033,394	988,551	549,329.62	44.43

FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	Unencumbered Balance	2023-24 FYTD
36 CAPITAL PROJECTS	468,146.50	15,710.39	0	483,858	1.11	100.00
36 COCURR./EXTRACURR.AC	2,606,318.75	107,411.21	5,080,856	5,547,434	2,833,704.04	48.92
41 PAYROLL COSTS	1,132,159.87	0.00	2,678,058	2,679,515	1,547,353.69	42.25
41 PRO./CONTRACTED SVC.	243,965.61	10,409.00	504,550	484,550	230,175.39	52.50
41 SUPPLIES	32,412.47	2,512.75	91,435	90,076	55,151.00	38.77
41 OTHER OPERATING EXP.	119,335.09	47,454.89	454,185	444,088	277,298.24	37.56
41 CAPITAL PROJECTS	29,064.00	0.00	7,000	37,000	7,936.00	78.55
41 GENERAL ADMINISTRATI	1,556,937.04	60,376.64	3,735,228	3,735,229	2,117,914.32	43.30
51 PAYROLL COSTS	2,600,402.81	0.00	6,447,085	6,447,085	3,846,682.19	40.33
51 PRO./CONTRACTED SVC.	1,166,109.27	46,116.62	2,512,600	2,413,600	1,201,374.11	50.22
51 SUPPLIES	359,692.86	64,895.05	800,000	800,000	375,412.09	53.07
51 OTHER OPERATING EXP.	1,267,808.97	1,745.37	1,440,213	1,460,213	190,658.66	86.94
51 CAPITAL PROJECTS	7,150.00	199,000.00	205,000	384,000	177,850.00	53.68
51 PLANT MAINTENANCE &	5,401,163.91	311,757.04	11,404,898	11,504,898	5,791,977.05	49.66
52 PAYROLL COSTS	812,740.43	0.00	1,454,270	1,454,270	641,529.57	55.89
52 PRO./CONTRACTED SVC.	25,942.05	9,000.00	620,000	620,000	585,057.95	5.64
52 SUPPLIES	19,828.82	3,153.41	64,000	64,000	41,017.77	35.91
52 OTHER OPERATING EXP.	4,781.99	0.00	10,500	10,500	5,718.01	45.54
52 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
52 SECURITY & MONITORIN	863,293.29	12,153.41	2,148,770	2,148,770	1,273,323.30	40.74
53 PAYROLL COSTS	393,890.33	0.00	910,417	910,417	516,526.67	43.26
53 PRO./CONTRACTED SVC.	348,321.92	18,163.19	595,195	595,195	228,709.89	61.57
53 SUPPLIES	244,664.66	26,578.38	370,251	370,251	99,007.96	73.26
53 OTHER OPERATING EXP.	10,069.32	0.00	15,383	15,383	5,313.68	65.46
53 CAPITAL PROJECTS	8,443.92	35,715.00	45,000	45,000	841.08	98.13
53 DATA PROCESSING SERV	1,005,390.15	80,456.57	1,936,246	1,936,246	850,399.28	56.08
61 PAYROLL COSTS	82,505.30	0.00	219,882	219,882	137,376.70	37.52
61 PRO./CONTRACTED SVC.	0.00	0.00	1,431	0	0.00	0.00
61 SUPPLIES	24,482.25	0.00	27,241	29,822	5,339.75	82.09
61 OTHER OPERATING EXP.	1,323.58	1,888.78	11,258	10,108	6,895.64	31.78
61 COMMUNITY SERVICES	108,311.13	1,888.78	259,812	259,812	149,612.09	42.42
71 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0	0.00	0.00

FC OBJ	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %	Unencumbered Balance	FYTD %
81 PRO./CONTRACTED SVC.	2,000.00	0.00	0	0	-2,000.00	0.00	-2,000.00	0.00
81 SUPPLIES	0.00	0.00	0	0	0.00	0.00	0.00	0.00
81 CAPITAL PROJECTS	24,367.86	127,695.00	825,000	518,250	366,187.14	29.34	366,187.14	29.34
81 FACILITIES ACQ. & CO	26,367.86	127,695.00	825,000	518,250	364,187.14	29.73	364,187.14	29.73
91 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0.00	0.00	0.00	0.00
91 CONT.INST.SVCS.\PUBL	0.00	0.00	0	0	0.00	0.00	0.00	0.00
95 PRO./CONTRACTED SVC.	14,145.00	0.00	40,000	40,000	25,855.00	35.36	25,855.00	35.36
95 FYMTS.TO JJAEP PROGR	14,145.00	0.00	40,000	40,000	25,855.00	35.36	25,855.00	35.36
99 PRO./CONTRACTED SVC.	469,785.05	0.00	655,000	655,000	185,214.95	71.72	185,214.95	71.72
99 OTHER OPERATING EXP.	0.00	0.00	0	0	0.00	0.00	0.00	0.00
99 Other Governmental C	469,785.05	0.00	655,000	655,000	185,214.95	71.72	185,214.95	71.72
-- Expense	50,013,680.09	2,576,240.99	118,327,765	120,063,092	67,473,169.92	43.80	67,473,169.92	43.80
Grand Revenue Totals	68,079,335.29	0.00	119,329,045	119,340,848	51,261,512.71	57.05	51,261,512.71	57.05
Grand Expense Totals	50,013,680.09	2,576,240.99	118,327,765	120,063,092	67,473,169.92	43.80	67,473,169.92	43.80
Grand Totals	18,065,655.20	2,576,240.99	1,001,280	722,244	16,211,657.21	-2,501.33	16,211,657.21	-2,501.33
	Profit	Loss	Profit	Loss	Loss		Loss	

Number of Accounts: 13369

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

FC OBJ	2023-24		2023-24		2023-24 Comment	2023-24		Unencumbered Balance	2023-24 FYTD %
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget					
00 LOCAL/INTER. SOURCES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
00 STATE PROGRAM REV.	251,860.37	0.00	0.00	3,303,825.56		3,303,825.56	3,051,965.19	7.62	
00 FEDERAL PROG. REV.	1,421,208.49	0.00	0.00	6,577,206.92		6,577,206.92	5,155,998.43	21.61	
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
00 OTHER RESOURCES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
00 gen	1,673,068.86	0.00	0.00	9,881,032.48		9,881,032.48	8,207,963.62	16.93	
-- Revenue	1,673,068.86	0.00	0.00	9,881,032.48		9,881,032.48	8,207,963.62	16.93	
00 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
00 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
00 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
00 gen	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
11 PAYROLL COSTS	849,351.41	0.00	0.00	2,344,565.25		2,344,565.25	1,495,213.84	36.23	
11 PRO./CONTRACTED SVC.	271,796.73	180,805.52	0.00	652,985.00		652,985.00	200,382.75	41.62	
11 SUPPLIES	299,999.46	38,300.60	0.00	2,573,888.72		2,573,888.72	2,235,588.66	11.66	
11 OTHER OPERATING EXP.	4,032.68	0.00	0.00	15,177.00		15,177.00	11,144.32	26.57	
11 CAPITAL PROJECTS	391,037.99	35,722.06	0.00	410,573.00		410,573.00	-16,187.05	95.24	
11 INSTRUCTION	1,816,218.27	254,828.18	0.00	5,997,188.97		5,997,188.97	3,926,142.52	30.28	
12 PAYROLL COSTS	7,620.59	0.00	0.00	0.00		0.00	-7,620.59	0.00	
12 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
12 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
12 INST. RESOURCES & ME	7,620.59	0.00	0.00	0.00		0.00	-7,620.59	0.00	
13 PAYROLL COSTS	94,479.12	0.00	0.00	476,028.47		476,028.47	381,549.35	19.85	
13 PRO./CONTRACTED SVC.	133,139.00	70,380.00	0.00	759,443.00		759,443.00	555,924.00	17.53	
13 SUPPLIES	4,405.39	10,064.68	0.00	126,225.00		126,225.00	111,754.93	3.49	
13 OTHER OPERATING EXP.	12,309.77	18,437.33	0.00	373,225.00		373,225.00	342,477.90	3.30	
13 CURRICULUM DEV. & INS.	244,333.28	98,882.01	0.00	1,734,921.47		1,734,921.47	1,391,706.18	14.08	
21 PAYROLL COSTS	9,162.94	0.00	0.00	0.00		0.00	-9,162.94	0.00	
21 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
21 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
21 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
21 INSTRUCTIONAL LEADER	9,162.94	0.00	0.00	0.00		0.00	-9,162.94	0.00	
23 PAYROLL COSTS	45,260.60	0.00	0.00	0.00		0.00	-45,260.60	0.00	

FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	2023-24 Comment	Unencumbered Balance	2023-24 FYTD %
23 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
23 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
23 OTHER OPERATING EXP.	64.25	0.00	0.00	191.00		126.75	33.64
23 SCHOOL LEADERSHIP	45,324.85	0.00	0.00	191.00		-45,133.85	????????
31 PAYROLL COSTS	814,625.37	0.00	0.00	1,727,211.00		912,585.63	47.16
31 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
31 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
31 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
31 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
31 GUIDANCE & COUNSELIN	814,625.37	0.00	0.00	1,727,211.00		912,585.63	47.16
32 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
32 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
32 SOCIAL WORK SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
33 PAYROLL COSTS	8,656.17	0.00	0.00	0.00		-8,656.17	0.00
33 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
33 HEALTH SERVICES	8,656.17	0.00	0.00	0.00		-8,656.17	0.00
34 PAYROLL COSTS	33,146.85	0.00	0.00	0.00		-33,146.85	0.00
34 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
34 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
34 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
34 PUPIL TRANSPORTATION	33,146.85	0.00	0.00	0.00		-33,146.85	0.00
35 PAYROLL COSTS	37,137.04	0.00	0.00	0.00		-37,137.04	0.00
35 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
35 FOOD SERVICES	37,137.04	0.00	0.00	0.00		-37,137.04	0.00
36 PAYROLL COSTS	2,544.22	0.00	0.00	0.00		-2,544.22	0.00
36 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
36 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
36 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
36 COCURR./EXTRACURR.AC	2,544.22	0.00	0.00	0.00		-2,544.22	0.00
41 PAYROLL COSTS	12,718.13	0.00	0.00	0.00		-12,718.13	0.00
41 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
41 GENERAL ADMINISTRATI	12,718.13	0.00	0.00	0.00		-12,718.13	0.00

FC OBJ	2023-24		2023-24		2023-24 Comment	Unencumbered	
	FYTD Activity	Amount	Original Budget	Revised Budget		Balance	FYTD %
51 PAYROLL COSTS	61,375.32	0.00	0.00	0.00		-61,375.32	0.00
51 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
51 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
51 PLANT MAINTENANCE &	61,375.32	0.00	0.00	0.00		-61,375.32	0.00
52 PAYROLL COSTS	21,932.44	0.00	0.00	0.00		-21,932.44	0.00
52 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
52 SUPPLIES	0.00	0.00	0.00	0.00		0.00	0.00
52 CAPITAL PROJECTS	333,367.80	0.00	0.00	418,999.00		85,631.20	79.56
52 SECURITY & MONITORIN	355,300.24	0.00	0.00	418,999.00		63,698.76	84.80
53 PAYROLL COSTS	6,113.19	0.00	0.00	0.00		-6,113.19	0.00
53 DATA PROCESSING SERV	6,113.19	0.00	0.00	0.00		-6,113.19	0.00
61 PAYROLL COSTS	8,142.31	0.00	0.00	0.00		-8,142.31	0.00
61 PRO./CONTRACTED SVC.	0.00	0.00	0.00	0.00		0.00	0.00
61 OTHER OPERATING EXP.	0.00	0.00	0.00	0.00		0.00	0.00
61 COMMUNITY SERVICES	8,142.31	0.00	0.00	0.00		-8,142.31	0.00
71 DEBT SERVICE	0.00	0.00	0.00	0.00		0.00	0.00
71 DEBT SERVICES	0.00	0.00	0.00	0.00		0.00	0.00
81 PAYROLL COSTS	0.00	0.00	0.00	0.00		0.00	0.00
81 CAPITAL PROJECTS	0.00	0.00	0.00	0.00		0.00	0.00
81 FACILITIES ACO. & CO	0.00	0.00	0.00	0.00		0.00	0.00
-- Expense	3,462,418.77	353,710.19	0.00	9,878,511.44		6,062,382.48	35.05
Grand Revenue Totals	1,673,068.86	0.00	0.00	9,881,032.48		8,207,963.62	16.93
Grand Expense Totals	3,462,418.77	353,710.19	0.00	9,878,511.44		6,062,382.48	35.05
Grand Totals	1,789,349.91	353,710.19	0.00	2,521.04		2,145,581.14	?????????
	Loss	Loss		Profit		Profit	

Number of Accounts: 12028

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

FC OBJ	2023-24		2023-24		2023-24		2023-24	
	FYTD Activity	Encumbered Amount	Original Budget	Revised Budget	Unencumbered Balance	FYTD %		
00 LOCAL/INTER. SOURCES	26,389,588.31	0.00	33,699,502	33,699,502	7,309,913.69	78.31		
00 STATE PROGRAM REV.	1,605,263.00	0.00	0	0	-1,605,263.00	0.00		
00 FEDERAL PROG. REV.	0.00	0.00	100,000	100,000	100,000.00	0.00		
00 OTHER RESOURCES	0.00	0.00	0	0	0.00	0.00		
00 gen	27,994,851.31	0.00	33,799,502	33,799,502	5,804,650.69	82.83		
-- Revenue	27,994,851.31	0.00	33,799,502	33,799,502	5,804,650.69	82.83		
00 DEBT SERVICE	0.00	0.00	0	0	0.00	0.00		
00	0.00	0.00	0	0	0.00	0.00		
00 gen	0.00	0.00	0	0	0.00	0.00		
71 DEBT SERVICE	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
71 DEBT SERVICES	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
-- Expense	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
Grand Revenue Totals	27,994,851.31	0.00	33,799,502	33,799,502	5,804,650.69	82.83		
Grand Expense Totals	0.00	0.00	37,842,888	37,842,888	37,842,888.00	0.00		
Grand Totals	27,994,851.31	0.00	4,043,386	4,043,386	32,038,237.31	-692.36		
Profit			Loss	Loss	Loss			

Number of Accounts: 29

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

FC OBJ	2023-24		2023-24		2023-24	2023-24	Unencumbered	2023-24
	FYTD Activity	Amount	Original Budget	Revised Budget				
00 LOCAL/INTER. SOURCES	4,164,711.03	0.00	0	0	0	0	-4,164,711.03	0.00
00 STATE PROGRAM REV.	0.00	0.00	0	0	0	0	0.00	0.00
00 OTHER RESOURCES	0.00	0.00	0	0	0	0	0.00	0.00
00 gen	4,164,711.03	0.00	0	0	0	0	-4,164,711.03	0.00
-- Revenue	4,164,711.03	0.00	0	0	0	0	-4,164,711.03	0.00
00	0.00	0.00	0	0	0	0	0.00	0.00
00 gen	0.00	0.00	0	0	0	0	0.00	0.00
11 PAYROLL COSTS	0.00	0.00	0	0	0	0	0.00	0.00
11 SUPPLIES	0.00	0.00	0	0	0	0	0.00	0.00
11 CAPITAL PROJECTS	0.00	0.00	0	0	0	0	0.00	0.00
11 INSTRUCTION	0.00	0.00	0	0	0	0	0.00	0.00
12 SUPPLIES	0.00	0.00	0	0	0	0	0.00	0.00
12 CAPITAL PROJECTS	0.00	0.00	0	0	0	0	0.00	0.00
12 INST. RESOURCES & ME	0.00	0.00	0	0	0	0	0.00	0.00
35 SUPPLIES	0.00	0.00	0	0	0	0	0.00	0.00
35 FOOD SERVICES	0.00	0.00	0	0	0	0	0.00	0.00
36 SUPPLIES	0.00	0.00	0	0	0	0	0.00	0.00
36 CAPITAL PROJECTS	0.00	0.00	0	0	0	0	0.00	0.00
36 COCURR./EXTRACUR.AC	0.00	0.00	0	0	0	0	0.00	0.00
51 PRO./CONTRACTED SVC.	0.00	900.00	0	0	0	0	-900.00	0.00
51 SUPPLIES	19,386.43	14,939.63-	0	0	0	0	-4,446.80	0.00
51 CAPITAL PROJECTS	0.00	0.00	0	0	0	0	0.00	0.00
51 PLANT MAINTENANCE &	19,386.43	14,039.63-	0	0	0	0	-5,346.80	0.00
52 PRO./CONTRACTED SVC.	0.00	0.00	0	0	0	0	0.00	0.00
52 SUPPLIES	0.00	0.00	0	0	0	0	0.00	0.00
52 CAPITAL PROJECTS	0.00	0.00	0	0	0	0	0.00	0.00
52 SECURITY & MONITORIN	0.00	0.00	0	0	0	0	0.00	0.00
71 DEBT SERVICE	0.00	0.00	0	0	0	0	0.00	0.00
71 DEBT SERVICES	0.00	0.00	0	0	0	0	0.00	0.00
81 PAYROLL COSTS	0.00	0.00	0	0	0	0	0.00	0.00

FC OBJ	2023-24		2023-24		2023-24		2023-24		Unencumbered Balance	2023-24 FYTD %
	FYTD ACTIVITY	Amount	Original Budget	Revised Budget	Comment	Balance	FYTD %			
81 PRO./CONTRACTED SVC.	5,478.11	0.00	0	0		-5,478.11	0.00		0.00	
81 SUPPLIES	0.00	0.00	0	0		0.00	0.00		0.00	
81 OTHER OPERATING EXP.	-15.00	0.00	0	0		15.00	0.00		0.00	
81 CAPITAL PROJECTS	20,678,126.77	7,105,611.11	0	537,770,684		509,986,946.12	3.85		3.85	
81 FACILITIES ACQ. & CO	20,683,589.88	7,105,611.11	0	537,770,684		509,981,483.01	3.85		3.85	
-- Expense	20,702,976.31	7,091,571.48	0	537,770,684		509,976,136.21	3.85		3.85	
Grand Revenue Totals	4,164,711.03	0.00	0	0		-4,164,711.03	0.00		0.00	
Grand Expense Totals	20,702,976.31	7,091,571.48	0	537,770,684		509,976,136.21	3.85		3.85	
Grand Totals	16,538,265.28	7,091,571.48	0	537,770,684		514,140,847.24	3.08		3.08	
	Loss	Loss		Loss		Loss				

Number of Accounts: 321

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

FC OBJ	2023-24 FYTD Activity	Encumbered Amount	2023-24 Original Budget	2023-24 Revised Budget	Unencumbered Balance	2023-24 FYTD %
00 LOCAL/INTER. SOURCES	1,419,927.33	342.00-	1,992,000	1,992,000	572,414.67	71.26
00 STATE PROGRAM REV.	38,702.41	0.00	354,874	354,874	316,171.59	10.91
00 FEDERAL PROG. REV.	0.00	0.00	0	0	0.00	0.00
00 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
00 OTHER RESOURCES	1,419,031.13	0.00	3,090,000	3,090,000	1,670,968.87	45.92
00 gen	2,877,660.87	342.00-	5,436,874	5,436,874	2,559,555.13	52.92
-- Revenue	2,877,660.87	342.00-	5,436,874	5,436,874	2,559,555.13	52.92
00	0.00	0.00	0	0	0.00	0.00
00 gen	0.00	0.00	0	0	0.00	0.00
11 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
11 INSTRUCTION	0.00	0.00	0	0	0.00	0.00
35 PAYROLL COSTS	1,068,138.18	0.00	2,817,084	2,817,084	1,748,945.82	37.92
35 PRO./CONTRACTED SVC.	2,111.51	0.00	4,000	4,000	1,888.49	52.79
35 SUPPLIES	1,231,491.98	714,296.94	2,177,460	2,171,960	226,171.08	89.59
35 OTHER OPERATING EXP.	4,315.67	0.00	4,000	9,500	5,184.33	45.43
35 CAPITAL PROJECTS	51,063.68	0.00	100,000	100,000	48,936.32	51.06
35 FOOD SERVICES	2,357,121.02	714,296.94	5,102,544	5,102,544	2,031,126.04	60.19
51 PAYROLL COSTS	0.00	0.00	0	0	0.00	0.00
51 PRO./CONTRACTED SVC.	0.00	0.00	79,572	79,572	79,572.00	0.00
51 PLANT MAINTENANCE &	0.00	0.00	79,572	79,572	79,572.00	0.00
61 PAYROLL COSTS	228,077.16	0.00	568,990	568,990	340,912.84	40.08
61 PRO./CONTRACTED SVC.	1,041.40	0.00	20,569	20,569	19,527.60	5.06
61 SUPPLIES	25,876.11	6,116.96	35,200	52,700	20,706.93	60.71
61 OTHER OPERATING EXP.	854.99	7,115.50	3,362	10,862	2,891.51	73.38
61 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
61 COMMUNITY SERVICES	255,849.66	13,232.46	628,121	653,121	384,038.88	41.20
81 CAPITAL PROJECTS	0.00	0.00	0	0	0.00	0.00
81 FACILITIES ACQ. & CO	0.00	0.00	0	0	0.00	0.00
-- Expense	2,612,970.68	727,529.40	5,810,237	5,835,237	2,494,736.92	57.25
Grand Revenue Totals	2,877,660.87	342.00-	5,436,874	5,436,874	2,559,555.13	52.92

	2023-24	Encumbered	2023-24	2023-24	2023-24	Unencumbered	2023-24
FC OBJ	FYTD ACTIVITY	Amount	Original Budget	Revised Budget	Balance	FYTD %	
Grand Expense Totals	2,612,970.68	727,529.40	5,810,237	5,835,237	2,494,736.92	57.25	
Grand Totals	264,690.19	727,871.40	373,363	398,363	64,818.21	-66.44	
	Profit	Loss	Loss	Loss	Profit		

Number of Accounts: 995

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

Waxahachie ISD 2023-24 Budget Summary January 2024

	Adopted Gen. Fund 1XXX	Amended Gen. Fund 1XXX	YTD Actual Gen. Fund 1XXX	Amended State-Fed Programs	YTD Actual State-Fed Programs	Amended Debt Serv. 5XXX	YTD Actual Debt Serv. 5XXX	Amended Cap. Proj. 6XXX	YTD Actual Cap. Proj. 6XXX	Amended Ent. Fund 7XXX	YTD Actual Ent. Fund 7XXX
<b>REVENUES</b>											
5700 LOCAL REVENUE	62,993,497	63,005,300	48,667,639			33,699,502	26,389,588		4,164,711	1,992,000	1,419,927
5800 STATE PROGRAM REVENUES	54,335,548	54,335,548	21,895,964	3,303,826	251,860	1,605,263	1,605,263		-	354,874	38,702
5900 FEDERAL REVENUES	2,000,000	2,000,000	(2,484,637)	6,577,207	1,421,208	100,000					
7900 OTHER RESOURCES/TRANSFERS			369							3,090,000	1,419,031
<b>TOTAL REVENUES</b>	<b>119,329,045</b>	<b>119,340,848</b>	<b>68,079,335</b>	<b>9,881,033</b>	<b>1,673,069</b>	<b>33,799,502</b>	<b>27,994,851</b>	<b>-</b>	<b>4,164,711</b>	<b>5,436,874</b>	<b>2,877,661</b>
<b>APPROPRIATIONS BY FUNCTION</b>											
00 TRANSFERS BETWEEN FUNDS											
11 INSTRUCTIONAL RESOURCES & MEDIA SER	70,567,598	71,182,982	28,358,228	5,997,189	1,816,218						
12 INSTRUCTIONAL RESOURCES & MEDIA SER	1,417,523	1,417,523	576,991		7,621						
13 CURRICULUM & INSTRUCTIONAL STAFF DEV.	1,765,761	1,764,245	763,901	1,734,921	244,333						
21 INSTRUCTIONAL LEADERSHIP	2,867,576	2,861,676	1,314,052		9,163						
23 SCHOOL ADMINISTRATION	6,947,041	6,892,431	2,808,480	191	45,325						
31 GUIDANCE AND COUNSELING SERVICES	3,118,966	3,162,786	1,314,032	1,727,211	814,625						
32 SOCIAL WORK SERVICES											
33 HEALTH SERVICES	1,486,871	1,484,871	612,690		8,656						
34 STUDENT (PUPIL) TRANSPORTATION	4,070,619	4,950,939	2,187,935		33,147						
35 FOOD SERVICES			25,507		37,137						
36 CURRICULAR/EXTRACURRICULAR ACTIV.	5,080,856	5,547,434	2,606,319		2,544						
41 GENERAL ADMINISTRATION	3,735,228	3,735,229	1,556,937		12,718						
51 PLANT MAINTENANCE AND OPERATION	11,404,898	11,504,898	5,401,164		61,375				19,386	79,572	
52 SECURITY & MONITORING SERVICES	2,148,770	2,148,770	863,293	418,999	355,300						
53 DATA PROCESSING SERVICES	1,936,246	1,936,246	1,005,390		6,113						
61 COMMUNITY SERVICES	259,812	259,812	108,311		8,142					653,121	255,850
71 DEBT SERVICE						37,842,888					
81 FACILITIES	825,000	518,250	26,368					537,770,684	20,683,590		
95 JJAEP	40,000	40,000	14,145								
99 OTHER	655,000	655,000	469,785								
<b>TOTAL APPROPRIATIONS AND TRANSFERS</b>	<b>118,327,765</b>	<b>120,063,092</b>	<b>50,013,529</b>	<b>9,878,511</b>	<b>3,462,418</b>	<b>37,842,888</b>	<b>-</b>	<b>537,770,684</b>	<b>20,702,976</b>	<b>5,835,237</b>	<b>2,612,971</b>
<b>TOTAL REVENUES OVER (UNDER) APPROPRIATIONS</b>	<b>1,001,280</b>	<b>(722,244)</b>	<b>18,065,806</b>	<b>2,522</b>	<b>(1,789,349)</b>	<b>(4,043,386)</b>	<b>27,994,851</b>	<b>(537,770,684)</b>	<b>(16,538,265)</b>	<b>(398,363)</b>	<b>264,690</b>

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Andy Reeves

**Subject:** Report regarding maintenance work orders      **Related Page(s)** 1

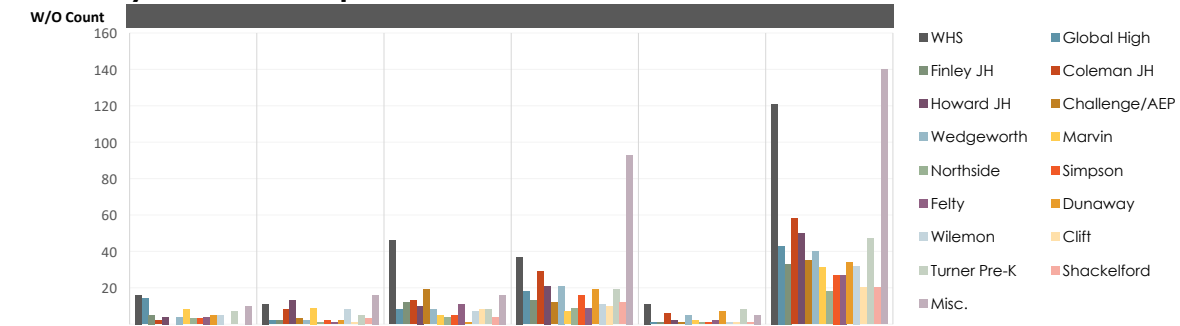
**Informational  
Agenda Item**

**EXECUTIVE SUMMARY:** Informational report on the maintenance department’s work orders from the month of February 2024.

**ATTACHMENTS:**

BOARD PRIORITY GOALS		
X	<b>Priority #1</b>	<b>Student Growth</b>
X	<b>Priority #2</b>	<b>Honor and Support Staff</b>
	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

## February 2024 WO Report



Campus	HVAC	Elec	Plumbing	General	Doors & Locks	Total	Trend
WHS	16	11	46	37	11	121	
Global High	14	2	8	18	1	43	
Finley JH	5	2	12	13	1	33	
Coleman JH	2	8	13	29	6	58	
Howard JH	4	13	10	21	2	50	
Challenge/AEP	0	3	19	12	1	35	
Wedgeworth	4	2	8	21	5	40	
Marvin	8	9	5	7	2	31	
Northside	3	1	4	9	1	18	
Simpson	3	2	5	16	1	27	
Felty	4	1	11	9	2	27	
Dunaway	5	2	1	19	7	34	
Wilemon	5	8	7	11	1	32	
Clift	0	1	8	10	1	20	
Turner Pre-K	7	5	8	19	8	47	
Shackelford	0	3	4	12	1	20	
Misc.	10	16	16	93	5	140	
<b>Total Count</b>	<b>90</b>	<b>89</b>	<b>185</b>	<b>356</b>	<b>56</b>	<b>776</b>	

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Mike Morgan

**Subject:** Monthly Attendance, Discipline, Drug Offenses, Drug Testing, and Usage of Drug Dog and Metal Detector Report      **Related Page(s)** 8



**EXECUTIVE SUMMARY:**

Informational reports regarding student attendance, student discipline, student drug offenses, student drug testing, and drug dog, and metal detector searches for February 2024.

**ATTACHMENTS:**

February Reports

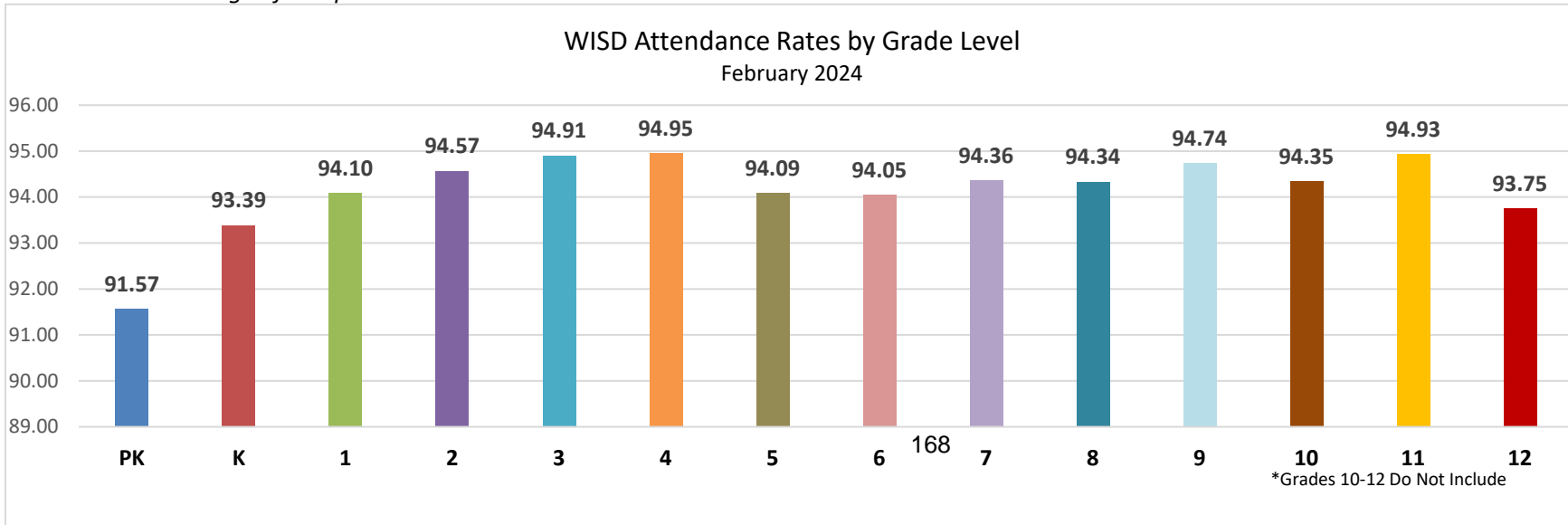
BOARD PRIORITY GOALS		
X	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
	<b>Priority #4</b>	<b>Financial Integrity</b>

WAXAHACHIE ISD February 2024 Attendance Report

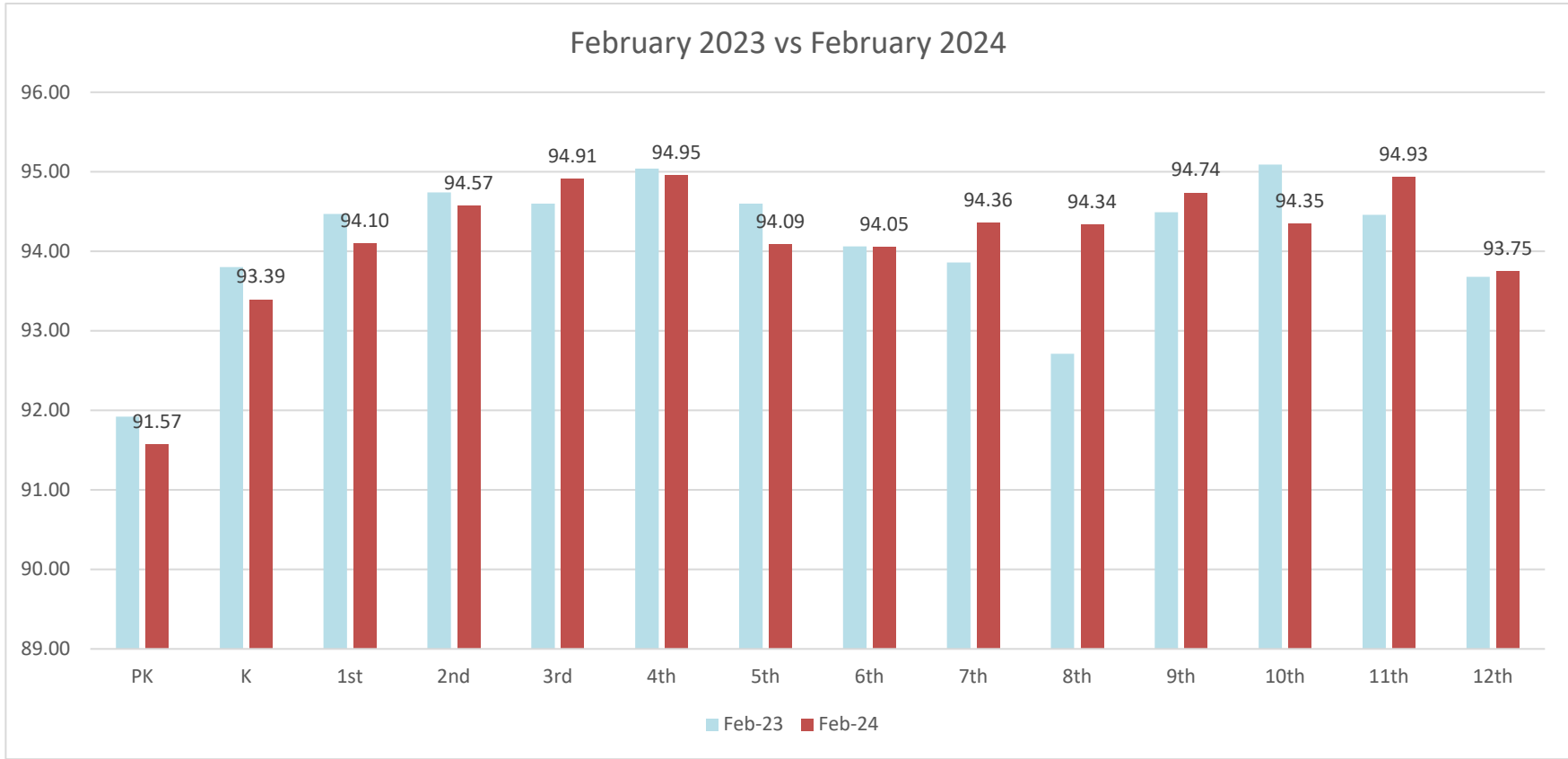
	August	September	October	November	December	January	February	March	April	May		
Waxahachie High School	95.90%	94.09%	93.97%	93.55%	95.21%	93.44%	93.15%					
High School of Choice	93.40%	90.14%	90.11%	91.12%	92.52%	91.47%	89.09%					
Global High School	97.86%	96.41%	96.34%	95.75%	95.97%	95.58%	95.66%					
Coleman Jr. High	95.25%	95.42%	95.10%	94.67%	93.99%	94.64%	94.00%					
Finley Jr. High	96.94%	96.05%	95.59%	94.90%	94.88%	94.38%	93.59%					
Howard Jr. High	96.52%	96.14%	95.93%	95.97%	96.19%	95.26%	95.11%					
Clift Elementary	96.17%	95.89%	94.14%	94.25%	95.49%	94.87%	94.60%					
Dunaway Elementary	97.39%	96.16%	95.18%	94.88%	94.53%	94.26%	95.19%					
Felty Elementary	96.08%	96.71%	95.98%	96.09%	95.93%	94.72%	94.81%					
Marvin Elementary	96.10%	94.42%	94.19%	94.41%	93.61%	93.00%	93.70%					
Northside Elementary	96.77%	95.56%	94.05%	94.34%	93.90%	93.03%	93.57%					
Shackelford Elementary	97.15%	96.37%	96.27%	94.73%	96.15%	95.64%	93.24%					
Simpson Elementary	97.76%	96.90%	96.56%	95.52%	95.81%	94.52%	95.41%					
Wedgeworth Elementary	96.26%	95.55%	95.04%	94.49%	93.86%	92.67%	93.92%					
Wilemon Elementary	97.57%	97.07%	95.82%	95.53%	95.13%	93.29%	94.71%					
Turner PreK	95.30%	92.68%	88.57%	91.26%	89.89%	90.62%	90.25%					
				<i>*Highlighted cells indicate a drop in attendance from previous month.</i>								
District ADA:	96.36%	95.36%	94.83%	94.50%	94.96%	93.98%	93.92%					

\* Total ADA is calculated with different programs/students receiving different weights for attendance.

It is not a true average of campus attendance.



# WAXAHACHIE ISD February 2024 Attendance Report



## Discipline Data for WISD (2/1/2024 – 2/29/2024)

The discipline breakdown for Waxahachie ISD for the month of **February** shows discipline assignment trends for students in the district. While all categories of violations are represented in this report, specific categories of discipline infractions to note are: Public Lewdness **(07)**. Conduct Containing Elements of Offense Relating to Prohibited Weapon **(14)**. Violation of Student Code of Conduct **(21)**. Terroristic Threat **(26)**. Fighting/Mutual Combat **(41)**. Possessed, sold, gave, used, delivered, or was under the influence of marijuana or THC **(62)**. Possessed, sold, gave, delivered, or used e-cigarette **(63)**.

### DAEP Placements (67):

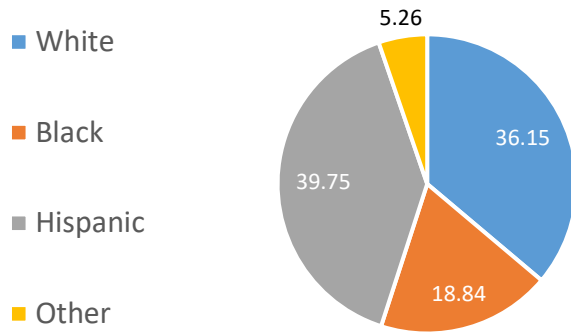
- **2** Public Lewdness or Indecent Exposure **(07)** *Mandatory DAEP Placement*
- **11** Violation of Student Code of Conduct **(21)** *Discretionary DAEP Placement*
- **2** Terroristic Threat **(26)** *Mandatory DAEP Placement*
- **6** E-Cigarette/Vaping Device **(63)** *Mandatory DAEP Placement*
- **26** Fighting/Mutual Combat **(41)**. *Discretionary DAEP Placement*
- **20** Possessed, Sold, Gave, Used, Delivered, Or was under the Influence of Marijuana or Tetrahydrocannabinol **(62)** *Mandatory DAEP Placement*

### ISS/OSS Placements:

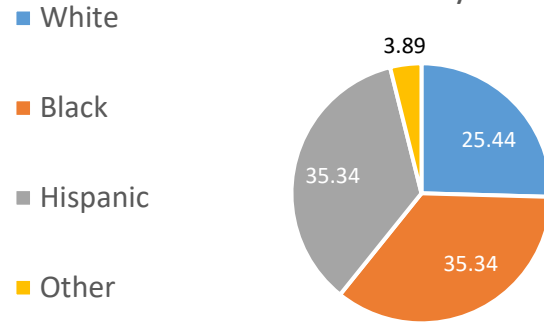
- There were **283** ISS assignments (both full and partial days) for date window. Some of these were multiple day assignments.
- There were **41** OSS assignments (both full and partial days) for date window. Some of these were multiple day assignments.

Charting Discipline for WISD:

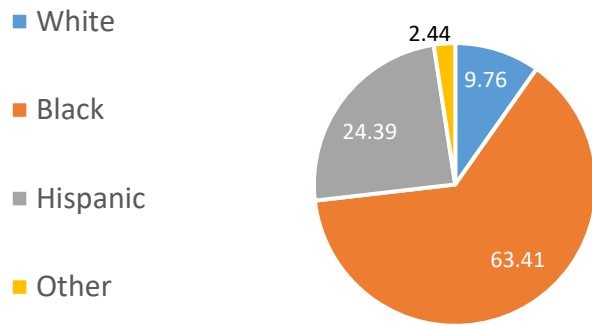
Enrollment % By Ethnicity (11,042 Total)



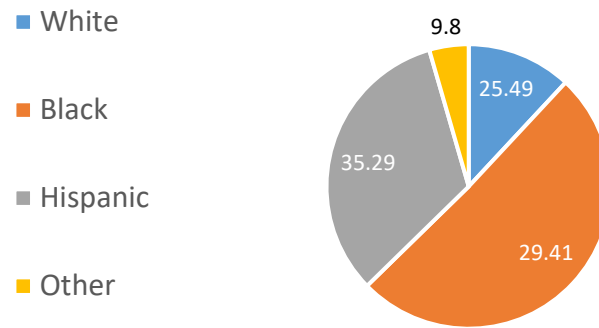
ISS Placements (283 Total)  
Ethnicity %



OSS Placements (41 Total)  
Ethnicity %



DAEP Placements (67 Total)  
Ethnicity %



# WAXAHACHIE ISD

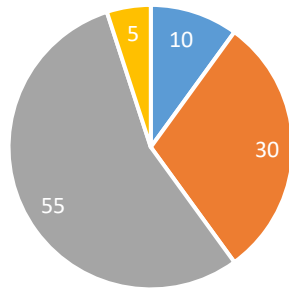
## STUDENT DRUG OFFENSES

### 2023-24 School Year

CAMPUS	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
WHS	4	11	6	4	17	16	11			
HSOC	0	0	0	0	0	1	4			
Global	0	0	0	1	0	0	1			
Coleman	1	0	3	0	2	1	0			
Finley	0	0	0	1	0	0	4			
Howard	0	0	0	0	0	1	0			
<b>Total</b>	<b>5</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>19</b>	<b>19</b>	<b>20</b>			

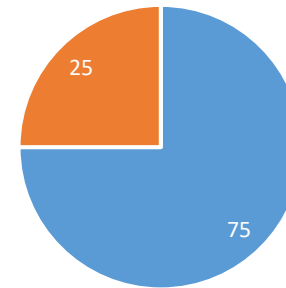
Drug Offenses (20 Total)  
Ethnicity %

- White
- Black
- Hispanic
- Other



Drug Offenses (20 Total)  
Gender %

- Male
- Female



## **RANDOM DRUG TESTING – EXTRACURRICULAR SECONDARY STUDENTS**

Waxahachie ISD's most recent round of random drug testing for seventh and eighth grade students involved in extracurricular activities occurred on Friday, February 9, and the most recent round of random drug testing for high school students involved in extracurricular activities occurred on Wednesday, February 28. The total number of students tested at each campus is as follows:

WHS	67 students	<i>*test results not yet received</i>
Global HS	10 students	<i>*test results not yet received</i>
Coleman JH	13 students	
Howard JH	10 students	
<u>Finley JH</u>	<u>9 students</u>	
Total	109 students	

We have not yet received the results from the tests at the high schools. No student at any of the junior high schools tested positive for any prohibited substance.

In summation, of the 32 total students tested for whom results have been received, none tested positive for prohibited substances.

## **USAGE OF DRUG DOGS AND METAL DETECTORS**

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, February 1, checking 54 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, February 2, checking 53 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, February 5, checking 52 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, February 6, checking 51 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, February 7, checking 52 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, February 8, checking 55 students. There were zero hits.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Coleman, Finley, and Howard Junior Highs in multiple classrooms on Thursday, February 8, checking 461 students total. There were two hits at Howard Junior High with no finds. There were zero hits at Coleman and Finley Junior High.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, February 9, checking 55 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, February 12, checking 56 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, February 13, checking 58 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, February 14, checking 61 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, February 15, checking 61 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, February 16, checking 64 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, February 20, checking 52 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, February 21, checking 53 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, February 22, checking 57 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Friday, February 23, checking 59 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Monday, February 26, checking 54 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Tuesday, February 27, checking 58 students. There were zero hits.

Metal detectors were utilized at Waxahachie High School's student and bus entrances on Tuesday, February 27, checking 509 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Wednesday, February 28, checking 59 students. There were zero hits.

Metal detectors were utilized at Challenge Academy's student entrance on Thursday, February 29, checking 65 students. There were zero hits.

Canine narcotics and firearm detection was utilized in conjunction with metal detectors at Waxahachie High School in multiple classrooms on Thursday, February 29, checking 285 students total. There were ten hits with three finds of vapes.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Christian Garippa

**Subject:** Transportation Update      **Related Page(s)** 15

**Informational  
Agenda Item**

**EXECUTIVE SUMMARY:**

Informational update for the Transportation Department.

**ATTACHMENTS:**

Slide Presentation

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity



# Waxahachie ISD Transportation Accountability Update

February 2024

# WAXAHACHIE ISD TRANSPORTATION

## By the Numbers



### Routes

- Elementary Routes – 41
- Junior High Routes – 18
- High School Routes – 23
- SPED Routes – 11
- Global Runs – 1
- DAEP Runs – 1
- JJAEP Runs – 2
- MCV - 2
- MID-DAY Runs – 5
- Sports Shuttles - 4
- Student Transport – 4,555

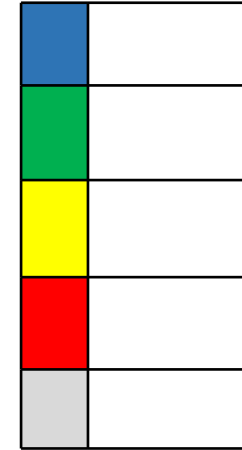
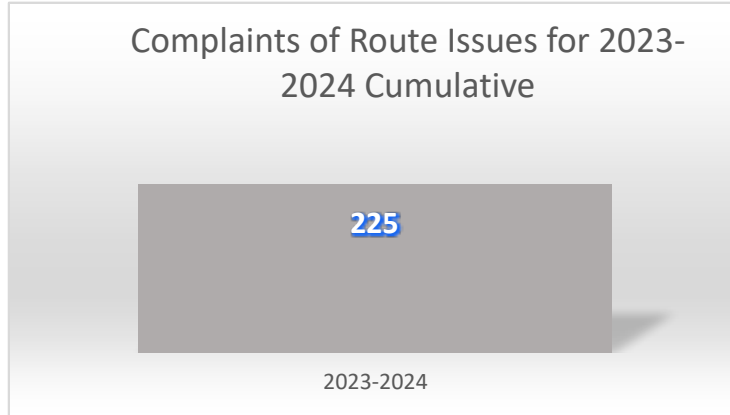
### Fleet Size

- Full Size Diesel Buses – 56 (44 Usable for Route)
- SPED Diesel Buses – 14
- District White Fleet – 60
  - Book – 1
  - CTE – 2
  - Food Services – 3
  - Grounds – 6
  - Maintenance – 23
  - Security – 11
  - Technology – 2
  - Transportation – 10
  - Warehouse – 2
- Trailers/Off-Road/Misc. – 21

**Total – 151**

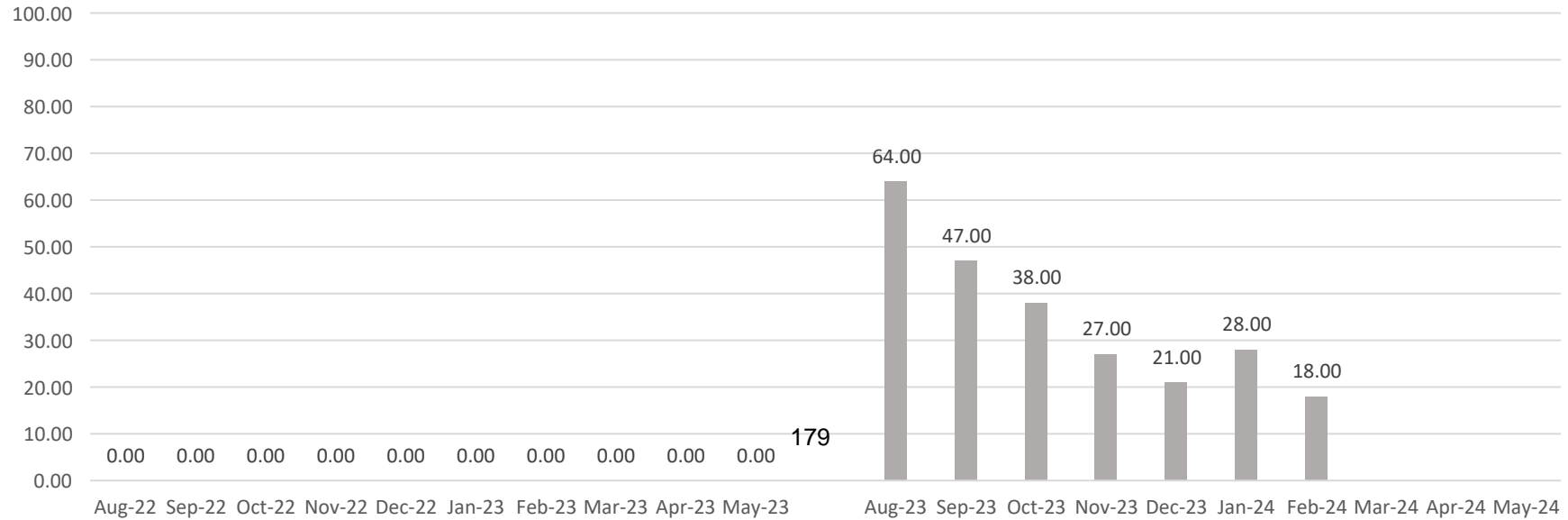
# Transportation

## 2.1 Complaints of Route Issues



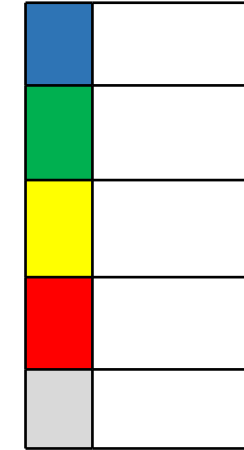
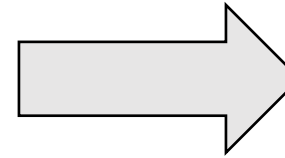
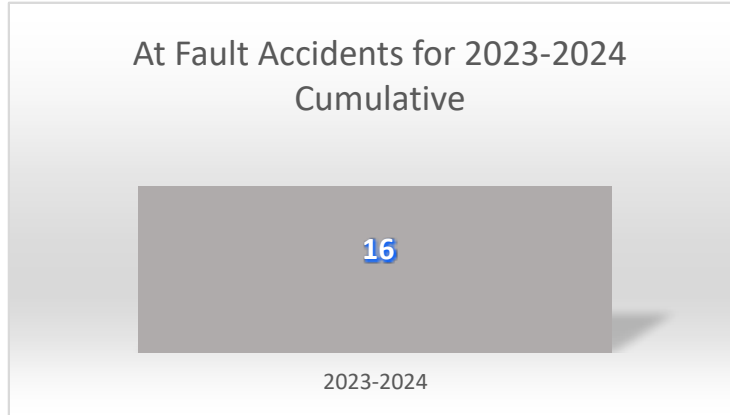
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

Complaints of Route Issues



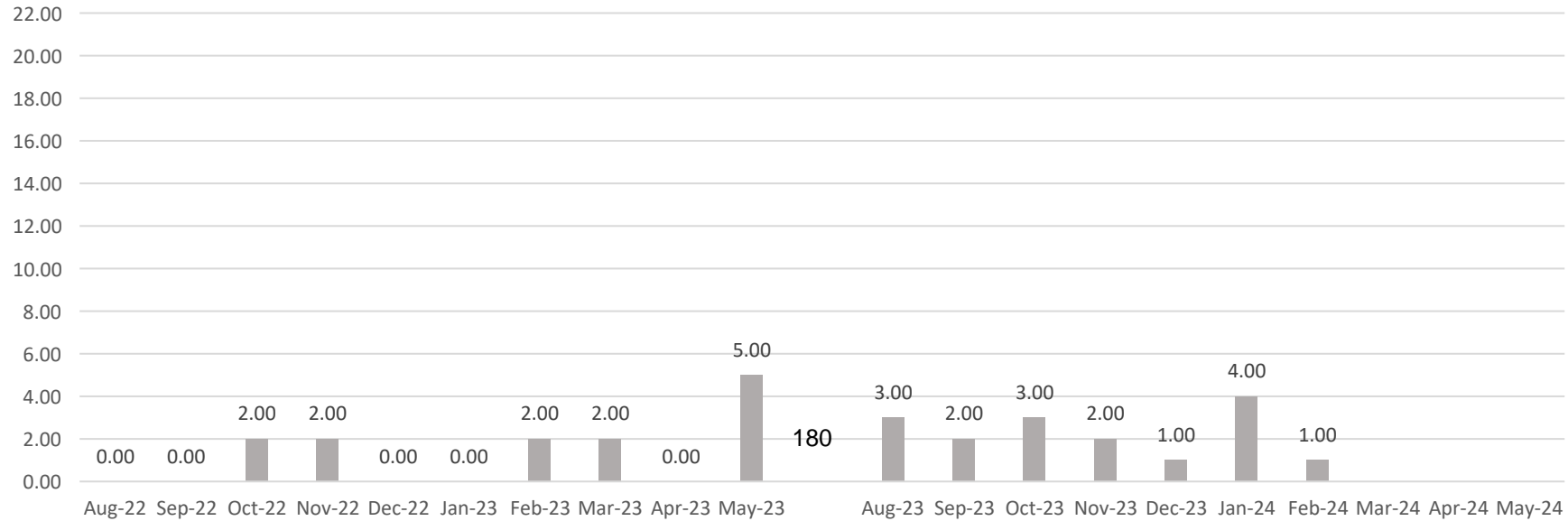
# Transportation

## 3.1 At Fault Accidents



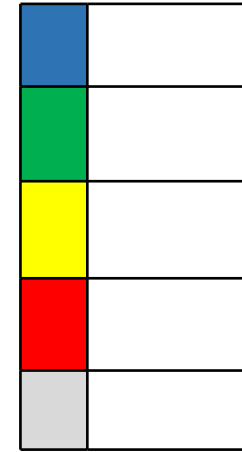
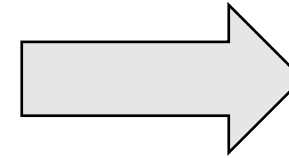
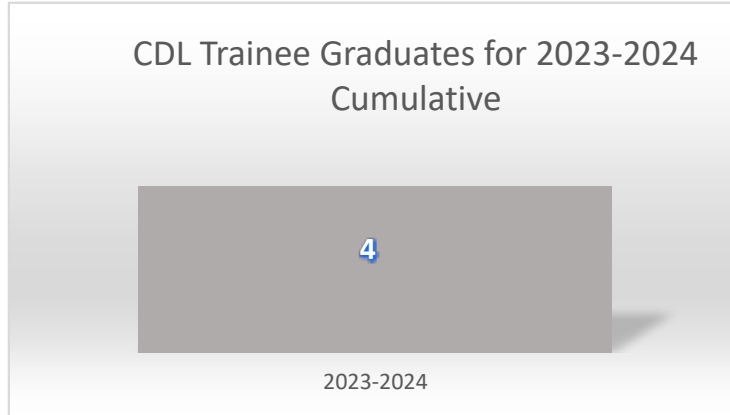
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

At Fault Accidents



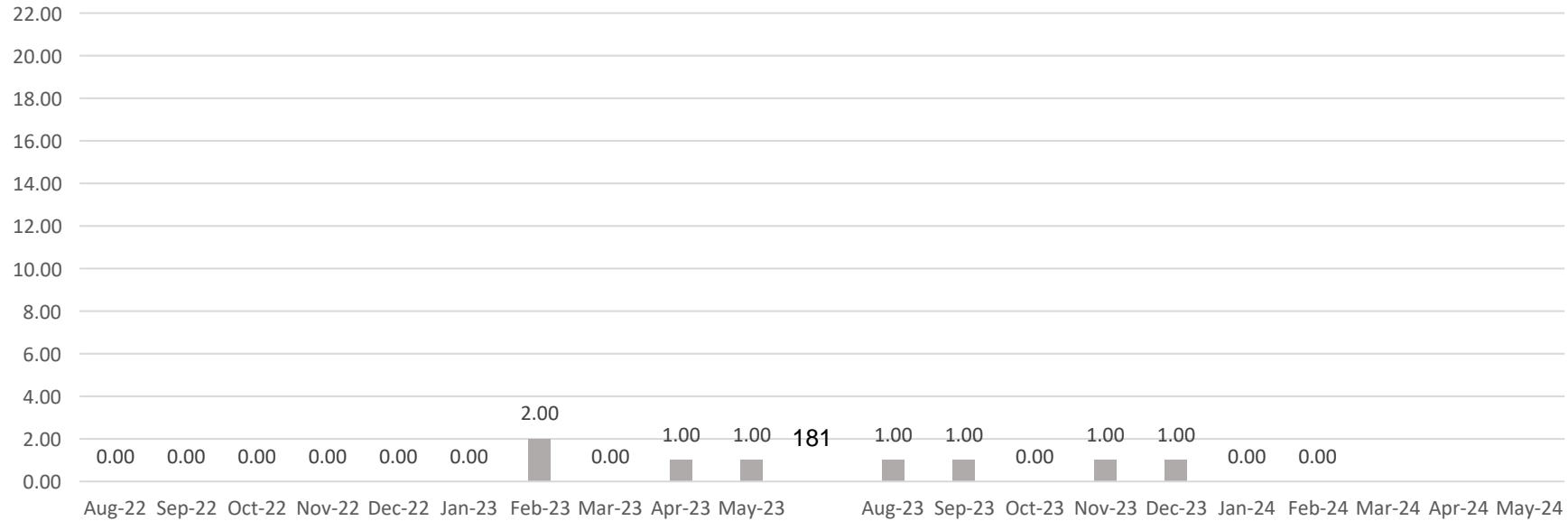
# Transportation

## 3.2 CDL Trainee Graduates



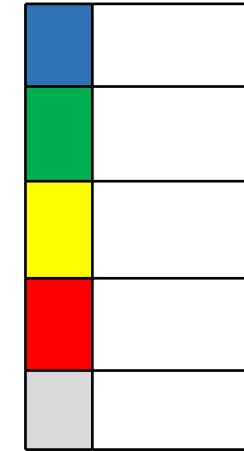
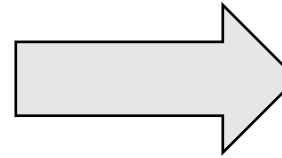
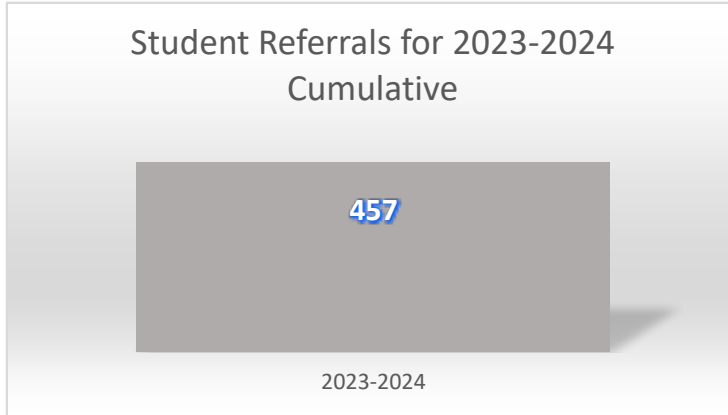
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

CDL Trainee Graduates

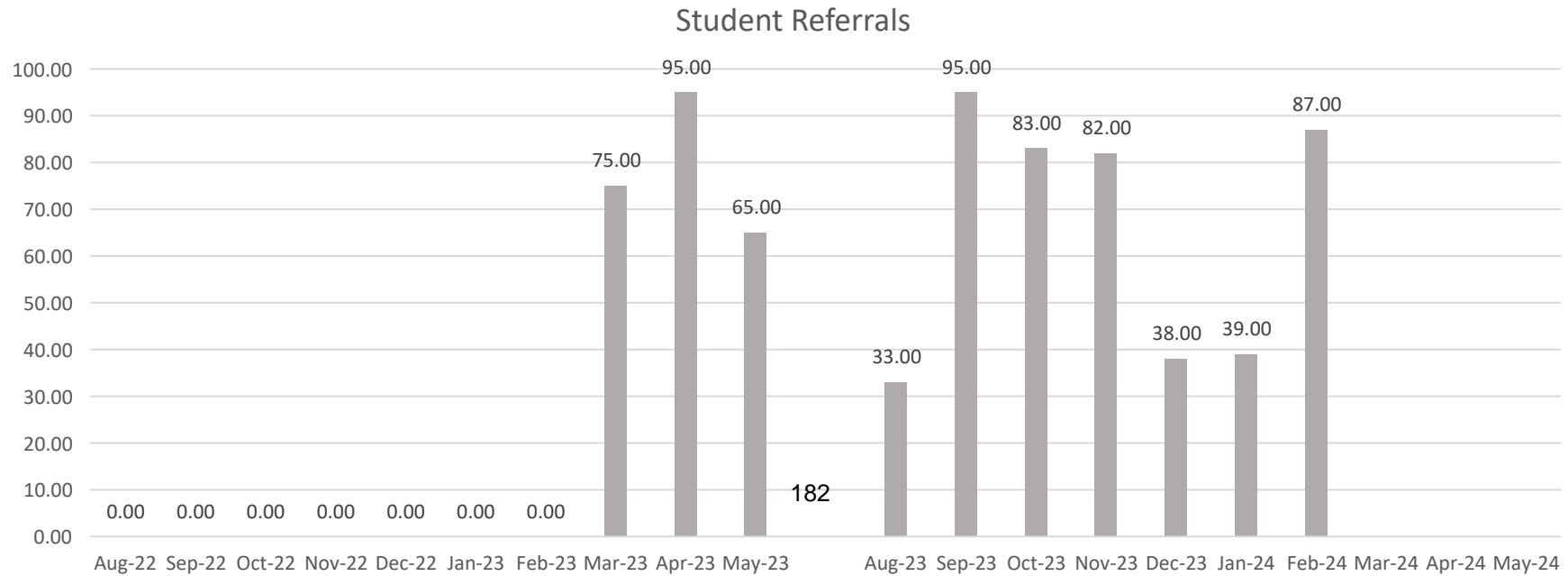


# Transportation

## 4.1 Student Referrals

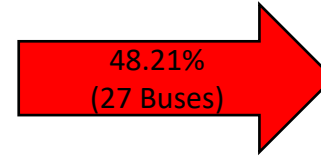
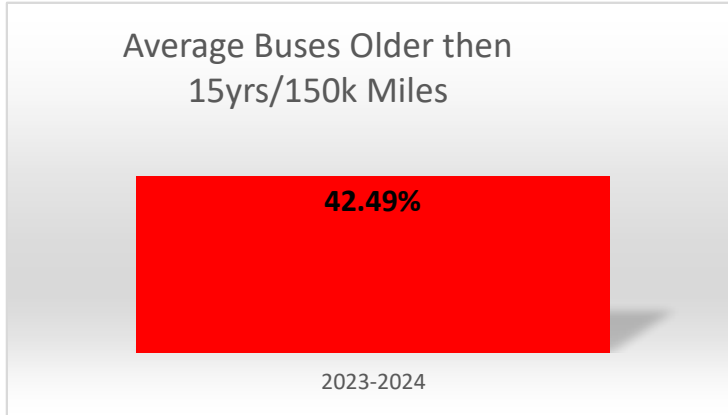


Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data



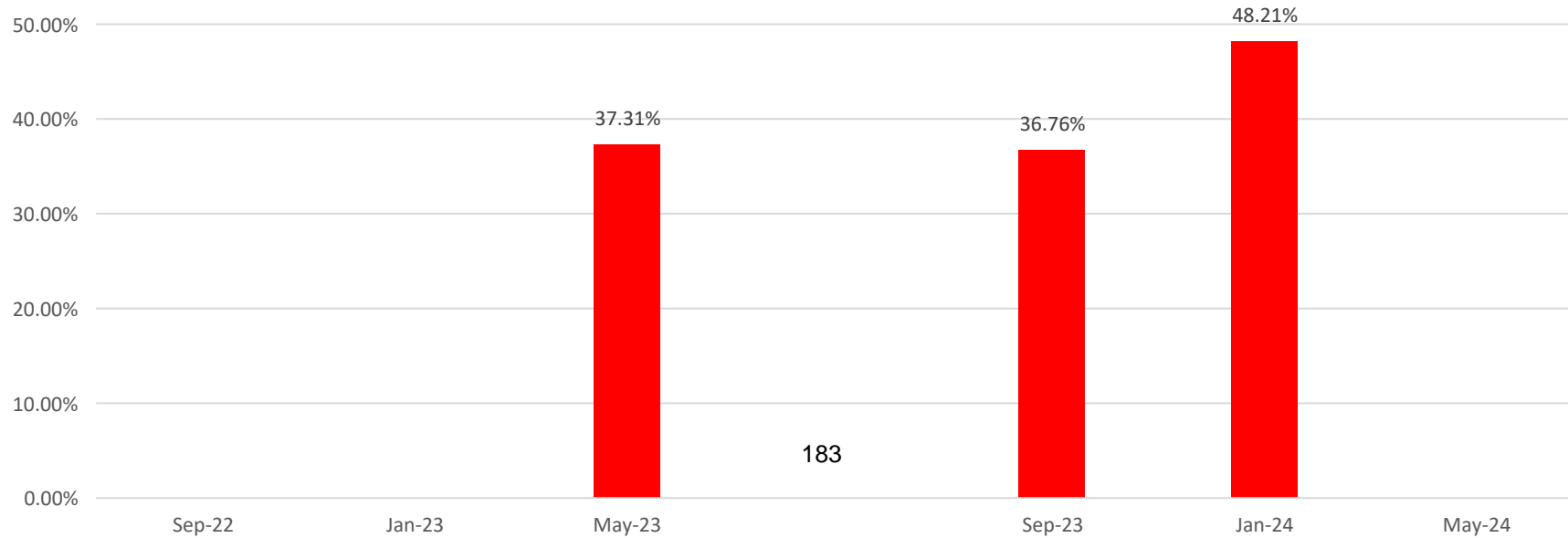
# Transportation

## 5.1 Buses Older than 15yrs/150k Miles



	Above Goal		<12%
	At Goal		12%-18%
	Near Goal		18%-25%
	Below Goal		>25%
	No Data		

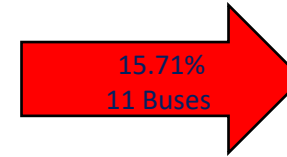
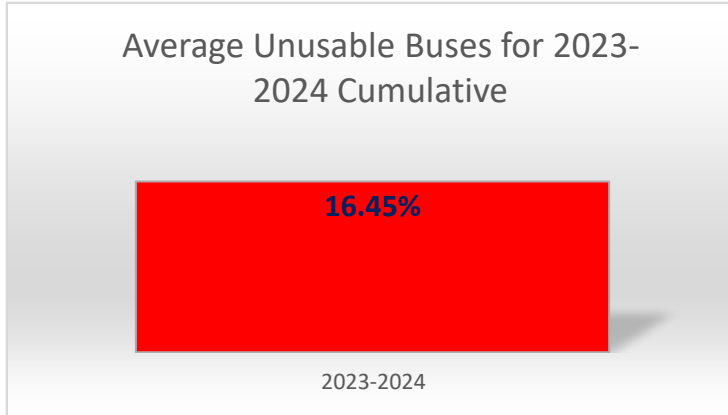
Buses Older then 15yrs/150k Miles



183

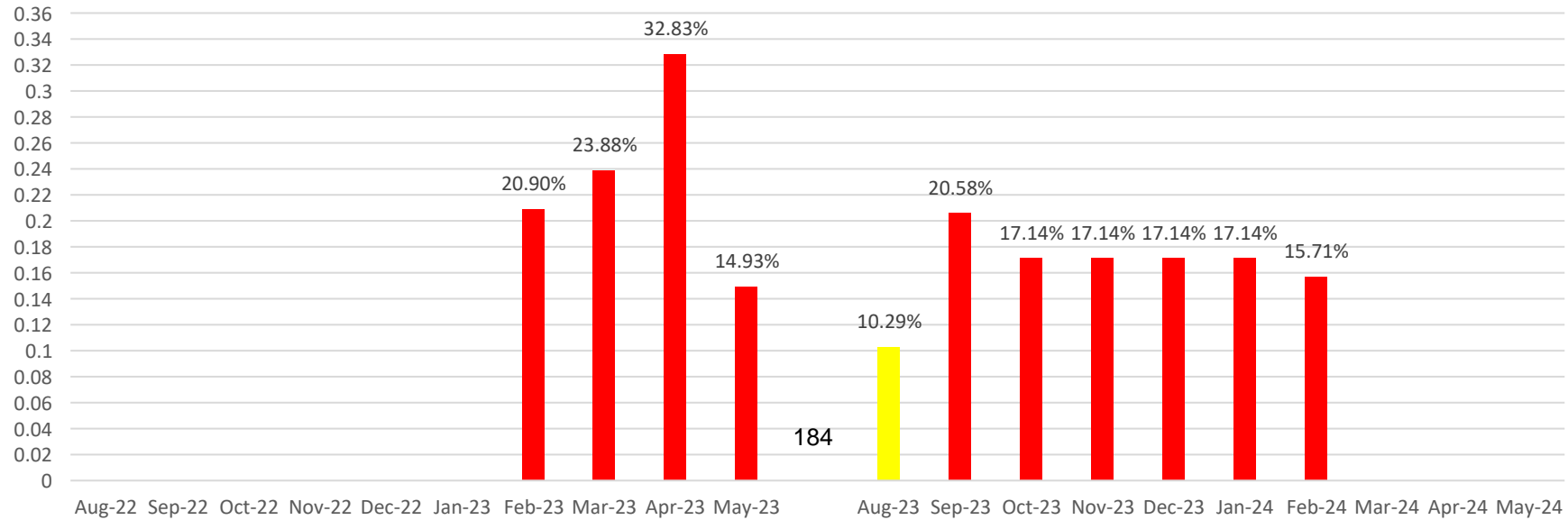
# Transportation

## 5.2 Average Unusable Buses



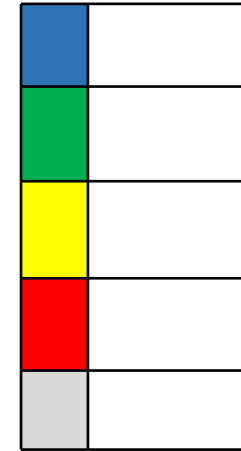
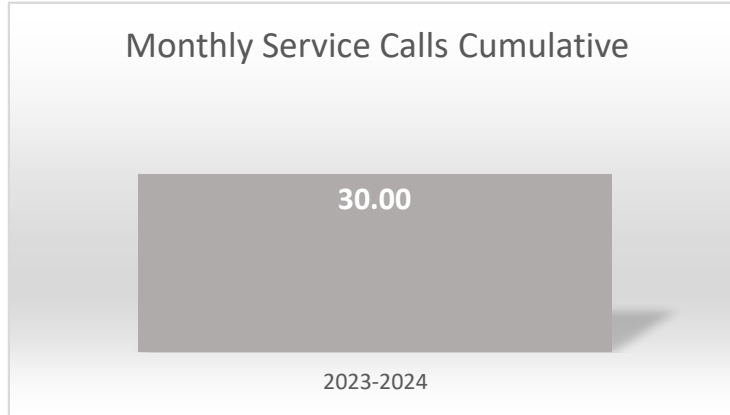
	Above Goal		< 5 %
	At Goal		5-8%
	Near Goal		9-12%
	Below Goal		>12%
	No Data		

Average Monthly Unusable Buses



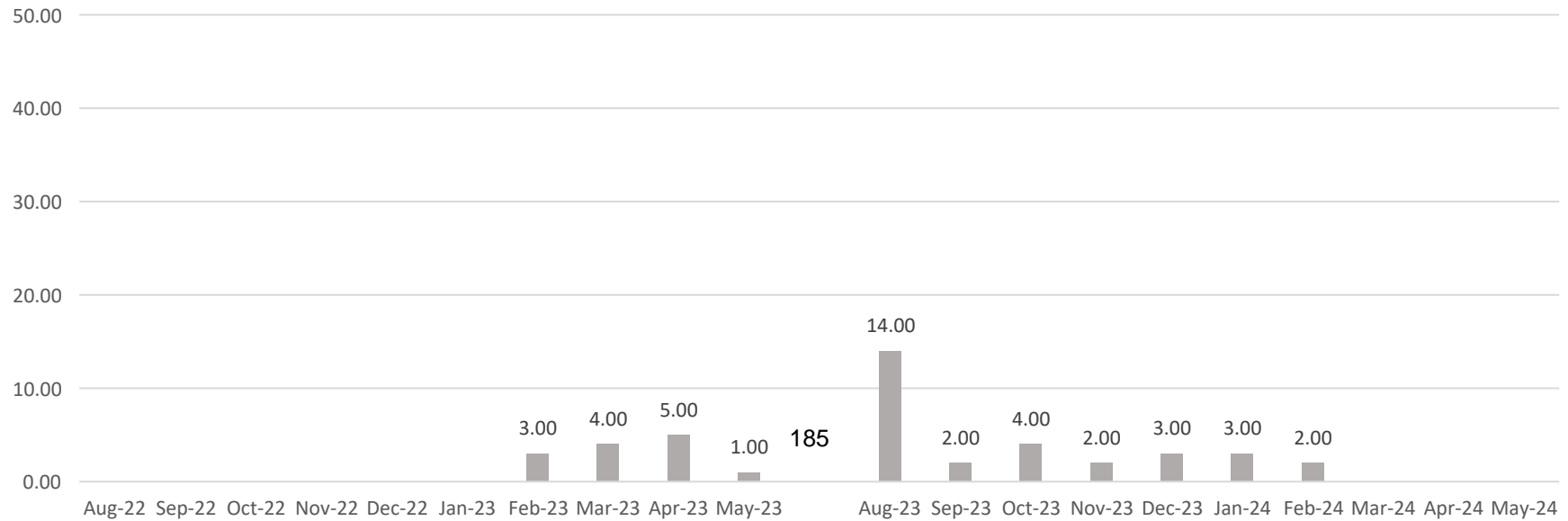
# Transportation

## 5.3 Monthly Service Calls



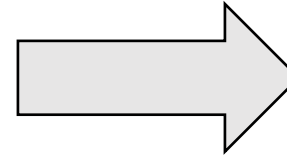
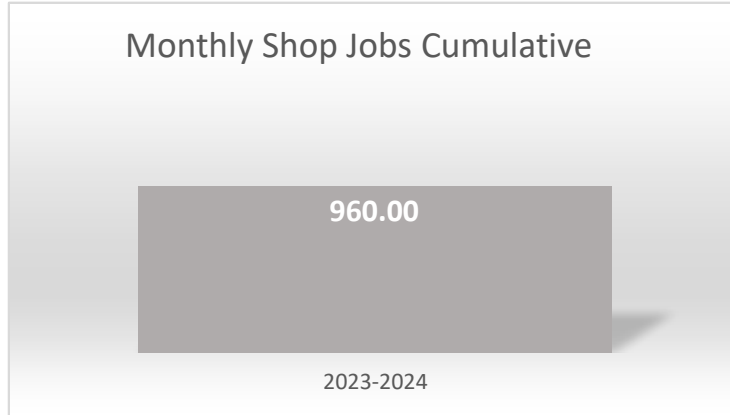
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

Monthly Service Calls



# Transportation

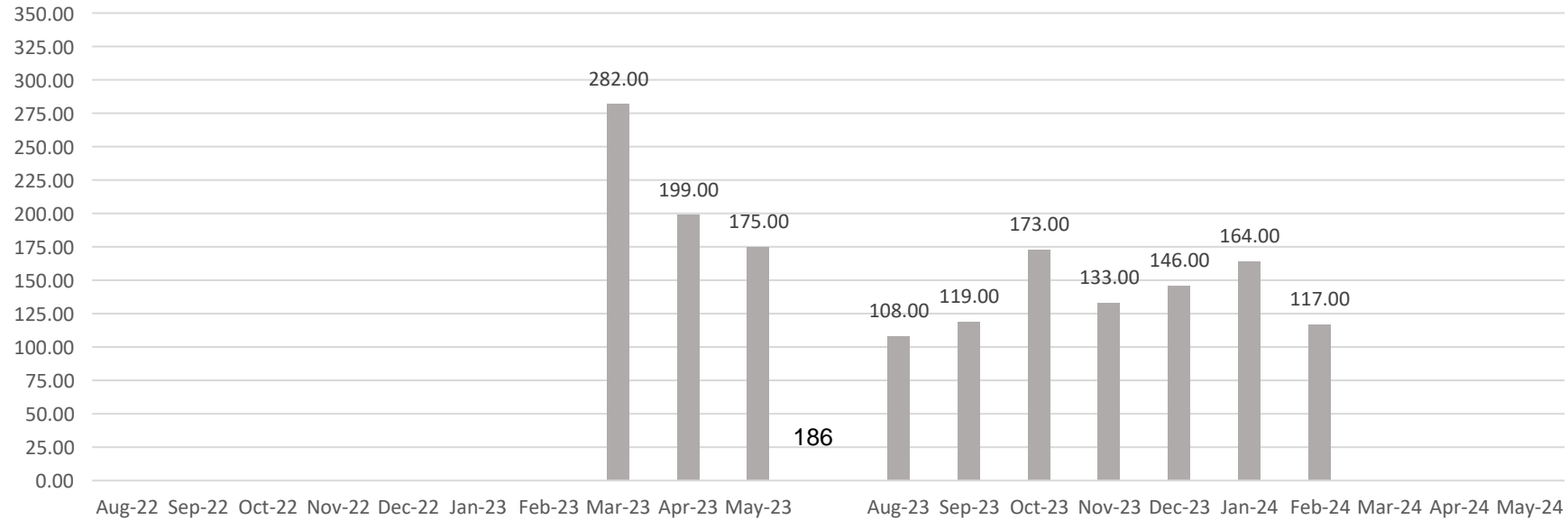
## 5.4 Monthly Shop Jobs Completed



Blue	
Green	
Yellow	
Red	
Grey	

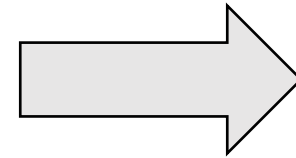
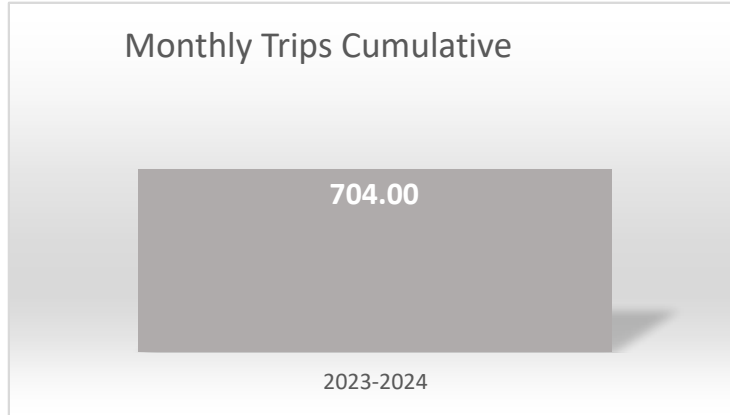
Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

Monthly Shop Jobs Completed

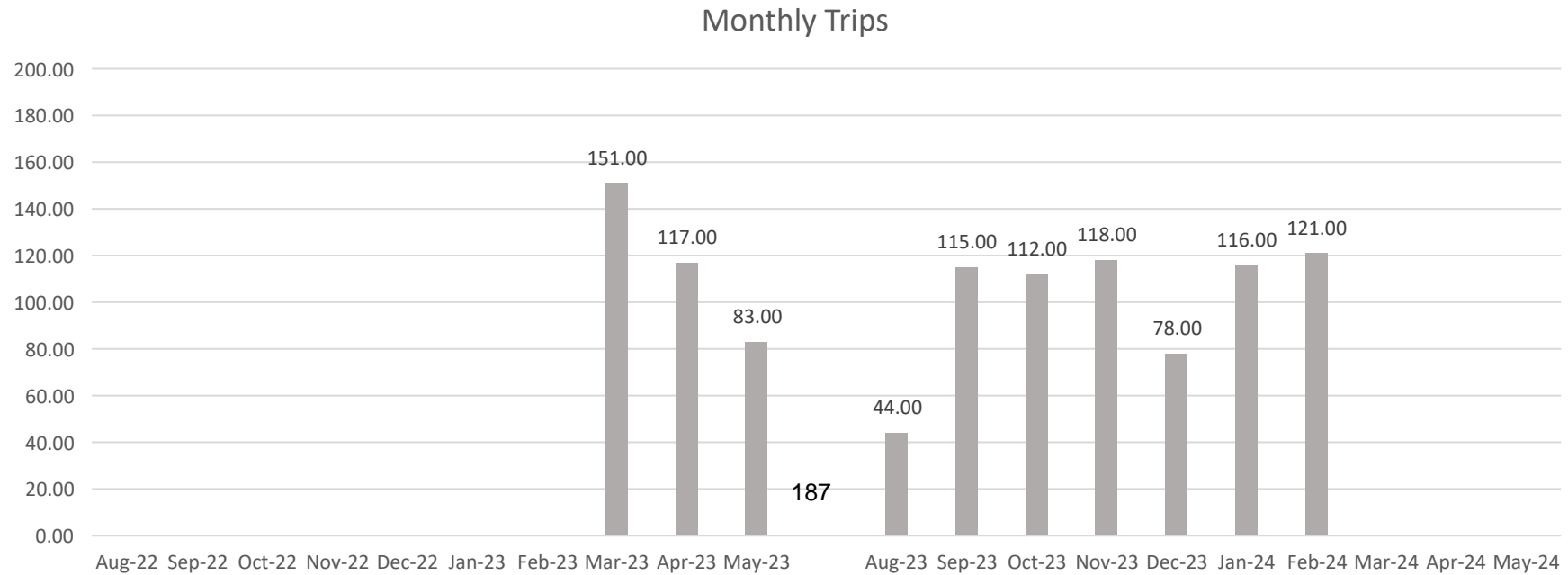


# Transportation

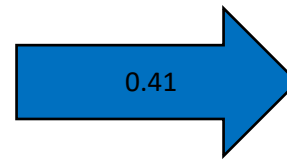
## 6.1 Monthly Trips



	Above Goal
	At Goal
	Near Goal
	Below Goal
	No Data

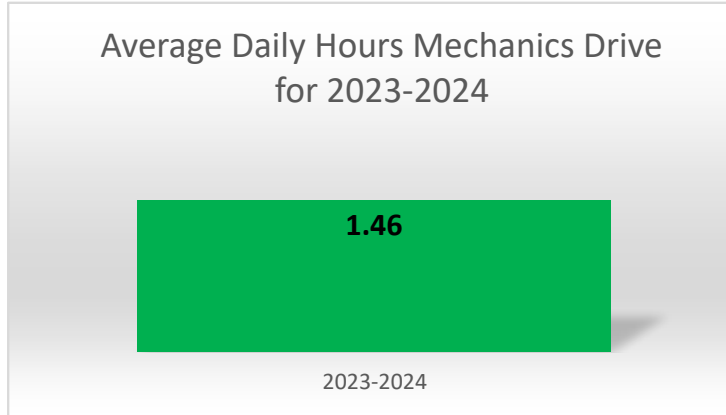
# Transportation



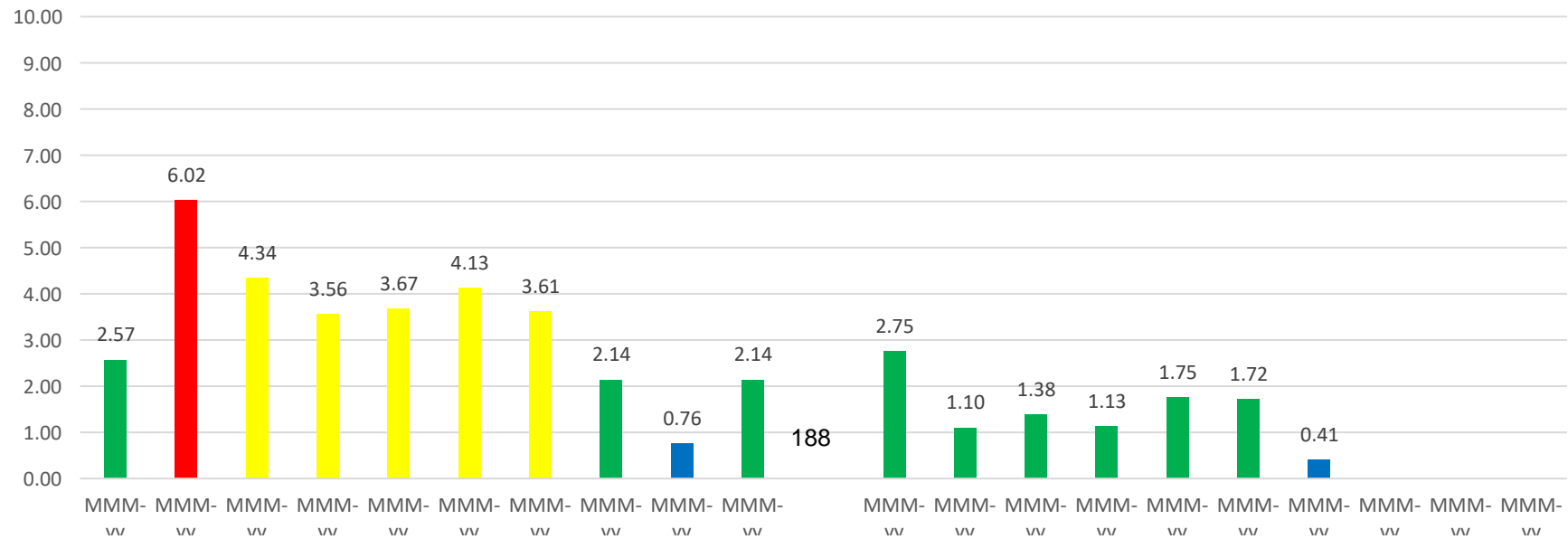
	Above Goal
	At Goal
	Near Goal
	Below Goal
	No Data

	<1
	1-3
	3-5
	>5

## 7.1 Number of Daily Hours Mechanics Have to Drive Routes

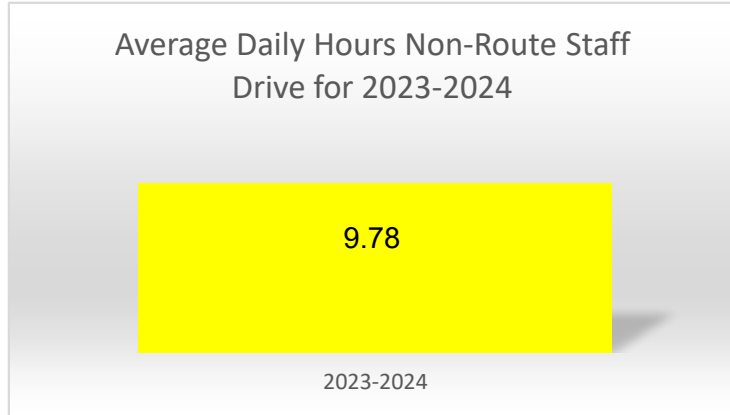


Average Daily Hours Mechanics Drive



# Transportation

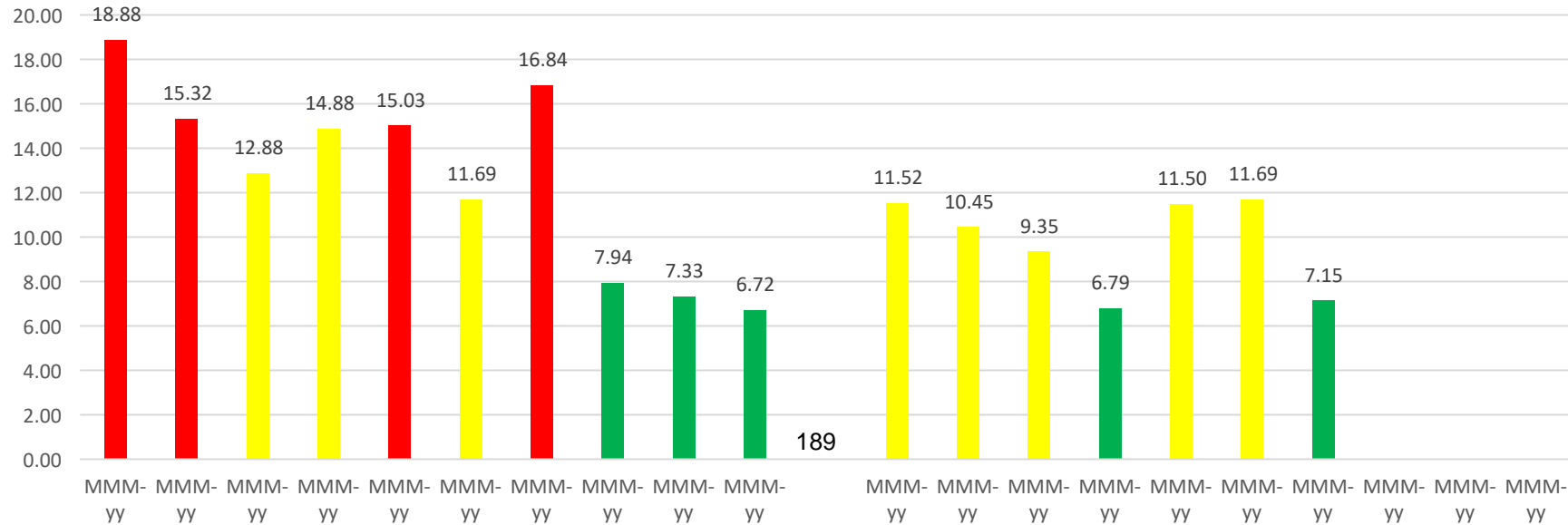
## 7.2 Number of Daily Hours Non-Route Staff Have to Drive Routes



Above Goal
At Goal
Near Goal
Below Goal
No Data

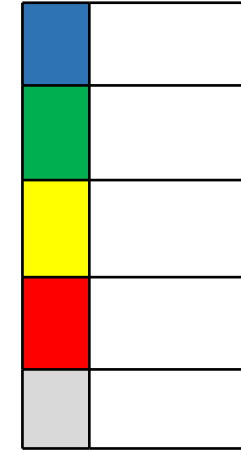
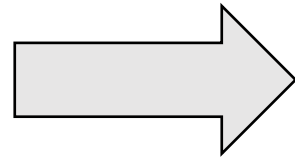
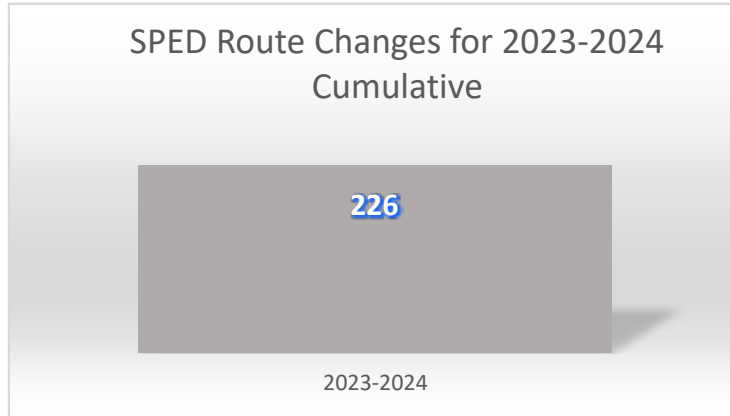
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3-8
9-15
>15

Average Daily Hours Non-Route Staff Drive



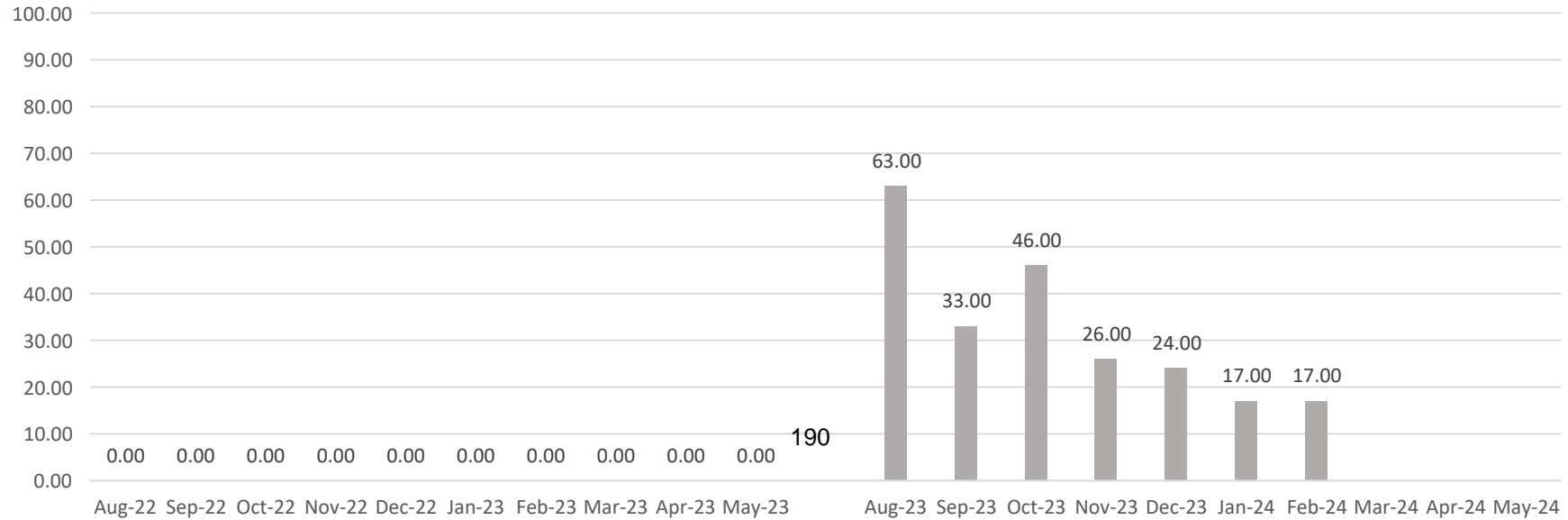
# Transportation

## 8.1 SPED Route Changes



Blue	Above Goal
Green	At Goal
Yellow	Near Goal
Red	Below Goal
Grey	No Data

SPED Route Changes





Choices.  
Collaboration.  
Belonging.  
Community.

Our vision is to be a district where innovation thrives and growth is limitless.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Monica James

**Subject:** New Position      **Related Page(s)** 1



**EXECUTIVE SUMMARY:**

The Human Resources Department is requesting 13 new teacher positions to satisfy contingencies. The contingencies will serve the purpose of filling vacancies quickly to avoid delays in getting board approval during critical hiring needs.

**ATTACHMENTS:**

Memorandum

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

**RECOMMENDATION:**

Approve new position.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Ryan Kahlden

**Subject:** Installation of network fiber to Jimmie Ray Elementary and new Wilemon STEAM Academy utilizing E-Rate funding      **Related Page(s)** RFP Scoring Matrix



**EXECUTIVE SUMMARY:**

The district is requesting to purchase network fiber, subsidized by our available E-Rate funding, for Jimmie Ray Elementary and Wilemon STEAM Academy’s new campus. The purchase of this equipment would be partially offset using our (federal) E-Rate funds for this category. We anticipate E-Rate will pick up 80% of the cost of this equipment due to the number of students in the district qualifying for free/reduced meals.

**ATTACHMENTS:**

Scoring matrix for RFP responses.

		BOARD PRIORITY GOALS
	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
X	Priority #4	Financial Integrity

**RECOMMENDATION:**

Approve agreement with CMC Network Solutions to provide network fiber for Jimmie Ray Elementary and Wilemon STEAM Academy’s new campus at a cost not to exceed \$1,389,262.50.

C1 E-RATE BID EVALUATION GRID - TEXAS

Organization Name:	Waxahachie ISD	E-Rate Yr:	2024-25
Prepared by:	Shelly Murphree	Title:	Webmaster
Signature:	Joe O'Daniel, Eli Saenz, Stephen	Date:	2/23/2024

Description of Service:		C1 SPF fiber to new campuses										
Service Provider	E-Rate Eligible Costs	Other Costs - Not Eligible	Price-Erate	Price-Other Costs	Reputation	Quality of Goods/Svcs	Meet District Needs	Past Relationship	Underutilized Business	Long-term cost		Total Points
<i>Points Possible for Each Bid</i>			<b>30.000</b>	<b>5</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>10</b>		<b>100</b>
1 Media Link Telecom, LLC	1,227,264.00		8.000	5	10	0	0	2	5	8	multiple plans	38.000
2 Zayo Group, LLC	308,354.00		30.000	0	10	5	0	5	0	8	multiple plans	58.000
3 Netsync Network Solutions	-		0.000	-	-	-	-	-	-	-	multiple plans	0.000
4 CMC Network Solutions	1,389,262.50		7.000	5	15	15	10	10	0	8	multiple plans	70.000

**EVALUATION RATIONALE (Attach additional pages as necessary)**

Netsync disqualified because we don't need the electronic equipment

CMC huge options for full runs w/armored fiber self-provisioned 72 stand armored homeruns \$1.1M for WSA & \$278 for WSA

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024 **Presented By:** Melissa Abadie

**Subject:** Adding AP Course for 2024-2025 **Related Page(s)** N/A



**EXECUTIVE SUMMARY:**

We are requesting consent to add AP Seminar 10 to the course catalog for WHS for the 2024-2025 school year. This innovative AP English course will allow students the opportunity to enroll in an AP English course for their sophomore year, earning college credit earlier than we have ever been able to offer our students until now. This course would have the PEIMS number: N1130026-APSMNR and be offered for one credit, as a two-semester course.

**ATTACHMENTS:**

Slides

		BOARD PRIORITY GOALS
X	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
	<b>Priority #4</b>	<b>Financial Integrity</b>

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Ashley Binnicker

**Subject:** Nationals Travel for TAFE      **Related Page(s)** \_\_\_\_\_



**EXECUTIVE SUMMARY:**

Consideration with possible action to approve Waxahachie High School’s Texas Association of Future Educators (TAFE) of travel to Washington D.C. for the national competition and convention pursuant to WISD Board Policy FMG (Local).

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
	Priority #2	Honor and Support Staff
	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

**RECOMMENDATION:**

We recommend that the board approve the travel of this Career and Technical Student Organization to the national convention.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Stephen Mott

**Subject:** Bleacher removal and replacement at Global High School – Solis Gym      **Related Page(s)** N/A



**EXECUTIVE SUMMARY:**

Remove all bleachers in Solis Gym and replace only one side. Price not to exceed \$192,885 and award to Lone Star Furnishings.

		BOARD PRIORITY GOALS
	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

**RECOMMENDATION:**

Approve agreement with Lone Star Furnishings to remove and replace one side of the bleachers in Solis gym with the price not to exceed \$192,885.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024 **Presented By:** Stephen Mott

**Subject:** Proposition C projects at Finely JH **Related Page(s)** 2

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:**

Among the projects listed at priority 1 and 2 items at Finley Junior High were the replacement of HVAC units in the 700 hallway and a new air handler in the gym. Staff is recommending approval of two quotes from Texas Air Systems for the replacement of these units totaling \$727,618, which are detailed as follows:

Replacing HVAC units in 700 hallway: \$230,883  
 Replacing air handler in gymnasium: \$ 496,735

**ATTACHMENT:**

Quotes from Texas Air Systems

BOARD PRIORITY GOALS		
	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

**RECOMMENDATION:**

Approve agreement with Texas Air Systems to replace A/C units in 700 hallway and air handler in gymnasium at Finley Junior High School at a price not to exceed \$727,618.

# Waxahachie Independent School District

## Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott  
Department: Support Services  
Budget Allocated for Purchase: \_\_\_\_\_  
Item(s) being quoted: Finley 700 Hall A/C Units

Vendor #1: Company Name: Texas Air Systems  
Representative: Josh Akinson  
Vendor Approved via: Local  
Amount Quoted: \$230,883.00

Vendor #2: Company Name: George Wayne Mechanical  
Representative: Seth Farquhar  
Vendor Approved via: Buy Board  
Amount Quoted: \$268,976.00

Vendor #3: Company Name: C & S Services of Texas, Inc  
Representative: Charlton Stovall  
Vendor Approved via: Buy Board  
Amount Quoted: \$263,480.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use

(vendor) Finley 700 Hall A/C Units for the procurement of (item) Texas Air Systems

  
\_\_\_\_\_  
Campus Principal / Department Head / Administrator

3/4/2024  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Business Office Approval

\_\_\_\_\_  
Date

# QUOTATION



Date: 03/4/2023

To: Waxahachie ISD  
 Attn: Stephen Mott, PM  
 By: Josh Atkinson, AE

Project: Proposition C Bond – Finley Jr High School 10 Additional Units

## PRICING SUMMARY – Finley Junior High School

AAON Packaged Rooftop Units (Lead Time is 12 Weeks)	10	3Ton – Qty. 7 4Ton – Qty. 3	Included
Mechanical Installation		N/A	Included
Electrical Installation		N/A	Included
<b>TOTAL NET PRICE</b>			<b>\$230,883.00</b>

\*FOB Factory, Full Freight Allowed, Tax Not Included

## ADD OPTION PRICING – Finley Junior High School

10-Year Labor Warranty	10	3Ton – Qty. 7 4Ton – Qty. 3	Included
<b>TOTAL NET PRICE</b>			<b>\$9,596</b>

\*FOB Factory, Full Freight Allowed, Tax Not Included

## Scope of Work

- Prepare schedules and coordinate installation of equipment with Waxahachie ISD.
- Prepare equipment lift plans as required and coordinate with Waxahachie ISD.
- Lock Out and Tag Out equipment to be replaced and made safe for removal of existing HVAC equipment.
- Label and disconnect existing electrical connections. Prepare existing electrical circuits for installation of new mechanical equipment.
- Coordinate with campus controls contractor/provider for disconnection of existing equipment. Label and disconnect existing controls connections.
- Isolate and disconnect gas from existing gas fired equipment as required. Provide and install temporary pipe cap or plug to prevent leakage or contamination of existing gas piping.
- Isolate and disconnect existing condensate drain piping at existing equipment as required.
- Remove existing packaged rooftop units and existing curb adapters as required.
- Prepare existing roof curbs for installation of new curb adapters as required.
- Provide and install new curb adapters and prepare for installation of packaged rooftop equipment.
- Provide and install new packaged rooftop equipment.
- Extend electrical circuits as necessary and make final connections to new packaged rooftop equipment.
- Extend and connect gas piping to new equipment as required.
- Extend and connect condensate drain piping to new equipment as required. Provide and install required p-traps as required.
- Coordinate with campus controls systems providers for installation of new equipment controls.
- Provide factory startup of packaged rooftop equipment per equipment manufacturer’s recommendations.

- Clean up and remove trash daily as required throughout construction.
- Meet with Waxahachie ISD and review equipment installations and make necessary corrections as required.

### **AAON Packaged Rooftop Units**

**TAG: See Summary Above**

**AAON Model RQ/RN**, roof mounted, air-cooled, vertical airflow, single zone, packaged rooftop as follows:

- Double wall galvanized G90 steel construction with gray polyurethane heat-baked coating that exceeds 2500 hr ASTM B 117-95 requirements on unit exterior
- Single point 208V/3Ph/60HZ power connection as required
- Single point 460V/3Ph/60HZ power connection as required
- Integral, non-fused disconnect
- Integral, factory-wired convenience receptacle
- R-410A Refrigerant
- "DX" coil(s) with copper tube, aluminum finned cooling coil
- Thermal expansion valve (TXV)
- Direct drive evaporator blower assembly with premium efficiency fan motor w/ ECM or VFD
- Dual Stage compressors – 3 Tons and above
- Single stage cooling operation – Below 3 Tons
- Two stage natural gas heating section with aluminized steel heat exchanger
- Single stage natural gas heating section with aluminized steel heat exchanger
- Stainless steel sloped drain pan
- Hail guards are not required as unit design protects condenser coils from hail damage
- Economizer with barometric relief, OA hood and DDC actuator
- 2" thick, MERV 8 pleated media filters (1 set)
- Direct drive condenser fans
- Condenser fan cycling for low ambient operation down to 35°F
- TECO curb adapters
- **Terminal strip with isolation relays provided for controls by others**
  - **Fan Speed control by others**
  - **FDD economizer control by others**

#### **Services and Warranties:**

- **Factory startup**
- **10 Year Factory Parts Warranty**
- **15-year non-prorated parts only heat exchanger warranty on aluminized steel heat exchangers**
- **Optional: 10 Year Labor Warranty**

#### **Does Not Include:**

- **Controls (except as noted above), Wiring, Disconnects, Fire and Smoke Devices, Humidity or CO2 Sensors**
- **Additional sets of filters except as noted above**

-This quotation is subject to change without notice and void after 15 days.  
 -Add to the prices quoted any sales tax payable on the transaction under any effective Federal or State statute.  
 -F.O.B. Factory, FFA, per mutually agreed schedule. No material to be returned without written authorization.  
 -Payment terms: Net 30 Days, Upon Receipt of Satisfactory Credit Information.  
 -Texas AirSystems equipment will be supplied based upon approved submittal data.  
 -Retainage is not allowed. Texas AirSystems is a material supplier, and will be supplying the entire purchase order value upon delivery of equipment.  
 -Payment to Texas AirSystems cannot be conditioned on receipt of payment from the owner by a contractor, construction manager, or customer.  
 -Texas AirSystems standard warranty, parts only, is for 12 months from start-up date, not to exceed 18 months from ship date.  
 -Texas AirSystems is responsible and accountable only for the acts and omissions of Texas AirSystems.  
 -Insurance certificates and bonds can/will be provided upon request.



3/1/2024

Stephen Mott  
Waxahachie ISD  
631 Solon Rd  
Waxahachie, TX, 75165

**Reference: Waxahachie ISD**

George Wayne Mechanical, Electrical & Plumbing is pleased to provide budget pricing for the MEP scopes. Our pricing was prepared on our site visit and our best understanding of your needs. Should you have any questions please do not hesitate to reach out anytime.

***Inclusions:***

- GWM will provide the necessary labor to changeout equipment across the below mentioned campus. Retrofit scope includes disconnecting and reconnecting all trades. These items include duct transitions, electrical, 24V controls, condensate, refrigerant and gas connections.
- GWM had included consumables such as drill bits, welding gases, wire nuts etc. GWM assumes owner is providing all other equipment and installation material.

○ Finley - \$268,976

**Equipment:**

- (7) AAON 3T RTUs
- (3) AAON 4T RTUs

***Clarifications:***

- Existing conditions are assumed to be adequate and in good working order.
- Permits included.
- Taxes excluded.

Seth Farquhar  
[seth@gwmtexas.com](mailto:seth@gwmtexas.com)  
817-517-4550

George Wayne Mechanical | Cleburne, Texas | TACLA87497E | TECL33856 | M44374

Regulated by The Texas Department of Licensing and Regulation, P.O. Box 12157, Austin, Texas 78711,  
1-800-803-9202, 512-463-6599, [www.tdlr.texas.gov](http://www.tdlr.texas.gov)  
Texas State Board of Plumbing Examiners, 929 E. 41<sup>st</sup> St. Austin, Texas 78765, 512-302-5090

## AAON Packaged Rooftop Units

AAON Model RQ/RN, roof mounted, air-cooled, vertical airflow, single zone, packaged rooftop as follows:

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- Thermal expansion valve (TXV)
- Direct drive evaporator blower assembly with premium efficiency fan motor w/ ECM or VFD
- Dual Stage compressors – 3 Tons and above
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- Two stage natural gas heating section with aluminized steel heat exchanger
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- Stainless steel sloped drain pan
- Hail guards are not required as unit design protects condenser coils from hail damage
- Economizer with barometric relief, OA hood and DDC actuator
- 2" thick, MERV 8 pleated media filters (1 set)
- Direct drive condenser fans
- Condenser fan cycling for low ambient operation down to 35F
- TECO curb adapters
- Terminal strip with isolation relays provided for controls by others
- o Fan Speed control by others
- o FDD economizer control by others

### Services and Warranties:

- Factory startup
- 10 Year Factory Parts Warranty
- 15-year non-prorated parts only heat exchanger warranty on aluminized steel heat exchangers
- Optional: 10 Year Labor Warranty

### Does Not Include:

- Controls (except as noted above), Wiring, Disconnects, Fire and Smoke Devices, Humidity or CO2 Sensors
- Additional sets of filters except as noted above



**Finley Junior High School – 10 Additional Units**

DESCRIPTION	QTY	TAGGING	TOTAL NET PRICE
3T AAON RTU	7		<b>Included</b>
4T AAON RTU	3		<b>Included</b>
Mechanical Installation	1		<b>Included</b>
Electrical Installation	1		<b>Included</b>
<b>Total Net Price</b>			<b>\$263,480</b>

\*FOB Factory, Full Freight Allowed, Tax Not Included

**LEAD TIME: 12 Weeks**

**AAON Packaged Rooftop Units**

**TAG: See Summary Above**

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  - **Fan Speed control by others**
  - **FDD economizer control by others**

**Services and Warranties:**

- **Factory startup**
- **10 Year Factory Parts Warranty**
- **15-year non-prorated parts only heat exchanger warranty on aluminized steel heat exchangers**
- **Optional: 10 Year Labor Warranty**

**Does Not Include:**

- **Controls (except as noted above), Wiring, Disconnects, Fire and Smoke Devices, Humidity or CO2 Sensors**
- **Additional set of filters excepted as noted above**

**Scope of Work**

- Prepare schedules and coordinate installation of equipment with Waxahachie ISD.
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- Clean up and remove trash daily as required throughout construction.
- Meet with Waxahachie ISD and review equipment installations and make necessary corrections as required.

# Waxahachie Independent School District

## Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott

Department: Support Services

Budget Allocated for Purchase: \_\_\_\_\_

Item(s) being quoted: Finely Gym Air Handler

Vendor #1: Company Name: Texas Air Systems

Representative: Josh Akinson

Vendor Approved via: Local

Amount Quoted: \$496,735.00

Vendor #2: Company Name: George Wayne Mechanical

Representative: Seth Farquhar

Vendor Approved via: Buy Board

Amount Quoted: \$587,882.00

Vendor #3: Company Name: C & S Services of Texas, Inc

Representative: Charlton Stovall

Vendor Approved via: Buy Board

Amount Quoted: \$565,289.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use

(vendor) Finely Gym Air Handler for the procurement of (item) Texas Air Systems

  
 \_\_\_\_\_  
 Campus Principal / Department Head / Administrator

3/4/2024  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Business Office Approval

\_\_\_\_\_  
 Date

# QUOTATION



Date: 3/1/2024

To: Waxahachie ISD  
 Attn: Stephen Mott

By: Josh Atkinson

Project: Finley Gym Split System Replacement - Quote

## Finley Junior High School – Gym AHU & Condenser

DESCRIPTION	QTY	TAGGING	TOTAL NET PRICE
80T Temtrol AHU	1		<b>Included</b>
40T AAON Condensers	2		<b>Included</b>
Mechanical Installation	1		<b>Included</b>
Electrical Installation	1		<b>Included</b>
Steel Support Modifications	1		<b>Included</b>
<b>Total Net Price</b>			<b>\$496,735</b>

\*FOB Factory, Full Freight Allowed, Tax Not Included

**LEAD TIME: 12-14 Weeks**

### Scope of Work

- Prepare schedules and coordinate installation of equipment with Waxahachie ISD.
- Prepare equipment lift plans as required and coordinate with Waxahachie ISD.
- Lock Out and Tag Out equipment to be replaced and made safe for removal of existing HVAC equipment.
- Label and disconnect existing electrical connections. Prepare existing electrical circuits for installation of new mechanical equipment.
- Coordinate with campus controls contractor/provider for disconnection of existing equipment. Label and disconnect existing controls connections.
- Isolate and disconnect gas from existing gas fired equipment as required. Provide and install temporary pipe cap or plug to prevent leakage or contamination of existing gas piping.
- Isolate and disconnect existing condensate drain piping at existing equipment as required.
- Demo and removal of existing air handler, condenser, and duct heaters.
- Condenser steel modifications and vibration isolators for owner supplied condenser.
- Equipment pad modifications for owner supplied air handler.
- Removal of louver for AHU installation.
- Breakdown of owner supplied louver for building access.
- AHU setting and installation.
- Condenser setting and installation.
- Ductwork disconnect and reconnect. New transitions.
- Electrical disconnect and reconnect.
- New electrical disconnect.
- Controls disconnect and reconnect.
- New AHU condensate piping.
- New AHU flue piping and roof penetration.
- Disconnect and reconnect refrigerant piping.
- Evacuate system.
- Charge system up to 200lbs of R410A.
- Extend and connect gas piping to new equipment as required.
- Coordinate with campus controls systems providers for installation of new equipment controls.
- Provide factory startup of equipment per equipment manufacturer's recommendations.

- Clean up and remove trash daily as required throughout construction.
- Meet with Waxahachie ISD and review equipment installations and make necessary corrections as required.
- Existing Louvre to be reused.
- Dampers as needed.
- Permitting

#### Excluded

- Roof Penetration
- Roof Flashing

#### Temtrol Indoor Air Handling Unit

##### Tag: AHU-1

One (1) *Temtrol* Model *ITF* indoor air handling unit designed for **460V/3Ph/60Hz** power and complete as follow:

- Welded structural steel base
- Double wall construction with R-24 polyurethane foam insulation
- Access doors in all accessible sections
- Mixing box with min OA/Max OA/RA/EA low leakage dampers
- DX Cooling Coils
- Indirect Gas Fired Heater
- Double pitch stainless steel drain pan
- Fan array with multiple direct drive supply fans
- Fan isolation backdraft dampers
- Premium efficiency TEAO motors
- Variable frequency drive for each motor
- Start-up supervision and owner training by Texas AirSystems

#### Notes:

1. Any item not specifically mentioned above is excluded

#### AAON DX Condenser Units

(2) **40T AAON** Model **CF**, remote mounted, air-cooled, condensing unit, designed for **460V/3Ph/60HZ** power, and complete as follows:

- Double wall, galvanized steel construction with gray polyurethane finish
- 24 volt transformer, fan motor contactor & single point power connection
- Galvanized steel construction with painted exterior
- Designed for R-410a refrigerant
- Microchannel condenser coil
- Condenser coil hail guard
- ECM condenser fan motor
- Single point electrical panel
  - 5kA Short Circuit Current Rating (SCCR)
  - 460-3-60 power
- Factory controller with BACNet interface
- Start-up by Texas AirSystems
- One (10) year complete unit parts warranty
- Five (5) year compressor warranty
- **AAON** Factory Start-Up

-This quotation is subject to change without notice and void after 15 days.

-Add to the prices quoted any sales tax payable on the transaction under any effective Federal or State statute.

-F.O.B. Factory, FFA, per mutually agreed schedule. No material to be returned without written authorization.

-Payment terms: Net 30 Days, Upon Receipt of Satisfactory Credit Information.

-Texas AirSystems equipment will be supplied based upon approved submittal data.

-Retainage is not allowed. Texas AirSystems is a material supplier, and will be supplying the entire purchase order value upon delivery of equipment.

-Payment to Texas AirSystems cannot be conditioned on receipt of payment from the owner by a contractor, construction manager, or customer.

-Texas AirSystems standard warranty, parts only, is for 12 months from start-up date, not to exceed 18 months from ship date.

- Texas AirSystems is responsible and accountable only for the acts and omissions of Texas AirSystems.  
- Insurance certificates and bonds can/will be provided upon request.



3/1/2024

Waxahachie ISD  
Finley Jr High  
2401 Brown St  
Waxahachie TX 75165

**Reference: Waxahachie ISD – Finley JR High AHU Replacement**

George Wayne Mechanical, Electrical & Plumbing is pleased to provide budget pricing for the MEP scopes. Our pricing was prepared on our site visit and our best understanding of your needs. Should you have any questions please do not hesitate to reach out anytime.

***Inclusions:***

- Demo and removal of existing air handler, condenser and duct heaters.
- Condenser steel modifications and vibration isolators for condenser.
- Equipment pad modifications for owner supplied air handler.
- Removal of louver for AHU installation.
- Breakdown of owner supplied louver for building access.
- AHU setting and installation.
- Condenser setting and installation.
- Ductwork disconnect and reconnect. New transitions.
- Electrical disconnect and reconnect.
- New electrical disconnect.
- Controls disconnect and reconnect.
- New AHU condensate piping.
- New AHU flue piping and roof penetration.
- Disconnect and reconnect refrigerant piping.
- Evacuate system.
- Charge system up to 200lbs of R410A.
- Up to two crane mobilizations.
- Assist startup.

**Total Cost: \$ 587,882**

***Clarifications:***

- Engineering excluded.

George Wayne Mechanical | Cleburne, Texas | TACLA87497E | TECL33856 | M44374

Regulated by The Texas Department of Licensing and Regulation, P.O. Box 12157, Austin, Texas 78711,  
1-800-803-9202, 512-463-6599, [www.tdlr.texas.gov](http://www.tdlr.texas.gov)

Texas State Board of Plumbing Examiners, 929 E. 41<sup>st</sup> St. Austin, Texas 78765, 512-302-5090



**GEORGE WAYNE**  
MECHANICAL

- Test and balance excluded.
- Roof flashing excluded.
- Dampers excluded.
- Equipment by others.
- New louver excluded. Existing to be reused.
- Temporary heating or cooling excluded.
- Existing conditions are assumed to be adequate and in good working order.
- Permits excluded.
- Taxes excluded.

Seth Farquhar  
[seth@gwmtexas.com](mailto:seth@gwmtexas.com)  
817-517-4550

George Wayne Mechanical | Cleburne, Texas | TACLA87497E | TECL33856 | M44374

Regulated by The Texas Department of Licensing and Regulation, P.O. Box 12157, Austin, Texas 78711,  
1-800-803-9202, 512-463-6599, [www.tdlr.texas.gov](http://www.tdlr.texas.gov)

Texas State Board of Plumbing Examiners, 929 E. 41<sup>st</sup> St. Austin, Texas 78765, 512-302-5090

**Finley Junior High School – 80T Split System - Equipment**

DESCRIPTION	QTY	TAGGING	TOTAL NET PRICE
80T Temtrol AHU	1		<b>Included</b>
40T AAON Condensers	2		<b>Included</b>
Mechanical Installation	1		<b>Included</b>
Electrical Installation	1		<b>Included</b>

**Temtrol Indoor Air Handling Unit**

**Tag: AHU-1**

One (1) *Temtrol* Model *ITF* indoor air handling unit designed for **460V/3Ph/60Hz** power and complete as follow:

- Welded structural steel base
- Double wall construction with R-24 polyurethane foam insulation
- Access doors in all accessible sections
- Mixing box with min OA/Max OA/RA/EA low leakage dampers
- DX Cooling Coils
- Indirect Gas Fired Heater
- Double pitch stainless steel drain pan
- Fan array with multiple direct drive supply fans
- Fan isolation backdraft dampers
- Premium efficiency TEAO motors
- Variable frequency drive for each motor
- Start-up supervision and owner training by Texas AirSystems

**Notes:**

1. **Any item not specifically mentioned above is excluded**

**AAON DX Condenser Units**

(2) **40T AAON** Model *CF*, remote mounted, air-cooled, condensing unit, designed for **460V/3Ph/60HZ** power, and complete as follows:

- Double wall, galvanized steel construction with gray polyurethane finish
- 24 volt transformer, fan motor contactor & single point power connection
- Galvanized steel construction with painted exterior
- Designed for R-410a refrigerant
- Microchannel condenser coil
- Condenser coil hail guard
- ECM condenser fan motor
- Single point electrical panel
  - 5kA Short Circuit Current Rating (SCCR)
  - 460-3-60 power
- Factory controller with BACNet interface
- Start-up by Texas AirSystems
- One (10) year complete unit parts warranty
- Five (5) year compressor warranty
- **AAON** Factory Start-Up

# Quotation

## C & S Services of Texas, Inc.

Leaders in Commercial Hot Water / HVAC  
PO Box 426 (Billing) / 2679 FM 36 South (Physical)  
Caddo Mills, TX 75135  
(214) 2066-022  
[csservicesoftx@gmail.com](mailto:csservicesoftx@gmail.com)

Proposal Submitted to Waxahachie ISD / Stephen Mott	Phone	Date 2024 03 01
Street 411 N Gibson Street	Project Name Waxahachie ISD – Finley Jr High Split System	
City, State and Zip Code Waxahachie TX 75165	Project Location Finley Jr High School	
Salesperson Charlton D. Stovall	Quote Expiration: Valid for 30 days	Project Phone 682-402-9013

We hereby submit applications and estimates for:

Finley Jr High – 80T Split System Replacement

**Project Exclusions:** Any lifting equipment to remove units from roof or equipment to set units. Staging of equipment to be ready for lift. Electrical supplies or labor for connections, communications for units. If anything beyond this scope is to be handled by C&S there will be a change order for the additional scope.

Any permitting will be in addition to the base bit.

Wilemon Steam  
Sub Total: \$565,289  
Sales Tax: \$0.00 (Please send resale certificate)  
Contract Price: \$565,289

Payment will be made as follows: 25% draw upon schedule and acquisition of materials. Balance 2%/10 Net 30

All ACH or CC Payments will be subject to a 3% fee

Exclusions from proposal: Any city or state permits, additional insurance requirements beyond standard \$2 million GL, bonding, structural changes to scope, inspection fees or any alterations from this proposal unless agreed upon in writing. All outstanding invoices will accrue interest at 1.5% per month and an immediate \$150 late fee.

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Acceptance of Proposal - The above prices specifications and conditions are satisfactory and are hereby accepted.

---

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

**Finley Junior High School – Gym AHU & Condenser**

DESCRIPTION	QTY	TAGGING	TOTAL NET PRICE
80T Temtrol AHU	1		<b>Included</b>
40T AAON Condensers	2		<b>Included</b>
Mechanical Installation	1		<b>Included</b>
Electrical Installation	1		<b>Included</b>

**Scope of Work**

- Lock Out and Tag Out equipment to be replaced and made safe for removal of existing HVAC equipment.
- Label and disconnect existing electrical connections. Prepare existing electrical circuits for installation of new mechanical equipment.
- Coordinate with campus controls contractor/provider for disconnection of existing equipment. Label and disconnect existing controls connections.
- Isolate and disconnect gas from existing gas fired equipment as required. Provide and install temporary pipe cap or plug to prevent leakage or contamination of existing gas piping.
- Isolate and disconnect existing condensate drain piping at existing equipment as required.
- Demo and removal of existing air handler, condenser, and duct heaters.
- Condenser steel modifications and vibration isolators for owner supplied condenser.
- Equipment pad modifications for owner supplied air handler.
- Removal of louver for AHU installation.
- Breakdown of owner supplied louver for building access.
- AHU setting and installation.
- Condenser setting and installation.
- Ductwork disconnect and reconnect. New transitions.
- Electrical disconnect and reconnect.
- New electrical disconnect.
- Controls disconnect and reconnect.
- New AHU condensate piping.
- New AHU flue piping and roof penetration.
- Disconnect and reconnect refrigerant piping.
- Evacuate system.
- Charge system up to 200lbs of R410A.
- Extend and connect gas piping to new equipment as required.
- Coordinate with campus controls systems providers for installation of new equipment controls.
- Provide factory startup of equipment per equipment manufacturer’s recommendations.
- Clean up and remove trash daily as required throughout construction.
- Meet with Waxahachie ISD and review equipment installations and make necessary corrections as required.
- Existing Louvre to be reused.
- Dampers as needed.
- Permitting

**Excluded**

- Roof Penetration
- Roof Flashing

**Temtrol Indoor Air Handling Unit**

Tag: AHU-1

One (1) *Temtrol* Model *ITF* indoor air handling unit designed for 460V/3Ph/60Hz power and complete as follow:

- Welded structural steel base
- Double wall construction with R-24 polyurethane foam insulation
- Access doors in all accessible sections
- Mixing box with min OA/Max OA/RA/EA low leakage dampers
- DX Cooling Coils
- Indirect Gas Fired Heater
- Double pitch stainless steel drain pan
- Fan array with multiple direct drive supply fans

- Fan isolation backdraft dampers
- Premium efficiency TEAO motors
- Variable frequency drive for each motor
- Start-up supervision and owner training by Texas AirSystems

**Notes:**

1. **Any item not specifically mentioned above is excluded**

**AAON DX Condenser Units**

(2) 40T AAON Model CF, remote mounted, air-cooled, condensing unit, designed for 460V/3Ph/60HZ power, and complete as follows:

- Double wall, galvanized steel construction with gray polyurethane finish
- 24 volt transformer, fan motor contactor & single point power connection
- Galvanized steel construction with painted exterior
- Designed for R-410a refrigerant
- Microchannel condenser coil
- Condenser coil hail guard
- ECM condenser fan motor
- Single point electrical panel
  - 5kA Short Circuit Current Rating (SCCR)
  - 460-3-60 power
- Factory controller with BACNet interface
- Start-up by Texas AirSystems
- One (10) year complete unit parts warranty
- Five (5) year compressor warranty
- **AAON Factory Start-Up**

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March 18, 2024      **Presented By:** Stephen Mott

**Subject:** A/C Replacement Turner Pre-K      **Related Page(s)** 1

**Consent  
Agenda Item**

**EXECUTIVE SUMMARY:**

Few more A/C Replacements for Turner Pre K on 2023 Bond Prop C not to exceed \$78,378.00 be awarded to Texas Air Systems.

		BOARD PRIORITY GOALS
	<b>Priority #1</b>	<b>Student Growth</b>
	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

**RECOMMENDATION:**

Approve and agreement with Texas Air Systems to replace more A/C units at Turner Pre-K School at a price not to exceed \$78,378.

# Waxahachie Independent School District

## Quote Comparison Form

In accordance with Board policy CH (LOCAL), all purchases over \$5,000 are required to record at least three quotes received before a purchase order is issued. The use of this form is recommended, though not required, for all purchases below \$5,000. All quotes for purchases over \$5,000 should be remitted to the business office for recordkeeping. Purchases should be including of all items within a given project (equipment, installation, consulting, etc).

Name of Person securing quotes: Stephen Mott

Department: Support Services

Budget Allocated for Purchase: \_\_\_\_\_

Item(s) being quoted: Turner Rooftop A/C units

Vendor #1: Company Name: Texas Air Systems

Representative: Josh Akinson

Vendor Approved via: Local

Amount Quoted: \$78,378.00

Vendor #2: Company Name: George Wayne Mechanical

Representative: Seth Farquhar

Vendor Approved via: Buy Board

Amount Quoted: \$86,321.00

Vendor #3: Company Name: C & S Services of Texas, Inc

Representative: Charlton Stovall

Vendor Approved via: Buy Board

Amount Quoted: \$96,673.00

Based on the quotes received, I believe it is the most advantageous to Waxahachie ISD to use

(vendor) Turner Rooftop A/C units for the procurement of (item) Texas Air Systems

  
\_\_\_\_\_  
Campus Principal / Department Head / Administrator

3/4/2024  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Business Office Approval

\_\_\_\_\_  
Date

# QUOTATION



Date: 03/4/2023

To: Waxahachie ISD  
 Attn: Stephen Mott, PM  
 By: Josh Atkinson, AE

Project: Proposition C Bond – Turner Elementary 25T Cafeteria Unit Replacement

## PRICING SUMMARY – Turner Elementary

AAON Packaged Rooftop Units (Lead Time is 12 Weeks)	11	25Ton – Qty 1	Included
Mechanical Installation		N/A	Included
Electrical Installation		N/A	Included
<b>TOTAL NET PRICE</b>			<b>\$78,378.00</b>

\*FOB Factory, Full Freight Allowed, Tax Not Included

## ADD OPTION PRICING – Turner Elementary

10-Year Labor Warranty	10	25Ton – Qty 1	Included
<b>TOTAL NET PRICE</b>			<b>\$2,555</b>

\*FOB Factory, Full Freight Allowed, Tax Not Included

## Scope of Work

- Prepare schedules and coordinate installation of equipment with Waxahachie ISD.
- Prepare equipment lift plans as required and coordinate with Waxahachie ISD.
- Lock Out and Tag Out equipment to be replaced and made safe for removal of existing HVAC equipment.
- Label and disconnect existing electrical connections. Prepare existing electrical circuits for installation of new mechanical equipment.
- Coordinate with campus controls contractor/provider for disconnection of existing equipment. Label and disconnect existing controls connections.
- Isolate and disconnect gas from existing gas fired equipment as required. Provide and install temporary pipe cap or plug to prevent leakage or contamination of existing gas piping.
- Isolate and disconnect existing condensate drain piping at existing equipment as required.
- Remove existing packaged rooftop units and existing curb adapters as required.
- Prepare existing roof curbs for installation of new curb adapters as required.
- Provide and install new curb adapters and prepare for installation of packaged rooftop equipment.
- Provide and install new packaged rooftop equipment.
- Extend electrical circuits as necessary and make final connections to new packaged rooftop equipment.
- Extend and connect gas piping to new equipment as required.
- Extend and connect condensate drain piping to new equipment as required. Provide and install required p-traps as required.
- Coordinate with campus controls systems providers for installation of new equipment controls.
- Provide factory startup of packaged rooftop equipment per equipment manufacturer's recommendations.
- Clean up and remove trash daily as required throughout construction.

- Meet with Waxahachie ISD and review equipment installations and make necessary corrections as required.

### **AAON Packaged Rooftop Units**

**TAG: See Summary Above**

**AAON Model RQ/RN**, roof mounted, air-cooled, vertical airflow, single zone, packaged rooftop as follows:

- Double wall galvanized G90 steel construction with gray polyurethane heat-baked coating that exceeds 2500 hr ASTM B 117-95 requirements on unit exterior
- Single point 208V/3Ph/60HZ power connection as required
- Single point 460V/3Ph/60HZ power connection as required
- Integral, non-fused disconnect
- Integral, factory-wired convenience receptacle
- R-410A Refrigerant
- “DX” coil(s) with copper tube, aluminum finned cooling coil
- Thermal expansion valve (TXV)
- Direct drive evaporator blower assembly with premium efficiency fan motor w/ ECM or VFD
- Dual Stage compressors – 3 Tons and above
- Single stage cooling operation – Below 3 Tons
- Two stage natural gas heating section with aluminized steel heat exchanger
- Single stage natural gas heating section with aluminized steel heat exchanger
- Stainless steel sloped drain pan
- Hail guards are not required as unit design protects condenser coils from hail damage
- Economizer with barometric relief, OA hood and DDC actuator
- 2” thick, MERV 8 pleated media filters (1 set)
- Direct drive condenser fans
- Condenser fan cycling for low ambient operation down to 35°F
- TECO curb adapters
- **Terminal strip with isolation relays provided for controls by others**
  - **Fan Speed control by others**
  - **FDD economizer control by others**

#### **Services and Warranties:**

- **Factory startup**
- **10 Year Factory Parts Warranty**
- **15-year non-prorated parts only heat exchanger warranty on aluminized steel heat exchangers**
- **Optional: 10 Year Labor Warranty**

#### **Does Not Include:**

- **Controls (except as noted above), Wiring, Disconnects, Fire and Smoke Devices, Humidity or CO2 Sensors**
- **Additional sets of filters except as noted above**

-This quotation is subject to change without notice and void after 15 days.

-Add to the prices quoted any sales tax payable on the transaction under any effective Federal or State statute.

-F.O.B. Factory, FFA, per mutually agreed schedule. No material to be returned without written authorization.

-Payment terms: Net 30 Days, Upon Receipt of Satisfactory Credit Information.

-Texas AirSystems equipment will be supplied based upon approved submittal data.

-Retainage is not allowed. Texas AirSystems is a material supplier, and will be supplying the entire purchase order value upon delivery of equipment.

-Payment to Texas AirSystems cannot be conditioned on receipt of payment from the owner by a contractor, construction manager, or customer.

-Texas AirSystems standard warranty, parts only, is for 12 months from start-up date, not to exceed 18 months from ship date.

-Texas AirSystems is responsible and accountable only for the acts and omissions of Texas AirSystems.

-Insurance certificates and bonds can/will be provided upon request.



3/1/2024

Stephen Mott  
Waxahachie ISD  
631 Solon Rd  
Waxahachie, TX, 75165

**Reference: Waxahachie ISD**

George Wayne Mechanical, Electrical & Plumbing is pleased to provide budget pricing for the MEP scopes. Our pricing was prepared on our site visit and our best understanding of your needs. Should you have any questions please do not hesitate to reach out anytime.

***Inclusions:***

- GWM will provide the necessary labor to changeout equipment across the below mentioned campus. Retrofit scope includes disconnecting and reconnecting all trades. These items include duct transitions, electrical, 24V controls, condensate, refrigerant and gas connections.
- GWM had included consumables such as drill bits, welding gases, wire nuts etc. GWM assumes owner is providing all other equipment and installation material.
  - Turner - \$86,321

Equipment:  
(1) AAON 25T RTUs

***Clarifications:***

- Existing conditions are assumed to be adequate and in good working order.
- Permits included.
- Taxes excluded.

Seth Farquhar  
[seth@gwmtexas.com](mailto:seth@gwmtexas.com)  
817-517-4550

George Wayne Mechanical | Cleburne, Texas | TACLA87497E | TECL33856 | M44374

Regulated by The Texas Department of Licensing and Regulation, P.O. Box 12157, Austin, Texas 78711,  
1-800-803-9202, 512-463-6599, [www.tdlr.texas.gov](http://www.tdlr.texas.gov)  
Texas State Board of Plumbing Examiners, 929 E. 41<sup>st</sup> St. Austin, Texas 78765, 512-302-5090

## AAON Packaged Rooftop Units

AAON Model RQ/RN, roof mounted, air-cooled, vertical airflow, single zone, packaged rooftop as follows:

- Double wall galvanized G90 steel construction with gray polyurethane heat-baked coating that exceeds 2500 hr ASTM B 117-95 requirements on unit exterior

- Single point 208V/3Ph/60HZ power connection as required
- Single point 460V/3Ph/60HZ power connection as required
- Integral, non-fused disconnect
- Integral, factory-wired convenience receptacle
- R-410A Refrigerant
- "DX" coil(s) with copper tube, aluminum finned cooling coil
- Thermal expansion valve (TXV)
- Direct drive evaporator blower assembly with premium efficiency fan motor w/ ECM or VFD
- Dual Stage compressors – 3 Tons and above
- Single stage cooling operation – Below 3 Tons
- Two stage natural gas heating section with aluminized steel heat exchanger
- Single stage natural gas heating section with aluminized steel heat exchanger
- Stainless steel sloped drain pan
- Hail guards are not required as unit design protects condenser coils from hail damage
- Economizer with barometric relief, OA hood and DDC actuator
- 2" thick, MERV 8 pleated media filters (1 set)
- Direct drive condenser fans
- Condenser fan cycling for low ambient operation down to 35F
- TECO curb adapters
- Terminal strip with isolation relays provided for controls by others
- o Fan Speed control by others
- o FDD economizer control by others

### Services and Warranties:

- Factory startup
- 10 Year Factory Parts Warranty
- 15-year non-prorated parts only heat exchanger warranty on aluminized steel heat exchangers
- Optional: 10 Year Labor Warranty

### Does Not Include:

- Controls (except as noted above), Wiring, Disconnects, Fire and Smoke Devices, Humidity or CO2 Sensors
- Additional sets of filters except as noted above

# Quotation

## C & S Services of Texas, Inc.

Leaders in Commercial Hot Water / HVAC  
 PO Box 426 (Billing) / 2679 FM 36 South (Physical)  
 Caddo Mills, TX 75135  
 (214) 2066-022  
[csservicesoftx@gmail.com](mailto:csservicesoftx@gmail.com)

Proposal Submitted to Waxahachie ISD / Stephen Mott	Phone	Date 2024 03 01
Street 411 N Gibson Street	Project Name Waxahachie ISD - Bond Replacements	
City, State and Zip Code Waxahachie TX 75165	Project Location Turner Elementary – Waxahachie TX	
Salesperson Charlton D. Stovall	Quote Expiration: Valid for 30 days	Project Phone

We hereby submit applications and estimates for:

Turner Elementary – (1) 25Ton RTU \$93,673

### Scopes On Following Pages

Payment will be made as follows: 25% draw upon schedule and acquisition of materials. Balance 2%/10 Net 30

All ACH or CC Payments will be subject to a 3% fee

Exclusions from proposal: Any city or state permits, additional insurance requirements beyond standard \$2 million GL, bonding, structural changes to scope, inspection fees or any alterations from this proposal unless agreed upon in writing. All outstanding invoices will accrue interest at 1.5% per month and an immediate \$150 late fee.

Acceptance of Proposal - The above prices specifications and conditions are satisfactory and are hereby accepted.

Authorized Signature

Date

## Turner Elementary – 25T RTU

DESCRIPTION	QTY	TAGGING	TOTAL NET PRICE
25T AAON RTU	1		Included
Mechanical Installation	1		Included
Electrical Installation	1		Included

\*FOB Factory, Full Freight Allowed, Tax Not Included

LEAD TIME: 12 Weeks

### AAON Packaged Rooftop Units

TAG: See Summary Above

AAON Model RQ/RN, roof mounted, air-cooled, vertical airflow, single zone, packaged rooftop as follows:

- Double wall galvanized G90 steel construction with gray polyurethane heat-baked coating that exceeds 2500 hr ASTM B 117-95 requirements on unit exterior
- Single point 208V/3Ph/60HZ power connection as required
- Single point 460V/3Ph/60HZ power connection as required
- Integral, non-fused disconnect
- Integral, factory-wired convenience receptacle
- R-410A Refrigerant
- "DX" coil(s) with copper tube, aluminum finned cooling coil
- Thermal expansion valve (TXV)
- Direct drive evaporator blower assembly with premium efficiency fan motor w/ ECM or VFD
- Dual Stage compressors – 3 Tons and above
- Single stage cooling operation – Below 3 Tons
- Two stage natural gas heating section with aluminized steel heat exchanger
- Single stage natural gas heating section with aluminized steel heat exchanger
- Stainless steel sloped drain pan
- Hail guards are not required as unit design protects condenser coils from hail damage
- Economizer with barometric relief, OA hood and DDC actuator
- 2" thick, MERV 8 pleated media filters (1 set)
- Direct drive condenser fans
- Condenser fan cycling for low ambient operation down to 35°F
- TECO curb adapters
- **Terminal strip with isolation relays provided for controls by others**
  - **Fan Speed control by others**
  - **FDD economizer control by others**

#### Services and Warranties:

- **Factory startup**
- **10 Year Factory Parts Warranty**
- **15-year non-prorated parts only heat exchanger warranty on aluminized steel heat exchangers**
- **Optional: 10 Year Labor Warranty**

#### Does Not Include:

- **Controls (except as noted above), Wiring, Disconnects, Fire and Smoke Devices, Humidity or CO2 Sensors**
- **Additional set of filters excepted as noted above**

### Scope of Work

- Prepare schedules and coordinate installation of equipment with Waxahachie ISD.
- Prepare equipment lift plans as required and coordinate with Waxahachie ISD.
- Lock Out and Tag Out equipment to be replaced and made safe for removal of existing HVAC equipment.
- Label and disconnect existing electrical connections. Prepare existing electrical circuits for installation of new mechanical equipment.

- Coordinate with campus controls contractor/provider for disconnection of existing equipment. Label and disconnect existing controls connections.
- Isolate and disconnect gas from existing gas fired equipment as required. Provide and install temporary pipe cap or plug to prevent leakage or contamination of existing gas piping.
- Isolate and disconnect existing condensate drain piping at existing equipment as required.
- Remove existing packaged rooftop units and existing curb adapters as required.
- Prepare existing roof curbs for installation of new curb adapters as required.
- Provide and install new curb adapters and prepare for installation of packaged rooftop equipment.
- Provide and install new packaged rooftop equipment.
- Extend electrical circuits as necessary and make final connections to new packaged rooftop equipment.
- Extend and connect gas piping to new equipment as required.
- Extend and connect condensate drain piping to new equipment as required. Provide and install required p-traps as required.
- Coordinate with campus controls systems providers for installation of new equipment controls.
- Provide factory startup of packaged rooftop equipment per equipment manufacturer's recommendations.
- Clean up and remove trash daily as required throughout construction.
- Meet with Waxahachie ISD and review equipment installations and make necessary corrections as required.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March **Presented By:** Monica James

**Subject:** New Hire **Related Page(s)** 1

**Action  
Agenda Item**

**EXECUTIVE SUMMARY:**

The Human Resources Department is seeking the approval of the Jimmie Ray Elementary Principal.

**ATTACHMENTS:**

Memorandum

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

**RECOMMENDATION:**

Approve the Jimmie Ray Elementary Principal as presented in closed session.

**Waxahachie Independent School District  
BOARD OF TRUSTEES**

**Date:** March **Presented By:** Monica James

**Subject:** New Hire **Related Page(s)** 1

**Action  
Agenda Item**

**EXECUTIVE SUMMARY:**

The Human Resources Department is seeking the approval of the WHS Principal.

**ATTACHMENTS:**

Memorandum

		BOARD PRIORITY GOALS
X	Priority #1	Student Growth
X	Priority #2	Honor and Support Staff
X	Priority #3	Community and Stakeholder Relationships
	Priority #4	Financial Integrity

**RECOMMENDATION:**

Approve the WHS Principal as presented in closed session.



		BOARD PRIORITY GOALS
	<b>Priority #1</b>	<b>Student Growth</b>
X	<b>Priority #2</b>	<b>Honor and Support Staff</b>
X	<b>Priority #3</b>	<b>Community and Stakeholder Relationships</b>
X	<b>Priority #4</b>	<b>Financial Integrity</b>

**RECOMMENDATION:**

Administration recommends the Board of Trustees adopt a resolution to pay district staff during the district-wide emergency closure activated by the Superintendent of Schools under Board Policy EB (LOCAL) on April 8, 2024. This recommendation does not negatively impact the operating 2023-2024 budget, as the payment of all contract work days for each employee is already an expense accounted for in the current year's budget. The Resolution contemplates pay for employees in order to support the safety, morale, and retention of our staff.

**RESOLUTION OF THE WAXAHACHIE INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES TO PAY STAFF DURING EMERGENCY CLOSURE**

**WHEREAS**, the Waxahachie Independent School District Board of Trustees (the Board) is committed to compensating staff as the school operating budget allows regardless of unexpected district-wide closure or unexpected remote-work status, when financially feasible.

**WHEREAS**, the Board recognizes that the Superintendent of Schools, by his authority granted in Board Policy EB (LOCAL), has initiated a district-wide emergency closure of all campuses for the entirety of April 8, 2024, for reasons of public health and safety due to the anticipated total solar eclipse which will impact the entirety of the Waxahachie Independent School District and Ellis County;

**WHEREAS**, the North Central Texas Council of Governments (NCTCOG) estimates that Waxahachie could have as many as 100,000 visitors to witness the eclipse, and Ellis County could have more than a quarter of a million visitors, leading many unknowns regarding the impact of such increased traffic, all of which will be reasonably expected to leave suddenly, at once, in the middle of the afternoon.

**WHEREAS**, the Waxahachie ISD school calendar for the 2023-24 school year has a surplus of required instructional minutes in excess of those which will be lost on April 8, 2024, meaning no instructional day will need to be made up for the day of closure to complete the 2023-24 school year;

**WHEREAS**, the Board recognizes that the district closure on April 8, 2024, would require the district to open for a staff work day or otherwise cause staff to lose one day of pay, unless the Board approves pay during closure for one day as described below;

**WHEREAS**, pursuant to Board Policy DEA (LOCAL), the Board desires to pay all employees on April 8, 2024, whose duties cannot be completed due to emergency district closure;

**WHEREAS**, all non-exempt employees who are required to work in the interest of public safety and protection of district facilities shall be entitled to premium pay at the rate of one and one-half times their regular rate of pay pursuant to Board Policy DEA (Local);

**WHEREAS**, the Board has considered and declares that this decision will have no negative bearing on the operating budget for the 2023-2024 school year, as the budget already assumes full pay for all work days in the contract year for the employees of the district;

**WHEREAS**, the Board declares that adoption of such payment will serve the public purpose of supporting the safety, wellness, morale, and retention of district employees, particularly given the hardships faced by employees and their families, and which will directly contribute to the success of the district's educational purpose;

**WHEREAS**, the Board also declares that adoption of such payment will serve the public purpose of saving money for a full day of operating costs within the district’s operating budget;

**WHEREAS**, the Board declares that all employees scheduled to work April 8, 2024, are to be paid in full for the scheduled work day, despite the district-wide emergency closure;

**NOW THEREFORE BE IT RESOLVED** that the Waxahachie Independent School District Board of Trustees approves and authorizes the Superintendent of Schools to pay all employees scheduled to work on April 8, 2024, whose duties cannot be completed due to emergency district closure;

**BE IT FURTHER RESOLVED** that the Superintendent of Schools is authorized to require the work of certain non-exempt employees in the interest of public safety and protection of district facilities, all of whom shall be entitled to premium pay at the rate of one and one-half times their regular rate of pay pursuant to Board Policy DEA (Local);

**BE IT FURTHER RESOLVED** that the Board finds the individualized determination through written resolution to pay employees scheduled to work April 8, 2024, as described above provides sufficient controls to ensure the intended public purposes stated herein are sufficiently accomplished and that the district will receive the return benefits herein described.

**The above Resolution is passed and adopted this 18<sup>th</sup> day of March, 2024, by the Board of Trustees.**

**APPROVED:**

**ATTEST:**

\_\_\_\_\_  
Dusty Autrey  
President, Board of Trustees

\_\_\_\_\_  
John Rodgers  
Secretary, Board of Trustees