

**AGENDA OF SCHOOL DISTRICT REGULAR MEETING  
SCHOOL BOARD  
RED OAK INDEPENDENT SCHOOL DISTRICT  
Monday, October 18, 2021**

Notice is hereby given that a Regular Meeting of the School Board of the Red Oak Independent School District will be held on Monday, October 18, 2021 beginning at 7:00 PM at Red Oak ISD Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

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

1. CALL TO ORDER / ESTABLISH QUORUM
2. INVOCATION
3. PLEDGES OF ALLEGIANCE
4. RECOGNITIONS
  - A. Top Hawks  
Brenda Sanford, Superintendent
  - B. Hawk Staff Spotlight  
Brenda Sanford, Superintendent
  - C. National Principals Month  
John Anderson, Board President
5. SUPERINTENDENT'S REPORT
  - A. Finance Update  
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer
  - B. Transfer Policy Update  
Kevin Freels, Assistant Superintendent of District Operations
  - C. District Update  
Brenda Sanford, Superintendent
6. OPEN FORUM 4
7. ACTION ITEMS
  - A. Consent Agenda
    1. Minutes from School Board Regular Meeting on September 20, 2021 5
    2. Minutes from School Board Special Meeting on September 27, 2021 10
    3. Payment of Current Bills Over \$50,000 13
  - B. Consideration and Approval of Financial Audit Report 20  
Dr. Bill Johnston, CPA, Assistant Superintendent of Business Services / Chief Financial Officer
  - C. Consideration and Approval of Additional Purchase of Previously Adopted Math Instructional Materials 114  
Lisa Menton, Director of Career and Technical Education
  - D. Consideration and Approval of Additional Purchase of Previously Adopted Social Studies and Science Instructional Materials 118  
Lisa Menton, Director of Career and Technical Education
  - E. Consideration and Approval of Turf Replacement at Goodloe Stadium 126  
Kevin Freels, Assistant Superintendent of District Operations
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6. Red Oak Middle School	318
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D. Campus Reports	
1. Eastridge Elementary School	361
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3. Russell P. Schupmann Elementary School	366
4. Donald T. Shields Elementary School	369
5. H. A. Wooden Elementary School	371
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H. Fine Arts Report	429
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9. CLOSED SESSION	
A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.	
B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.	
C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.	
D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee	
1. Personnel Matters	
2. Superintendent Goals	
E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.	
F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.	
G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.	
H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.	
I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.	

- J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.
- 10. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION
- 11. ADJOURNMENT

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

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

This notice was posted in compliance with the Open Meetings Act on October 15, 2021 at 4:30 p.m.

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Brenda Sanford, Superintendent  
(For the Board of Trustees)

## AUDIENCE PARTICIPATION SIGN-UP SHEET

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

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

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

Name \_\_\_\_\_

Address \_\_\_\_\_

ROISD Campus Your Child(ren) attends \_\_\_\_\_

School District of Residence \_\_\_\_\_ Telephone \_\_\_\_\_

Topic/ Agenda Item \_\_\_\_\_

**MINUTES OF THE  
SCHOOL BOARD REGULAR MEETING  
RED OAK INDEPENDENT SCHOOL DISTRICT  
Monday, September 20, 2021**

A Regular Meeting of the Board of Trustees of Red Oak ISD was held Monday, September 20, 2021, beginning at 7:00 PM at the Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER / ESTABLISH QUORUM

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

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

The following Board members were present: John Anderson, President; Melanie Petersen, Vice President; Brian Sebring; Johnny Knight; and Michelle Porter.

The following Board members were absent: Penny Story and Dr. Joy Shaw.

2. INVOCATION

Mr. Knight led the invocation.

3. PLEDGES OF ALLEGIANCE

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

4. RECOGNITIONS

A. Red Oak ISD State Reading Academy Participants  
Becky Waller, Curriculum Coordinator

5. SUPERINTENDENT'S REPORT

A. Curriculum Update  
Susanna Campbell, Director of Elementary Curriculum

**Ms. Campbell updated the Board on the role of the Instructional Coaching staff, the number of instructional coaches at each campus, and the 2021-2022 Plan.**

B. Projects Update

Kevin Freels, Assistant Superintendent of District Operations

**Mr. Freels updated the Board on the Little Hawks Learning Center parking lot, which has been completed.**

**The walkway has been completed between the Red Oak Middle School main building and the CTE building.**

**The District is waiting for the marquees for Shields Elementary and Schupmann Elementary to arrive.**

**The Live Oak Relocation Project is almost complete. There is one room left to relocate.**

**The Gaines Wolaver Support Services Building fence has been completed and more storage has been built.**

**The ESC roof is being replaced. The gutters, which were in the quote, are still good and we have a credit. The credit will be used towards fixing drainage issues at Red Oak Middle School. Drainage issues at Transportation have also been addressed.**

**During the Red Oak Community Advisory Committee meeting, the members asked if the District had any plans to upgrade playgrounds for the elementary campuses. They were informed playground updates were identified in our facility needs that were shared with the Board in January of 2021. We are aware of the need for upgrades, but currently we do not have funds designated for such projects.**

C. Safety Week Update

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

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

D. District Update

Brenda Sanford, Superintendent

**Ms. Sanford informed the Board that the Curriculum Department is working on remote conferencing that will be offered to students who are on COVID protocol. The state allows 20 days per student to have ADA funding for as long**

**as we meet their guidelines. It does require us to hire additional staffing. Our goal is to offer kindergarten through fifth grade beginning with the next six weeks. We are also working to offer sixth through twelfth grade as soon as possible. Remote conferencing is different than virtual instruction.**

**COVID dashboard numbers are going down daily. As of today, we have nine out of 915 staff and 58 out of 6,289 students.**

**Ms. Sanford told the Board that she will be bringing recommendations for changes to our intra district transfer policy in the upcoming months.**

6. OPEN FORUM

**The following individuals spoke in Open Forum – Camille Thomas in regards to the dress code.**

7. ACTION ITEMS

A. Consent Agenda

1. Minutes from School Board Regular Meeting on August 16, 2021
2. Minutes from School Board Special Meeting on September 7, 2021
3. Payment of Current Bills Over \$50,000

**Ms. Petersen made a motion to approve the Consent Agenda as presented. Mr. Sebring seconded the motion. The motion passed 5 – 0.**

- B. Consideration and Approval of Resolution of Candidate Nominations for the Ellis Appraisal District Board of Directors for the Years 2022-2023  
Brenda Sanford, Superintendent

**The Board took no action.**

- C. Consideration and Approval of Technology Device Purchase  
Tony Maceda, Director of Information Technology

**Mr. Knight made a motion to approve the purchase of 250 Chromebooks from The Delcom Group as presented. Ms. Petersen seconded the motion. The motion passed 5 – 0.**

8. INFORMATION ITEMS

A. Athletic Report

B. Campus Reports

1. Eastridge Elementary School
2. Red Oak Elementary School
3. Russell P. Schupmann Elementary School
4. Donald T. Shields Elementary School
5. H. A. Wooden Elementary School

6. Red Oak Middle School
  7. Red Oak High School
  8. Little Hawks Learning Center
  - C. Enrollment Report
  - D. Finance Report
  - E. Fine Arts Report
9. CLOSED SESSION

**The Board convened into Closed Session at 7:43 p.m.**

- A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
  - B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
  - C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
  - D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee
    1. Personnel Matters
  - E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
  - F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
  - G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
  - H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
  - I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
  - J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.
10. RECONVENE IN OPEN SESSION FOR ACTION RELATIVE TO CLOSED SESSION

**The Board reconvened back into Open Session at 9:39 p.m.**

**Mr. Sebring made a motion to approve personnel matters as presented. Ms. Porter seconded the motion. The motion passed 5 – 0.**

11. ADJOURNMENT

**As there was no further business or action to be taken, the meeting adjourned at 9:40 p.m.**

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John Anderson, Board President

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Brian Sebring, Board Secretary

**MINUTES OF THE  
SCHOOL BOARD SPECIAL MEETING  
RED OAK INDEPENDENT SCHOOL DISTRICT  
Monday, September 27, 2021**

A Special Meeting of the Board of Trustees of Red Oak ISD was held Monday, September 27, 2021, beginning at 6:30 PM at the Education Service Center, 109 West Red Oak Road, Red Oak, TX 75154.

1. CALL TO ORDER / ESTABLISH QUORUM

The Special Meeting of the School Board was called to order by John Anderson, President of the School Board, at 6:30 p.m.

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

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

The follow Board member was absent: Dr. Joy Shaw.

2. INVOCATION

Mr. Sebring led the invocation.

3. PLEDGES OF ALLEGIANCE

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

4. SUPERINTENDENT'S REPORT

A. District Update  
Brenda Sanford, Superintendent

**Staff Development was held today and a variety of trainings were held across the District.**

5. OPEN FORUM

**No one spoke in Open Forum.**

6. ACTION ITEMS

- A. Consideration and Approval of Purchase of Intervene K-12 for Accelerated Instruction  
Melissa Sulak, Executive Director of Curriculum and Instruction

**Mr. Knight made a motion to approve the purchase of Intervene K-12. Mr. Sebring seconded the motion. The motion passed 6 – 0.**

- B. Consideration and Approval of Action Regarding Executive Order GA-38 and Rescinding the Implementation of Mask Mandate  
Brenda Sanford, Superintendent

**Ms. Sanford informed the Board that our COVID cases have dropped dramatically since the opt-out mandate was put in place on September 7. Ms. Sanford recommended that the Board rescind the mask mandate opt out and let that become the parental choice.**

**Ms. Petersen made a motion that Red Oak Independent School District rescind the temporary opt-out mask mandate that was implemented on September 7, 2021. Mr. Sebring seconded the motion. The motion passed 6 – 0.**

## 7. CLOSED SESSION

**The Board convened into Closed Session at 6:52 p.m.**

- A. Texas Government Code 551.071 - For the purpose of a private consultation with the Board's attorney on any and all subjects or matters authorized by law.
- B. Texas Government Code 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property.
- C. Texas Government Code 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation.
- D. Texas Government Code 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee
  - 1. Superintendent Goals
- E. Texas Government Code 551.076 - To consider the deployment, or specific occasions for implementation, of security personnel or devices.
- F. Texas Government Code 551.082 - For the purpose of considering discipline of a public school child or children or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing.
- G. Texas Government Code 551.0821 - Personally identifiable information of Public School students.
- H. Texas Government Code 551.083 - For the purpose of considering the standards, guidelines, terms or conditions the Board will follow, or instruct its representatives to follow, in consultation with representative of employee groups in connection with consultation agreements provided for by Section 13.901 of the Texas Education Code.
- I. Texas Government Code 551.084 - For the purpose of excluding witness or witnesses from a hearing during examination of another witness.
- J. Texas Government Code 551.086 - For the purpose of considering economic development negotiations.

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

**The Board reconvened back into Open Session at 7:38 p.m.**

9. ADJOURNMENT

**As there was no further business or action to be taken, the meeting adjourned at 7:39 p.m.**

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John Anderson, Board President

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Brian Sebring, Board Secretary

CHECK		ACCOUNT			
NUMBER	VENDOR	AMOUNT	NUMBER		
213289	ELLIS APPRAISAL DIST	56,181.17	199 E 99 6213 00 703 0 99 000		
		56,181.17	Totals for 213289		
213505	MASTERCARD-CITIBANK,	26,044.12	199 E 51 6259 02 001 0 99 000		
213505	MASTERCARD-CITIBANK,	16,983.00	199 E 51 6259 02 041 0 99 000		
213505	MASTERCARD-CITIBANK,	5,132.62	199 E 51 6259 02 101 0 99 000		
213505	MASTERCARD-CITIBANK,	4,368.00	199 E 51 6259 02 102 0 99 000		
213505	MASTERCARD-CITIBANK,	3,180.32	199 E 51 6259 02 103 0 99 000		
213505	MASTERCARD-CITIBANK,	4,977.32	199 E 51 6259 02 105 0 99 000		
213505	MASTERCARD-CITIBANK,	5,079.24	199 E 51 6259 02 999 0 99 000		
213505	MASTERCARD-CITIBANK,	7,408.33	198 E 51 6259 02 999 0 99 000		
213505	MASTERCARD-CITIBANK,	2,520.88	199 E 51 6259 02 870 0 99 000		
213505	MASTERCARD-CITIBANK,	873.27	199 E 51 6259 02 996 0 99 000		
213505	MASTERCARD-CITIBANK,	1,412.78	199 E 51 6259 02 995 0 99 000		
213505	MASTERCARD-CITIBANK,	4,533.02	199 E 51 6259 02 001 0 22 000		
213505	MASTERCARD-CITIBANK,	299.00	199 E 11 6399 04 041 0 11 000		
213505	MASTERCARD-CITIBANK,	79.00	199 E 11 6399 00 103 0 11 000		
213505	MASTERCARD-CITIBANK,	79.00	199 E 11 6399 00 103 0 11 KIN		
213505	MASTERCARD-CITIBANK,	79.00	199 E 11 6399 00 103 0 11 5GR		
213505	MASTERCARD-CITIBANK,	79.00	199 E 11 6399 00 041 0 11 000		
213505	MASTERCARD-CITIBANK,	1,534.32	461 E 36 6412 78 001 0 91 HTL		
		84,662.22	Totals for 213505		
		140,843.39	Totals for checks		

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
198	TSTC-TX STATE TECHNICAL COLLEG	0.00	0.00	7,408.33	7,408.33
199	GENERAL OPERATING FUND	0.00	0.00	131,900.74	131,900.74
461	CAMPUS ACTIVITY FUND	0.00	0.00	1,534.32	1,534.32
***	Fund Summary Totals ***	0.00	0.00	140,843.39	140,843.39

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

CHECK			ACCOUNT									
NUMBER	VENDOR		AMOUNT	NUMBER								
15737	LABATT	FOOD SERVICE	925.26	240	E	35	6341	01	999	0	99	000
15737	LABATT	FOOD SERVICE	1,176.50	240	E	35	6342	01	999	0	99	000
15737	LABATT	FOOD SERVICE	10,562.67	240	E	35	6341	00	001	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	041	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	101	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	102	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	103	0	99	000
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15737	LABATT	FOOD SERVICE	1,372.58	240	E	35	6342	00	001	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	041	0	99	000
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15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	102	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	103	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	105	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	999	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	107	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	107	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	001	0	99	000
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15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	103	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	105	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	001	0	99	000
15737	LABATT	FOOD SERVICE	752.43	240	E	35	6342	00	041	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	101	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	102	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	103	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	105	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	999	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	107	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	107	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	001	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	041	0	99	000
15737	LABATT	FOOD SERVICE	7,322.34	240	E	35	6341	00	101	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	102	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	103	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	105	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	001	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	041	0	99	000
15737	LABATT	FOOD SERVICE	1,117.35	240	E	35	6342	00	101	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	102	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	103	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	105	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	999	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	107	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	107	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	001	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	041	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	101	0	99	000
15737	LABATT	FOOD SERVICE	5,909.72	240	E	35	6341	00	102	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	103	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6341	00	105	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	001	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	041	0	99	000
15737	LABATT	FOOD SERVICE	0.00	240	E	35	6342	00	101	0	99	000

CHECK		ACCOUNT									
NUMBER	VENDOR	AMOUNT	NUMBER								
15737	LABATT FOOD SERVICE	490.47	240 E 35 6342 00 102 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 103 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 105 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 999 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 107 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 107 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 001 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 041 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 101 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 102 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 103 0 99 000								
15737	LABATT FOOD SERVICE	6,957.95	240 E 35 6341 00 105 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 001 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 041 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 101 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 102 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 103 0 99 000								
15737	LABATT FOOD SERVICE	1,027.76	240 E 35 6342 00 105 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 999 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 107 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 107 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 001 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 041 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 101 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6341 00 102 0 99 000								
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15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 103 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 105 0 99 000								
15737	LABATT FOOD SERVICE	0.00	240 E 35 6342 00 999 0 99 000								
15737	LABATT FOOD SERVICE	8,384.14	240 E 35 6341 00 107 0 99 000								
15737	LABATT FOOD SERVICE	680.18	240 E 35 6342 00 107 0 99 000								
		52,857.53	Totals for 15737								

52,857.53 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
240	FOOD SERVICE	0.00	0.00	52,857.53	52,857.53
***	Fund Summary Totals ***	0.00	0.00	52,857.53	52,857.53

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

CHECK		ACCOUNT			
NUMBER	VENDOR	AMOUNT	NUMBER		
11944	G2 GENERAL CONTRACTO	128,595.72	620 E 51 6629 00 105 0 99 000		
		128,595.72	Totals for 11944		

128,595.72 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
620	CAP PROJ 2019 SALE OF PROPERTY	0.00	0.00	128,595.72	128,595.72
***	Fund Summary Totals ***	0.00	0.00	128,595.72	128,595.72

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



Independent Auditors' Report

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

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District (the District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

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

**Auditor's Responsibility**

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

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

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

**Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District as of June 30, 2021, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the *management's discussion and analysis* on pages 5 through 11 and the schedules of Teacher Retirement System pension and OPEB information on pages 54 through 60 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

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

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2021 on our consideration of Red Oak Independent School District's internal control over financial reporting and on our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Red Oak Independent School District's internal control over financial reporting and compliance.

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

October 14, 2021

**RED OAK INDEPENDENT SCHOOL DISTRICT**  
**ANNUAL FINANCIAL REPORT FOR THE**  
**YEAR ENDED JUNE 30, 2021**

RED OAK INDEPENDENT SCHOOL DISTRICT  
ANNUAL FINANCIAL REPORT  
FOR THE YEAR ENDED JUNE 30, 2021

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CERTIFICATE OF BOARD

Red Oak Independent School District  
Name of School District

Ellis  
County

070-911  
Co. - Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) \_\_\_\_\_ approved \_\_\_\_\_ disapproved for the year ended June 30, 2021, at a meeting of the Board of Trustees of such school district on the 18th day of October, 2021.

\_\_\_\_\_  
Signature of Board Secretary

\_\_\_\_\_  
Signature of Board President

Independent Auditors' Report

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

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District (the District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

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

**Auditor's Responsibility**

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

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

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

**Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District as of June 30, 2021, and the respective changes in financial position and the respective budgetary comparison for the General Fund for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the *management's discussion and analysis* on pages 5 through 11 and the schedules of Teacher Retirement System pension and OPEB information on pages 54 through 60 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

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

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2021 on our consideration of Red Oak Independent School District's internal control over financial reporting and on our test of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Red Oak Independent School District's internal control over financial reporting and compliance.

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

October 14, 2021

**RED OAK INDEPENDENT SCHOOL DISTRICT  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
FOR THE YEAR ENDED JUNE 30, 2021  
(UNAUDITED)**

This section of Red Oak Independent School District's annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year ended June 30, 2021. Please read it in conjunction with the District's financial statements which follow this section.

**FINANCIAL HIGHLIGHTS**

- The liabilities and deferred inflows of resources of the District exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year by (\$8,840,534) (*deficit net position*).
- The District's total net position increased by \$2,799,525 during the current fiscal year from the result of current year operations.
- The General Fund reported an ending fund balance of \$20,140,975, an increase of \$437,626 from the prior year.
- The unassigned fund balance in the General Fund as of June 30, 2021 was \$15,088,491, which is 25.7% of the total general fund expenditures for the fiscal year.
- The District reported total ending Governmental Funds fund balances of \$30,369,036, an increase of \$2,103,580. The amount available for spending at the government's discretion is \$15,088,491 (49.7%).

**OVERVIEW OF THE FINANCIAL STATEMENTS**

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

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

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

*Proprietary fund* statements offer *short-* and *long-term* financial information about the activities the government operates *like businesses*. The District had no proprietary funds in the fiscal year ended June 30, 2021.

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

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

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

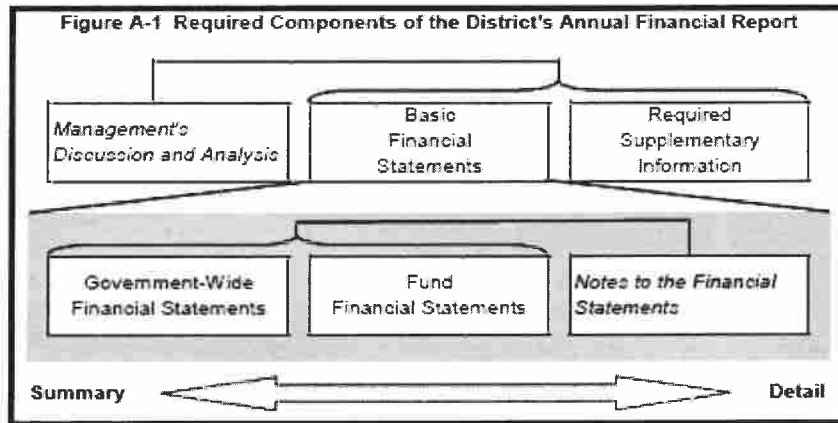


Figure A-2 summarizes the major features of the District's financial statements, including the portion of the District government they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and contents of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

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

## Government-wide Statements

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

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

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

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

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

## **Fund Financial Statements**

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

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

**Custodial funds** - The District is the trustee, or *custodian*, for money raised by student activities. The District's custodial activity is reported in a separate Statement of Custodial Net Position and Statement of Changes in Custodial Net Position on pages 23 and 24. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in this fund are used for their intended purposes.

## **FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE**

### **Net Position**

Net position of the Districts' governmental activities increased from (\$11,640,059) to (\$8,840,534). Unrestricted net position – the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – was (\$15,133,248) at June 30, 2021. See Table I and Table II for more detail.

**Table I**  
**NET POSITION**

	Governmental Activities	
	June 30, 2021	June 30, 2020
Current and other assets	\$ 38,441,519	\$ 36,313,810
Capital assets, net	103,472,476	106,174,741
Total assets	141,913,995	142,488,551
Deferred outflows of resources	13,073,125	16,945,636
Total assets and deferred outflows of resources	154,987,120	159,434,187
Long-term liabilities	138,824,576	149,248,804
Other liabilities	8,347,143	8,405,895
Total liabilities	147,171,719	157,654,699
Deferred inflows of resources	16,655,935	13,419,547
Total liabilities and deferred inflows of resources	163,827,654	171,074,246
Net Position:		
Net investments in capital assets	174,619	488,742
Restricted	6,118,095	5,147,548
Unrestricted	(15,133,248)	(17,276,349)
Total Net Position	\$ (8,840,534)	\$ (11,640,059)

**Table II**  
**CHANGES IN NET POSITION**

	Governmental Activities Year Ended	
	June 30, 2021	June 30, 2020
Revenues:		
Program Revenues:		
Charges for services	\$ 845,701	\$ 1,555,272
Operating grants and contributions	8,991,691	8,782,117
General Revenues:		
Maintenance and operations taxes	22,940,231	22,020,978
Debt service taxes	8,423,661	7,623,081
State aid - formula grants	33,384,700	32,869,498
Grants and contributions not restricted	147,103	-
Investment earnings	29,403	362,129
Miscellaneous	973,916	1,324,806
Special Item - (Use)	-	(2,373,114)
Total Revenue	<u>75,736,406</u>	<u>72,164,767</u>
Expenses:		
Instruction, curriculum and media services	37,143,296	35,904,595
Instructional and school leadership	4,546,296	4,660,532
Student support services	6,637,523	6,341,087
Food services	2,436,282	2,734,461
Extracurricular activities	2,816,154	2,929,526
General administration	2,534,136	2,600,228
Plant maintenance, security and data processing	10,424,878	10,549,956
Community services	1,511,193	1,869,740
Debt service	3,940,708	4,380,763
Facilities acquisition, construction	723,755	9,327
Other intergovernmental charges	222,660	214,974
Total Expenses	<u>72,936,881</u>	<u>72,195,189</u>
Increase (decrease) in net position	2,799,525	(30,422)
Net position at beginning of year	<u>(11,640,059)</u>	<u>(11,609,637)</u>
Net position at end of year	<u>\$ (8,840,534)</u>	<u>\$ (11,640,059)</u>

At the end of the current fiscal year, the District reports a deficit balance in unrestricted net position, while reporting a positive balance in restricted net position and net investment in capital assets. The District's net position increased by \$2,799,525 during the current fiscal year.

The District's total ending net position is \$26.1 million lower due to new accounting standards adopted in fiscal year 2018 regarding the accounting for OPEB (TRS-Care retiree health insurance program) promulgated by the Governmental Accounting Standards Board.

### **Changes in Net Position**

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

- State funding for the 2020-21 fiscal year increased approximately \$0.52 million due to an increase in average daily attendance.
- Attendance numbers increased 0.55% from the prior year.
- General Fund expenditures increased 5.4% primarily due to increased salaries and an increase in instructional expenditures.
- Local property tax values increased 9.5%. Therefore, tax collections increased even though the maintenance and operations tax rate decreased \$0.0745 because of tax rate compression required by state funding legislation.

The total cost of all governmental activities for the current fiscal year was \$72,936,881. Of this, \$33,384,700 was provided by the state funding formula. Other governments and organizations contributed \$8,991,691. The amount financed by taxpayers was \$31,363,892. The balance of \$1,849,020 relates to charges for services, investment earnings and miscellaneous revenues.

## **FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS**

### **Fund Balance**

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

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

In particular, *unassigned fund balance* may serve as a useful measure of the District's net resources available for spending at the end of the fiscal year. As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$30.4 million.

Approximately \$15.1 million of this total amount constitutes unassigned fund balance. The remainder of fund balance is *nonspendable* (inventories - \$52,484), *restricted* (grant restrictions and retirement of long term debt - \$7,231,533), *committed* (miscellaneous purposes - \$2,996,528), or *assigned* (\$5,000,000).

## **General Fund Budgetary Highlights**

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

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

After revenues and appropriations were amended as described above, the actual revenues in the General Fund were \$1.1 million less than budgeted revenues. Expenditures for the General Fund were \$4.1 million less than budgeted amounts. This was primarily due to cost savings achieved across all functions during the year and budgeted capital outlay that was not completed at June 30, 2021.

## **CAPITAL ASSETS AND DEBT ADMINISTRATION**

### **Capital Assets**

At June 30, 2021, the District had \$103,472,476 (net of accumulated depreciation) invested in a broad range of capital assets, including facilities and equipment for instruction, transportation equipment, athletics, administration, and maintenance. The amount represents a net decrease of \$2,702,265 (2.5%) from last year.

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

### **Debt Administration**

The District had \$106,772,573 in bonds and notes outstanding (including accreted interest on bonds) as of June 30, 2021. This was a decrease of \$4,261,665 from last year. The District's 2009 Bond Series was rated AA+ by Fitch as a result of the purchase of a municipal bond insurance policy. The District's other outstanding bonds are rated AAA by Fitch based upon the guarantee of the Texas Permanent School Fund. Additional information on the District's long-term liabilities can be found in Note 5 to the financial statements.

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

- The District's certified property values for 2021 increased approximately 15.13%.
- The District's Maintenance and Operations tax rate will be reduced to \$0.9603 per \$100 valuation from \$0.9939 per \$100 valuation. The Debt Service tax rate will remain \$0.3653 per \$100 valuation.
- The adopted 2021-2022 general fund budget has budgeted revenues of \$64.5 million and budgeted expenditures of \$64.5 million.

## **CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

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

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BASIC FINANCIAL STATEMENTS

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RED OAK INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
JUNE 30, 2021

EXHIBIT A-1

Data Control Codes	Primary Government Governmental Activities
<b>ASSETS</b>	
1110 Cash and Cash Equivalents	\$ 26,727,563
1220 Property Taxes - Delinquent	1,184,705
1230 Allowance for Uncollectible Taxes	(59,235)
1240 Due from Other Governments	10,523,118
1290 Other Receivables, Net	12,884
1300 Inventories	52,484
Capital Assets:	
1510 Land	5,312,696
1520 Buildings, Net	94,437,294
1530 Furniture and Equipment, Net	3,722,486
1000 Total Assets	141,913,995
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
1701 Deferred Charge on Bond Refunding	3,091,369
1705 Deferred Resource Outflows Related to TRS Pension	6,470,542
1706 Deferred Resource Outflows Related to TRS OPEB	3,511,214
1700 Total Deferred Outflows of Resources	13,073,125
<b>LIABILITIES</b>	
2110 Accounts Payable	738,611
2140 Accrued Interest Payable	1,400,130
2150 Payroll Deductions and Withholdings	121
2160 Accrued Wages Payable	5,388,028
2177 Due to Custodial Funds	1,975
2180 Due to Other Governments	399,193
2200 Accrued Expenses	380,620
2300 Unearned Revenue	38,465
Noncurrent Liabilities:	
2501 Due Within One Year: Loans, Note, Leases, etc.	4,177,190
Due in More than One Year:	
2502 Bonds, Notes, Leases, etc.	102,595,383
2540 Net Pension Liability (District's Share)	15,516,609
2545 Net OPEB Liability (District's Share)	16,535,394
2000 Total Liabilities	147,171,719
<b>DEFERRED INFLOWS OF RESOURCES</b>	
2605 Deferred Resource Inflows Related to TRS Pension	3,581,243
2606 Deferred Resource Inflows Related to TRS OPEB	13,074,692
2600 Total Deferred Inflows of Resources	16,655,935
<b>NET POSITION</b>	
3200 Net Investment in Capital Assets	174,619
Restricted:	
3820 Restricted for Federal and State Programs	200,169
3850 Restricted for Debt Service	5,917,926
3900 Unrestricted	(15,133,248)
3000 Total Net Position	\$ (8,840,534)

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	1	Program Revenues		6	
		3	4		
	Expenses	Charges for Services	Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position Primary Gov. Governmental Activities	
<b>Primary Government:</b>					
GOVERNMENTAL ACTIVITIES:					
11	Instruction	\$ 34,665,629	\$ 169,993	\$ 4,499,529	\$ (29,996,107)
12	Instructional Resources and Media Services	777,786	3,529	35,397	(738,860)
13	Curriculum and Instructional Staff Development	1,699,881	-	163,047	(1,536,834)
21	Instructional Leadership	808,246	-	40,831	(767,415)
23	School Leadership	3,738,050	99,186	216,829	(3,422,035)
31	Guidance, Counseling, and Evaluation Services	2,849,864	29,907	308,779	(2,511,178)
32	Social Work Services	101,620	-	7,620	(94,000)
33	Health Services	909,626	-	131,603	(778,023)
34	Student (Pupil) Transportation	2,776,413	-	551,090	(2,225,323)
35	Food Services	2,436,282	359,164	1,851,160	(225,958)
36	Extracurricular Activities	2,816,154	173,624	93,272	(2,549,258)
41	General Administration	2,534,136	-	162,203	(2,371,933)
51	Facilities Maintenance and Operations	6,609,673	5,863	208,935	(6,394,875)
52	Security and Monitoring Services	1,368,168	3,540	48,995	(1,315,633)
53	Data Processing Services	2,447,037	-	552,290	(1,894,747)
61	Community Services	1,511,193	895	99,688	(1,410,610)
72	Debt Service - Interest on Long-Term Debt	3,933,715	-	20,423	(3,913,292)
73	Debt Service - Bond Issuance Cost and Fees	6,993	-	-	(6,993)
81	Capital Outlay	723,755	-	-	(723,755)
99	Other Intergovernmental Charges	222,660	-	-	(222,660)
[TP]	TOTAL PRIMARY GOVERNMENT:	\$ 72,936,881	\$ 845,701	\$ 8,991,691	(63,099,489)
Data Control Codes	General Revenues:				
	Taxes:				
MT	Property Taxes, Levied for General Purposes			22,940,231	
DT	Property Taxes, Levied for Debt Service			8,423,661	
SF	State Aid - Formula Grants			33,384,700	
GC	Grants and Contributions not Restricted			147,103	
IE	Investment Earnings			29,403	
MI	Miscellaneous Local and Intermediate Revenue			973,916	
TR	Total General Revenues			65,899,014	
CN	Change in Net Position			2,799,525	
NB	Net Position - Beginning			(11,640,059)	
NE	Net Position - Ending			\$ (8,840,534)	

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
JUNE 30, 2021

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Funds	Total Governmental Funds
<b>ASSETS</b>				
1110 Cash and Cash Equivalents	\$ 19,066,359	\$ 7,397,312	\$ 263,892	\$ 26,727,563
1220 Property Taxes - Delinquent	882,924	301,781	-	1,184,705
1230 Allowance for Uncollectible Taxes	(44,146)	(15,089)	-	(59,235)
1240 Due from Other Governments	9,328,688	31,022	1,163,408	10,523,118
1260 Due from Other Funds	301,831	2,223	2,500,002	2,804,056
1290 Other Receivables	12,272	-	612	12,884
1300 Inventories	52,484	-	-	52,484
1000 Total Assets	<u>\$ 29,600,412</u>	<u>\$ 7,717,249</u>	<u>\$ 3,927,914</u>	<u>\$ 41,245,575</u>
<b>LIABILITIES</b>				
2110 Accounts Payable	\$ 711,834	\$ -	\$ 26,777	\$ 738,611
2150 Payroll Deductions and Withholdings Payable	-	-	121	121
2160 Accrued Wages Payable	5,023,505	-	364,523	5,388,028
2170 Due to Other Funds	2,504,200	-	301,831	2,806,031
2180 Due to Other Governments	-	399,193	-	399,193
2200 Accrued Expenditures	380,620	-	-	380,620
2300 Unearned Revenue	500	-	37,965	38,465
2000 Total Liabilities	<u>8,620,659</u>	<u>399,193</u>	<u>731,217</u>	<u>9,751,069</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>				
2601 Unavailable Revenue - Property Taxes	838,778	286,692	-	1,125,470
2600 Total Deferred Inflows of Resources	<u>838,778</u>	<u>286,692</u>	<u>-</u>	<u>1,125,470</u>
<b>FUND BALANCES</b>				
Nonspendable Fund Balance:				
3410 Inventories	52,484	-	-	52,484
Restricted Fund Balance:				
3450 Federal or State Funds Grant Restriction	-	-	200,169	200,169
3480 Retirement of Long-Term Debt	-	7,031,364	-	7,031,364
Committed Fund Balance:				
3510 Construction	-	-	2,592,055	2,592,055
3545 Other Committed Fund Balance	-	-	404,473	404,473
Assigned Fund Balance:				
3590 Other Assigned Fund Balance	5,000,000	-	-	5,000,000
3600 Unassigned Fund Balance	15,088,491	-	-	15,088,491
3000 Total Fund Balances	<u>20,140,975</u>	<u>7,031,364</u>	<u>3,196,697</u>	<u>30,369,036</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 29,600,412</u>	<u>\$ 7,717,249</u>	<u>\$ 3,927,914</u>	<u>\$ 41,245,575</u>

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE  
STATEMENT OF NET POSITION  
JUNE 30, 2021

EXHIBIT C-2

<b>Total Fund Balances - Governmental Funds</b>	\$	30,369,036
1 Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the fund financial statements.		164,311,045
2 Accumulated depreciation is not reported in the fund financial statements.		(60,838,569)
3 Bonds payable and maintenance tax notes payable are not reported in the fund financial statements.		(97,875,000)
4 Property tax revenue reported as unavailable revenue in the fund financial statements is recognized as revenue in the government-wide financial statements.		1,125,470
5 Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due.		(1,400,130)
6 Bond and note premiums are not recognized in the fund financial statements.		(8,897,573)
7 The deferred charge on bond refundings is not recognized in the fund financial statements.		3,091,369
8 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net pension liability required by GASB 68 in the amount of \$15,516,609, Deferred Inflows of Resources related to TRS Pensions in the amount of \$3,581,243, and Deferred Outflows of Resources related to TRS Pensions in the amount of \$6,470,542. This results in a decrease in Net Position in the amount of \$12,627,310.		(12,627,310)
9 Included in the items related to government-wide long-term debt is the recognition of the District's proportionate share of the net Other Post-Employment Benefit (OPEB) liability required by GASB 75 in the amount of \$16,535,394, a Deferred Resource Inflow related to TRS OPEB in the amount of \$13,074,692 and a Deferred Resource Outflow related to TRS OPEB in the amount of \$3,511,214. This amounted to a net decrease in Net Position in the amount of \$26,098,872.		(26,098,872)
<b>19 Net Position of Governmental Activities</b>	<b>\$</b>	<b>(8,840,534)</b>

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	10 General Fund	50 Debt Service Fund	Other Funds	Total Governmental Funds
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ 23,905,681	\$ 8,410,550	\$ 858,323	\$ 33,174,554
5800 State Program Revenues	36,929,531	20,423	460,244	37,410,198
5900 Federal Program Revenues	966,445	-	4,235,035	5,201,480
5020 Total Revenues	<u>61,801,657</u>	<u>8,430,973</u>	<u>5,553,602</u>	<u>75,786,232</u>
<b>EXPENDITURES:</b>				
Current:				
0011 Instruction	30,143,936	-	2,163,270	32,307,206
0012 Instructional Resources and Media Services	735,135	-	3,529	738,664
0013 Curriculum and Instructional Staff Development	1,576,537	-	74,062	1,650,599
0021 Instructional Leadership	736,573	-	-	736,573
0023 School Leadership	3,377,338	-	99,186	3,476,524
0031 Guidance, Counseling, and Evaluation Services	2,468,221	-	195,844	2,664,065
0032 Social Work Services	100,046	-	-	100,046
0033 Health Services	782,867	-	86,700	869,567
0034 Student (Pupil) Transportation	2,899,084	-	-	2,899,084
0035 Food Services	-	-	2,296,820	2,296,820
0036 Extracurricular Activities	2,240,244	-	117,016	2,357,260
0041 General Administration	2,453,816	-	18,587	2,472,403
0051 Facilities Maintenance and Operations	6,184,095	-	210,694	6,394,789
0052 Security and Monitoring Services	942,156	-	3,540	945,696
0053 Data Processing Services	1,829,298	-	494,840	2,324,138
0061 Community Services	1,467,833	-	895	1,468,728
Debt Service:				
0071 Principal on Long-Term Debt	260,000	3,455,000	-	3,715,000
0072 Interest on Long-Term Debt	189,000	4,102,478	-	4,291,478
0073 Bond Issuance Cost and Fees	493	6,500	-	6,993
Capital Outlay:				
0081 Facilities Acquisition and Construction	144,699	-	1,599,660	1,744,359
Intergovernmental:				
0099 Other Intergovernmental Charges	222,660	-	-	222,660
6030 Total Expenditures	<u>58,754,031</u>	<u>7,563,978</u>	<u>7,364,643</u>	<u>73,682,652</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>3,047,626</u>	<u>866,995</u>	<u>(1,811,041)</u>	<u>2,103,580</u>
<b>OTHER FINANCING SOURCES (USES):</b>				
7915 Transfers In	-	-	2,610,000	2,610,000
8911 Transfers Out (Use)	(2,610,000)	-	-	(2,610,000)
7080 Total Other Financing Sources (Uses)	<u>(2,610,000)</u>	<u>-</u>	<u>2,610,000</u>	<u>-</u>
1200 Net Change in Fund Balances	437,626	866,995	798,959	2,103,580
0100 Fund Balance - July 1 (Beginning)	19,703,349	6,164,369	2,397,738	28,265,456
3000 Fund Balance - June 30 (Ending)	<u>\$ 20,140,975</u>	<u>\$ 7,031,364</u>	<u>\$ 3,196,697</u>	<u>\$ 30,369,036</u>

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
 RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,  
 AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
 FOR THE YEAR ENDED JUNE 30, 2021

EXHIBIT C-4

<b>Total Net Change in Fund Balances - Governmental Funds</b>	<b>\$</b>	<b>2,103,580</b>
Current year capital asset additions are expenditures in the fund financial statements, but they are shown as increases in capital assets in the government-wide financial statements. The net effect of reclassifying the current year asset additions is to increase net position.		2,137,097
Depreciation is not recognized as an expense in governmental funds since it does not require the use of current financial resources. The net effect of the current year's depreciation is to decrease net position in the government-wide financial statements.		(4,834,013)
Current year long-term debt principal payments on notes payable and bonds payable and payment of accreted interest on capital appreciation bonds are expenditures in the fund financial statements, but are shown as reductions in long-term debt in the government-wide financial statements.		3,899,550
Current year interest accretion on capital appreciation bonds is not recognized in the fund financial statements, but is shown as an increase in long-term debt in the government-wide financial statements.		(2,589)
Interest on outstanding debt is accrued in the government-wide financial statements, whereas in the fund financial statements interest expenditures are reported when due. The current year decrease in accrued interest payable increases the change in net position in the government-wide financial statements.		53,043
Revenues from property taxes are shown as unavailable in the fund financial statements until they are considered available to finance current expenditures, but such revenues are recognized when assessed net of an allowance for uncollectible accounts in the government-wide financial statements.		29,838
Bond and note premiums are not amortized in the fund financial statements, but are reported net of amortization in the government-wide financial statements.		364,704
Current year amortization of the deferred charge on bond refundings is not reported in the fund financial statements, but is shown as a reduction of the deferred charge in the government-wide financial statements.		(241,945)
The implementation of GASB 68 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS contributions made after the measurement date of 8/31/2020 caused the change in the ending net position to increase \$110,125. These contributions were replaced with the District's pension expense for the year of \$1,293,504, which caused a decrease in the change in net position. The net effect of both of these is to decrease the change in net position by \$1,183,379.		(1,183,379)
The implementation of GASB 75 required that certain expenditures be de-expended and recorded as deferred resource outflows. TRS OPEB contributions made after the measurement date of 8/31/2020 but during the current fiscal year caused the ending net position to increase in the amount of \$5,316. These contributions were replaced with the District's OPEB benefit for the year of \$473,672, which caused a decrease in the change in net position. The net effect of both of these is to increase the change in net position by \$478,988.		478,988

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2021

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EXHIBIT C-4

Only the sale price of real estate sold is recorded in the fund financial statements as an Other Resource. The government-wide financial statements include the removal of the cost and accumulated depreciation on the assets sold from the District's capital assets. (5,349)

**Change in Net Position of Governmental Activities**

\$ 2,799,525

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
<b>REVENUES:</b>					
5700	Total Local and Intermediate Sources	\$ 23,697,814	\$ 23,697,814	\$ 23,905,681	\$ 207,867
5800	State Program Revenues	38,173,562	38,227,681	36,929,531	(1,298,150)
5900	Federal Program Revenues	950,000	950,000	966,445	16,445
5020	Total Revenues	62,821,376	62,875,495	61,801,657	(1,073,838)
<b>EXPENDITURES:</b>					
<b>Current:</b>					
0011	Instruction	31,569,702	31,129,702	30,143,936	985,766
0012	Instructional Resources and Media Services	886,065	886,065	735,135	150,930
0013	Curriculum and Instructional Staff Development	1,583,564	1,623,564	1,576,537	47,027
0021	Instructional Leadership	838,392	838,392	736,573	101,819
0023	School Leadership	3,460,137	3,460,137	3,377,338	82,799
0031	Guidance, Counseling, and Evaluation Services	2,552,797	2,537,797	2,468,221	69,576
0032	Social Work Services	102,820	102,820	100,046	2,774
0033	Health Services	738,027	807,146	782,867	24,279
0034	Student (Pupil) Transportation	3,014,290	3,014,290	2,899,084	115,206
0036	Extracurricular Activities	2,285,182	2,285,182	2,240,244	44,938
0041	General Administration	2,678,885	2,675,885	2,453,816	222,069
0051	Facilities Maintenance and Operations	6,961,516	6,961,516	6,184,095	777,421
0052	Security and Monitoring Services	1,162,999	1,162,999	942,156	220,843
0053	Data Processing Services	1,503,028	1,903,028	1,829,298	73,730
0061	Community Services	1,938,972	1,938,972	1,467,833	471,139
<b>Debt Service:</b>					
0071	Principal on Long-Term Debt	285,000	285,000	260,000	25,000
0072	Interest on Long-Term Debt	189,000	189,000	189,000	-
0073	Bond Issuance Cost and Fees	1,000	1,000	493	507
<b>Capital Outlay:</b>					
0081	Facilities Acquisition and Construction	850,000	850,000	144,699	705,301
<b>Intergovernmental:</b>					
0099	Other Intergovernmental Charges	220,000	223,000	222,660	340
6030	Total Expenditures	62,821,376	62,875,495	58,754,031	4,121,464
1100	Excess of Revenues Over Expenditures	-	-	3,047,626	3,047,626
<b>OTHER FINANCING SOURCES (USES):</b>					
8911	Transfers Out (Use)	-	-	(2,610,000)	(2,610,000)
1200	Net Change in Fund Balances	-	-	437,626	437,626
0100	Fund Balance - July 1 (Beginning)	19,703,350	19,703,350	19,703,349	(1)
3000	Fund Balance - June 30 (Ending)	\$ 19,703,350	\$ 19,703,350	\$ 20,140,975	\$ 437,625

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
 STATEMENT OF CUSTODIAL NET POSITION  
 CUSTODIAL FUNDS  
 JUNE 30, 2021

	Total Custodial Funds
<hr/>	
<b>ASSETS</b>	
Cash and Cash Equivalents	\$ 165,243
Due from Other Funds	1,975
Other Receivables	384
Total Assets	<u>167,602</u>
<b>LIABILITIES</b>	
Accounts Payable	<u>1,674</u>
Total Liabilities	<u>1,674</u>
<b>NET POSITION</b>	
Unrestricted Net Position	<u>165,928</u>
Total Net Position	<u>\$ 165,928</u>

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION  
FIDUCIARY FUNDS  
FOR THE YEAR ENDED JUNE 30, 2021

	Total Custodial Funds
<b>ADDITIONS:</b>	
Contributions to Student Groups	\$ 169,460
Total Additions	<u>169,460</u>
<b>DEDUCTIONS:</b>	
Expenses of Student Groups	<u>162,679</u>
Total Deductions	<u>162,679</u>
Change in Fiduciary Net Position	6,781
Total Net Position - July 1 (Beginning)	<u>159,147</u>
Total Net Position - June 30 (Ending)	<u><u>\$ 165,928</u></u>

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

**NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

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

**A. REPORTING ENTITY**

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

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

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

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

**B. BASIS OF PRESENTATION**

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

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
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Fund Financial Statements:

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

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

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

Additionally, the District reports the following fund types:

1. **Special Revenue Funds** - These funds are established to account for federally financed or expenditures legally restricted for specified purposes. In many special revenue funds, any unused balances are returned to the grantor at the close of specified project periods. For funds in this fund type, project accounting is employed to maintain integrity for the various sources of funds.
2. **Capital Projects Fund** - This governmental fund was established to account for local funds and proceeds of the 2019 Maintenance Tax Notes to be used for various construction and renovation projects and equipment acquisitions.
3. **Custodial Funds** - These funds are used to account for activities of student groups and other organizational activities on a fiduciary basis. If any unused resources are declared surplus by the student groups, they are transferred to the General Fund with a recommendation to the Board for an appropriate utilization through a budgeted program.

**C. MEASUREMENT FOCUS/BASIS OF ACCOUNTING**

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

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

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

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

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

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

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

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

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
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**D. BUDGETARY CONTROL**

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

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

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

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

June 30, 2021	
<u>Fund Balance</u>	
Appropriated Budget Funds – Food Service Special Revenue Fund	\$112,273
Nonappropriated Budget Funds	<u>492,369</u>
All Special Revenue Funds	<u>\$604,642</u>

**E. ENCUMBRANCE ACCOUNTING**

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

**F. INVENTORIES**

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
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**G. INTERFUND RECEIVABLES AND PAYABLES**

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

**H. CAPITAL ASSETS**

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

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

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

**I. DEFERRED OUTFLOWS/INFLOWS OF RESOURCES**

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

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

**Deferred outflows of resources for refunding** - Reported in the government-wide statement of net position, the deferred charge on bond refundings results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt. The amount of deferred outflows reported in the governmental activities for the deferred charge on bond refundings at June 30, 2021 was \$3,091,369.

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

A deferred outflow for pension expense also results from payments made to the TRS pension plan by the District after the plan’s measurement date. The total amount of deferred outflows reported in the governmental activities for deferred pension expenses at June 30, 2021 was \$6,470,542.

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**Deferred outflows of resources for OPEB** - Reported in the government-wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of differences between expected and actual investment earnings and changes in proportionate share. The deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the next fiscal year. The other OPEB related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with OPEB through the OPEB plan which is currently approximately 8.6 years. The total amount of deferred outflows reported in the governmental activities for deferred OPEB expenses at June 30, 2021 was \$3,511,214.

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

**Deferred inflows of resources for unavailable revenues** - Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available. The District reported property taxes that are unavailable as deferred inflows of resources in the fund financial statements. The amount of deferred inflows of resources reported in the governmental funds at June 30, 2021 was \$1,125,470.

**Deferred inflows of resources for pension** - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between projected and actual earnings on pension plan investments. These amounts will be amortized over a closed five year period. In fiscal year 2021, the District reported deferred inflows of resources for pensions in the governmental activities in the amount of \$3,581,243.

**Deferred inflows of resources for OPEB** - Reported in the government-wide financial statement of net position, these deferred inflows result primarily from differences between expected and actual experience and from changes in assumptions. These amounts will be amortized over the average expected remaining service life (AERSL) of all members (8.6 years for the 2020 measurement year). In fiscal year 2021, the District reported deferred inflows of resources for OPEB in the governmental activities in the amount of \$13,074,692.

**J. COMPENSATED ABSENCES**

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

**K. NET POSITION**

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

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

**L. LONG-TERM OBLIGATIONS**

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

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

**M. RISK MANAGEMENT**

The District is exposed to various risks of loss related to torts theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal 2021, the district purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year, and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

**N. ESTIMATES**

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

**NOTE 2. FUND BALANCES**

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

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

- Nonspendable: This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact. The District has classified inventories as being nonspendable as these items are not expected to be converted to cash.

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- Restricted: This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation. Debt service resources are to be used for future servicing of the District's bonded debt and are restricted through debt covenants. Food Service and other federal and state grant resources are restricted because their use is restricted pursuant to the mandates of the National School Lunch and Breakfast Program or other grant requirements.
  
- Committed: This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the District's Board of Trustees. The Board of Trustees establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. This can also be done through adoption and amendment of the budget. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The Board of Trustees have committed resources as of June 30, 2021 for campus activities, local grants, and future construction.
  
- Assigned: This classification includes amounts that are constrained by the District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Trustees or through the Board of Trustees delegating this responsibility to other individuals in the District. Under the District's adopted policy, the Board of Trustees or the Superintendent may assign amounts for specific purposes. This classification also includes the remaining positive fund balance for all governmental funds except for the General Fund. The General Fund has assigned fund balance for future facilities maintenance, renovation, and expansion.
  
- Unassigned: This classification includes all amounts not included in other spendable classifications, including the residual fund balance of the General Fund.

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

### **General Fund**

The General Fund has unassigned fund balance of \$15,088,491 at June 30, 2021. Inventories of \$52,484 are considered nonspendable fund balance. \$5,000,000 has been assigned for future facilities maintenance, renovation, and expansion.

### **Other Major Funds**

The Debt Service Fund has restricted funds of \$7,031,364 at June 30, 2021 consisting primarily of property tax collections that are restricted for debt service payments on bonded debt.

RED OAK INDEPENDENT SCHOOL DISTRICT  
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**Other Funds**

The fund balance of \$358,113 of the Campus Activity Fund, \$45,979 of the Education Foundation Grants Fund, and \$381 of other local grant funds (all special revenue funds) are shown as committed due to Board policy committing those funds to campus activities and grant activities. The following special revenue funds fund balances are restricted by federal or state grant restrictions:

National Breakfast & Lunch Program	\$112,273
Summer Feeding Program	58,823
Advanced Placement Incentives	20,313
State Textbook Fund	4,914
Other State Programs	<u>3,846</u>
Total	<u>\$200,169</u>

The local Capital Projects Fund has \$2,592,055 committed for future construction.

**NOTE 3. DEPOSITS AND INVESTMENTS**

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

1. Cash Deposits:

At June 30, 2021, the carrying amount of the District's deposits (checking accounts and interest-bearing demand accounts) was \$1,159,304 and the bank balance was \$1,524,803. The District's cash deposits at June 30, 2021 were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

2. Investments:

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

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

- a. Custodial Credit Risk – Deposits: In the case of deposits, this is the risk that, in the event of a bank failure, the District’s deposits may not be returned to it. As of June 30, 2021, the District’s cash deposits totaled \$1,524,803. This entire amount was either collateralized with securities held by the District’s agent or covered by FDIC insurance. Thus, the District’s deposits are not exposed to custodial credit risk.
- b. Custodial Credit Risk - Investments: For an investment, this is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. At June 30, 2021, the District held investments in three public funds investment pools. Investments in external investment pools are considered unclassified as to custodial credit risk because they are not evidenced by securities that exist in physical or book entry form.
- c. Credit Risk: This is the risk that an issuer or other counterparty to an investment will be unable to fulfill its obligations. The rating of securities by nationally recognized rating agencies is designed to give an indication of credit risk. The credit quality rating for Lone Star Investment Pool, TexPool Investment Pool, and TexSTAR Investment Pool at year-end was AAAm (Standard & Poor’s).
- d. Interest Rate Risk: This is the risk that changes in interest rates will adversely affect the fair value of an investment. The District manages its exposure to declines in fair values by limiting the weighted average maturity of its investment portfolio to less than one year from the time of purchase. The weighted average maturity for the District’s investments in external investment pools is less than 90 days.
- e. Foreign Currency Risk: This is the risk that exchange rates will adversely affect the fair value of an investment. At June 30, 2021, the District was not exposed to foreign currency risk.
- f. Concentration of Credit Risk: This is the risk of loss attributed to the magnitude of the District’s investment in a single issuer (i.e., lack of diversification). Concentration risk is defined as positions of 5 percent or more in the securities of a single issuer. Investment pools are excluded from the 5 percent disclosure requirement.

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

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

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The District's investments at June 30, 2021, are shown below:

<u>Name</u>	<u>Carrying Amount</u>	<u>Fair Value</u>
Lone Star Investment Pool	\$25,723,826	\$25,723,826
TexPool Investment Pool	3,883	3,883
TexSTAR Investment Pool	<u>9,730</u>	<u>9,730</u>
	<u>\$25,737,439</u>	<u>\$25,737,439</u>

**Fair Value Measurements**

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

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

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

**NOTE 4. CAPITAL ASSETS**

Capital asset activity for the year ended June 30, 2021, was as follows:

	<u>Balance July 1, 2020</u>	<u>Additions/ Completions</u>	<u>Retirement/ Adjustments</u>	<u>Balance June 30, 2021</u>
Governmental Activities:				
Capital assets not being depreciated				
Land	\$ 5,251,896	\$ 60,800	\$ -	\$ 5,312,696
Construction in Progress	<u>1,904,000</u>	<u>765,904</u>	<u>(2,669,904)</u>	<u>-</u>
Total Capital assets not being depreciated	<u>7,155,896</u>	<u>826,704</u>	<u>(2,669,904)</u>	<u>5,312,696</u>
Capital assets, being depreciated				
Buildings	146,404,576	3,016,405	-	149,420,981
Furniture and Equipment	<u>9,157,469</u>	<u>963,892</u>	<u>(543,993)</u>	<u>9,577,368</u>
Total capital assets being depreciated	<u>155,562,045</u>	<u>3,980,297</u>	<u>(543,993)</u>	<u>158,998,349</u>
Less accumulated depreciation for:				
Buildings	(50,814,386)	(4,169,301)	-	(54,983,687)
Furniture and Equipment	<u>(5,728,814)</u>	<u>(664,712)</u>	<u>538,644</u>	<u>(5,854,882)</u>
Total accumulated depreciation	<u>(56,543,200)</u>	<u>(4,834,013)</u>	<u>538,644</u>	<u>(60,838,569)</u>
Total capital assets, being depreciated, net	<u>99,018,845</u>	<u>(853,716)</u>	<u>(5,349)</u>	<u>98,159,780</u>
Governmental activities capital assets, net	<u>\$106,174,741</u>	<u>\$ (27,012)</u>	<u>\$ (2,675,253)</u>	<u>\$103,472,476</u>

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

Governmental activities:	
Instruction	\$2,187,911
Instructional Resources & Media Services	31,811
Curriculum & Staff Development	30,904
Instructional Leadership	63,240
School Leadership	216,743
Guidance, Counseling & Evaluation Services	156,297
Health Services	30,785
Transportation	501,279
Food Services	126,003
Extracurricular Activities	444,830
General Administration	38,215
Plant Maintenance and Operations	466,081
Security & Monitoring Services	412,353
Data Processing Services	105,685
Community Services	<u>21,876</u>
Total depreciation expense-Governmental activities	<u>\$4,834,013</u>

**NOTE 5. LONG-TERM DEBT**

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

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

The following is a summary of the changes in the District's Long-term Debt for the year ended June 30, 2021:

Description	Interest Rate Payable	Original Issue Amount	Amounts Outstanding 7/1/20	Additions	Retired	Amounts Outstanding 6/30/21	Due Within One Year
Bonded Indebtedness:							
2009 School Bldg. & Ref.	.85-5.12%	23,519,474	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -
2012 School Refunding	1.50-3.00%	8,780,000	4,475,000	-	570,000	3,905,000	590,000
2013 School Refunding	1.50-4.00%	6,910,000	5,055,000	-	495,000	4,560,000	515,000
2014 School Refunding	2.00-4.00%	8,610,000	8,005,000	-	510,000	7,495,000	515,000
2015 School Refunding	1.30-3.75%	8,770,000	8,010,000	-	460,000	7,550,000	480,000
2016 School Refunding	2.00-4.00%	8,780,000	8,650,000	-	25,000	8,625,000	25,000
2017 School Refunding	3.25-5.00%	45,775,000	45,380,000	-	915,000	44,465,000	955,000
2019 School Refunding	3.00-4.00%	8,225,000	8,225,000	-	235,000	7,990,000	245,000
2019A School Refunding	3.00-5.00%	8,900,000	<u>8,900,000</u>	-	<u>235,000</u>	<u>8,665,000</u>	<u>250,000</u>
Total Bonded Indebtedness			96,710,000	-	3,455,000	93,255,000	3,575,000
Accreted Interest-							
Capital appreciation bonds			181,961	2,589	184,550	-	-
Premiums on Bonds			8,786,570	-	339,359	8,447,211	305,870
Premium on Maintenance Tax Notes			475,707	-	25,345	450,362	26,320
Maintenance Tax Notes - 2019 3.00-5.00%			<u>4,880,000</u>	-	<u>260,000</u>	<u>4,620,000</u>	<u>270,000</u>
Total Obligations of District			<u>\$111,034,238</u>	<u>\$ 2,589</u>	<u>\$4,264,254</u>	<u>\$106,772,573</u>	<u>\$4,177,190</u>

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

There are a number of limitations and restrictions contained in the various general obligation bond indentures. Management has indicated the District is in compliance with all significant limitations and restrictions at June 30, 2021.

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

Year Ended June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total Requirements</u>
2022	\$ 3,575,000	\$ 3,502,054	\$ 7,077,054
2023	3,700,000	3,361,379	7,061,379
2024	3,865,000	3,211,629	7,076,629
2025	4,000,000	3,061,138	7,061,138
2026	4,160,000	2,910,535	7,070,535
2027-2031	23,360,000	11,873,611	35,233,611
2032-2036	28,700,000	6,457,550	35,157,550
2037-2039	<u>21,895,000</u>	<u>1,229,850</u>	<u>23,124,850</u>
	<u>\$93,255,000</u>	<u>\$35,607,746</u>	<u>\$128,862,746</u>

**NOTE 6. DEFERRED CHARGE ON BOND REFUNDINGS**

The District's deferred charge on bond refundings as of June 30, 2021 is as follows:

Balance – June 30, 2020	\$3,333,314
Current year amortization	<u>(241,945)</u>
Balance – June 30, 2021	<u>\$3,091,369</u>

**NOTE 7. NOTES PAYABLE**

The District issued \$5,225,000 of Maintenance Tax Notes on August 20, 2019. The notes were issued with interest rates from 3.0% to 5.0%. The net proceeds of \$5,650,000 (\$5,225,000 par amount of notes plus \$509,338 of net premium received on the notes, less \$84,338 of underwriting fees and other issuance costs) were to be used for construction, renovations, and equipment acquisition.

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

Year Ended June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total Requirements</u>
2022	\$ 270,000	\$ 176,000	\$ 446,000
2023	285,000	162,500	447,500
2024	300,000	148,250	448,250
2025	315,000	133,250	448,250
2026	330,000	117,500	447,500
2027-2031	1,855,000	382,550	2,237,550
2032-2034	<u>1,265,000</u>	<u>76,650</u>	<u>1,341,650</u>
	<u>\$4,620,000</u>	<u>\$1,196,700</u>	<u>\$5,816,700</u>

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**NOTE 8. PROPERTY TAXES**

Property taxes are considered available when collected within the current period or expected to be collected soon enough thereafter to be used to pay liabilities of the current period. The District levies its taxes on October 1 on the assessed (appraised) value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due upon receipt of the tax bill and are past due and subject to interest if not paid by February 1 of the year following the October 1 levy date. The assessed value of the property tax roll upon which the levy for the 2020-21 fiscal period was based on was \$2,399,823,473. Taxes are delinquent if not paid by June 30. Delinquent taxes are subject to both penalty and interest charges plus 15 % delinquent collection fees for attorney costs.

The tax rates assessed for the year ended June 30, 2021, to finance General Fund operations and the payment of principal and interest on general obligation long-term debt were \$0.9939 and \$0.3653 per \$100 valuation, respectively, for a total of \$1.3592 per \$ 100 valuation.

Current tax collections for the year ended June 30, 2021 were 98.18% of the June 30, 2021 adjusted tax levy. Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible taxes within the General and Debt Service Funds are based on historical experience in collecting taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature. As of June 30, 2021, property taxes receivable, net of estimated uncollectible taxes, totaled \$838,778 and \$286,692 for the General and Debt Service Funds, respectively.

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

**NOTE 9. PROPERTY TAX ABATEMENT AGREEMENT**

The District entered into an agreement with Triumph Aerostructures, LLC (“the Company”) on August 30, 2013. The agreement was for the Company to invest capital of at least \$100 million on a long-term basis for a taxable value limitation of \$80 million. For fiscal year 2020-2021, which is year five of the agreement, taxable value subject to the agreement was \$74.9 million; so no value limitation reduction was in effect for the 20-21 fiscal year. The taxable value limitation will be in effect through the 2023-2024 fiscal year.

**NOTE 10. DEFINED BENEFIT PENSION PLAN**

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

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

**Pension Plan Fiduciary Net Position.** Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Annual Comprehensive Financial Report (ACFR) that includes financial statements and required supplementary information. That report may be obtained on the Internet at <https://trs.texas.gov/pages/aboutpublications.aspx>, by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512)542-6592.

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

Texas Government Code section 821.006 prohibits benefit improvements, if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. Actuarial implications of the funding provided in this manner are determined by the System's actuary.

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

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

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

	<u>2020</u>	<u>2021</u>
<b><u>Contribution Rates</u></b>		
Member	7.7%	7.7%
Non-Employer Contributing Entity (State)	7.5%	7.5%
Employers	7.5%	7.5%
Red Oak ISD FY2021 Employer Contributions		\$ 1,305,132
Red Oak ISD FY2021 Member Contributions		\$ 3,262,302
Red Oak ISD FY2021 NECE On-Behalf Contributions		\$ 2,415,389

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

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

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

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

- When employing a retiree of the Teacher Retirement System the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.

**Actuarial Assumptions.** The total pension liability in the August 31, 2020 actuarial valuation was determined using the following actuarial assumptions:

Valuation Date	August 31, 2019 rolled forward to August 31, 2020
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	7.25%
Long-term expected Investment Rate of Return	7.25%
Municipal Bond Rate as of August 2020	2.33%
Inflation	2.30%
Salary Increases Including Inflation	3.05% to 9.05%
Benefit Changes During the Year	None
Ad hoc Post Employment Benefit Changes	None

The actuarial methods and assumptions are used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2019. For a full description of these assumptions please see the actuarial valuation report dated November 14, 2019.

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

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

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

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The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2020 are summarized below:

Asset Class	Target Allocation <sup>1</sup>	Long-Term Expected Arithmetic Real Rate of Return <sup>2</sup>	Expected Contribution To Long-Term Portfolio Returns
<b>Global Equity</b>			
U.S.	18%	3.9%	0.99%
Non-U.S. Developed	13%	5.1%	0.92%
Emerging Markets	9%	5.6%	0.83%
Private Equity	14%	6.7%	1.41%
<b>Stable Value</b>			
Government Bonds	16%	-0.7%	-0.05%
Stable Value Hedge Funds	5%	1.9%	0.11%
<b>Real Return</b>			
Real Estate	15%	4.6%	1.01%
Energy, Natural Resources	6%	6%	0.42%
<b>Risk Parity</b>			
Risk Parity	8%	3%	0.30%
<b>Leverage</b>			
Cash	2%	-1.5%	-0.03%
Asset Allocation Leverage	-6%	-1.3%	0.08%
Inflation Expectation	-		2.00%
Volatility Drag <sup>3</sup>	-		-0.67%
<b>Total</b>	<u>100%</u>		<u>7.33%</u>

**Discount Rate Sensitivity Analysis.** The following table presents the Net Pension Liability of the plan using the discount rate of 7.25 percent, and what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25 percent) or one percentage point higher (8.25 percent) than the current rate.

	1% Decrease in Discount Rate (6.25%)	Discount Rate (7.25%)	1% Increase in Discount Rate (8.25%)
Red Oak ISD's proportionate share of the net pension liability:	\$23,930,916	\$15,516,609	\$8,684,191

**Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions.** At June 30, 2021, Red Oak Independent School District reported a liability of \$15,516,609 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to Red Oak Independent School District. The amount recognized by Red Oak Independent School District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with Red Oak Independent School District were as follows:

<sup>1</sup> Target allocations are based on the FY20 policy model.

<sup>2</sup> Capital Market Assumptions come from Aon Hewitt (as of 08/31/2020).

<sup>3</sup> The volatility drag results from the conversion between arithmetic and geometric mean returns.

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District's Proportionate share of the collective net pension liability	\$15,516,609
State's proportionate share that is associated with the District	<u>31,194,241</u>
Total	<u>\$46,710,850</u>

The net pension liability was measured as of August 31, 2019 and rolled forward to August 31, 2020 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2019 thru August 31, 2020.

At August 31, 2020 the employer's proportion of the collective net pension liability was 0.0289716%, a decrease of 10.5% from its proportionate share of 0.0323693% at August 31, 2019.

**Changes Since the Prior Actuarial Valuation** – There were no changes in assumptions since the measurement period.

For the year ended June 30, 2021, Red Oak Independent School District recognized pension expense of \$2,403,155 and revenue of \$2,403,155 for support provided by the State.

At June 30, 2021, Red Oak Independent School District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources (The amounts shown below will be the cumulative layers from the current and prior years combined.):

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 28,332	\$ 433,027
Changes in actuarial assumptions	3,600,405	1,530,867
Difference between projected and actual investment earnings	314,120	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,417,652	1,617,349
Contributions paid to TRS subsequent to the measurement date	1,110,033	-
Total	\$6,470,542	\$3,581,243

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

Year ended June 30:	Pension Expense Amount
2022	\$ 644,280
2023	705,712
2024	779,632
2025	86,600
2026	(363,476)
Thereafter	(73,482)

**NOTE 11. DEFINED OTHER POST-EMPLOYMENT BENEFIT PLANS**

**Plan Description.** The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan with a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. It is established and administered in accordance with the Texas Insurance Code, Chapter 1575. The TRS-Care program was established in 1986 by the Texas Legislature.

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The TRS Board of Trustees administers the TRS-Care program and the related fund in accordance with Texas Insurance Code Chapter 1575. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. The Board may adopt rules, plans, procedures, and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

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

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

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. There are no automatic post-employment benefit changes; including automatic COLAs.

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

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

\* or surviving spouse

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

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

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	<u>Contribution Rates</u>	
	<u>2020</u>	<u>2021</u>
<b>Active Employee</b>	<b>0.65%</b>	<b>0.65%</b>
<b>Non-Employer Contributing Entity (State)</b>	<b>1.25%</b>	<b>1.25%</b>
<b>Employers</b>	<b>0.75%</b>	<b>0.75%</b>
<b>Federal/private Funding remitted by Employers</b>	<b>1.25%</b>	<b>1.25%</b>
<b>Red Oak ISD FY21 Employer Contributions</b>		<b>\$336,462</b>
<b>Red Oak ISD FY21 Member Contributions</b>		<b>\$275,390</b>
<b>Red Oak ISD FY21 NECE On-behalf Contributions</b>		<b>\$511,687</b>

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

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$230.8 million in fiscal year 2020 to maintain premiums and benefit levels in the 2020-2021 biennium.

*Actuarial Assumptions.* The actuarial valuation was performed as of August 31, 2019. Update procedures were used to roll forward the Total OPEB Liability to August 31, 2020.

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. All the demographic assumptions, including rates of retirement, termination, and disability, and most of the economic assumptions, including general inflation and salary increases, used in the OPEB valuation were identical to those used in the respective TRS pension valuation. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2017.

The following assumptions and other inputs used for members of TRS-Care are based on an established pattern of practice and are identical to the assumptions used in the August 31, 2019 TRS pension actuarial valuation that was rolled forward to August 31, 2020:

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

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

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**Additional Actuarial Methods and Assumptions:**

Valuation Date	August 31, 2019 rolled forward to August 31, 2020
Actuarial Cost Method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	2.33%
Aging Factors	Based on specific plan experience
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claim costs
Projected Salary Increases	3.05% to 9.05%, including inflation
Election Rates	Normal Retirement: 65% participation prior to age 65 and 40% participation after age 65
Ad hoc post-employment benefit changes	None

**Discount Rate.** A single discount rate of 2.33% was used to measure the total OPEB liability. There was a decrease of 0.30 percent in the discount rate since the previous year. Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was used for the long-term rate of return and was applied to all periods of projected benefit payments to determine the total OPEB liability.

The source of the municipal bond rate is the Fidelity “20-year Municipal GO AA Index” as of August 31, 2020 using the fixed-income municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds.

**Discount Rate Sensitivity Analysis.** The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (2.33%) in measuring the Net OPEB Liability.

	1% Decrease in Discount Rate (1.33%)	Current Single Discount Rate (2.33%)	1% Increase in Discount Rate (3.33%)
District’s proportionate share of the Net OPEB Liability:	\$19,842,436	\$16,535,394	\$13,923,307

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

	1% Decrease in Healthcare Trend Rate	Current Single Healthcare Trend Rate	1% Increase in Healthcare Trend Rate
District’s proportionate share of the Net OPEB Liability:	\$13,507,299	\$16,535,394	\$20,568,390

RED OAK INDEPENDENT SCHOOL DISTRICT  
 NOTES TO THE BASIC FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2021

***OPEB Liabilities, OPEB Expenses, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs.*** At June 30, 2021, the District reported a liability of \$16,535,394 for its proportionate share of the TRS's Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District.

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

District's Proportionate share of the collective Net OPEB Liability	\$16,535,394
State's proportionate share that is associated with the District	<u>\$22,219,606</u>
Total	<u>\$38,755,000</u>

The Net OPEB Liability was measured as of August 31, 2019 and rolled forward to August 31, 2020 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The employer's proportion of the Net OPEB Liability was based on the employer's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2019 thru August 31, 2020.

At August 31, 2020 the employer's proportion of the collective Net OPEB Liability was 0.0434976%, a decrease of 3.82% compared to the August 31, 2019 proportionate share of 0.0452261%.

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

- The discount rate changed from 2.63 percent as of August 31, 2019 to 2.33 percent as of August 31, 2020. This change increased the Total OPEB Liability.
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This change lowered the Total OPEB Liability.
- The ultimate health care trend rate assumption was lowered from 4.50 percent to 4.25 percent as a result of Congress' repeal of the excise (Cadillac) tax on high-cost employer health plans in December 2019. This change lowered the Total OPEB Liability.

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

For the year ended June 30, 2021, the amount of OPEB expense recognized by the District in the reporting period was \$(546,418).

At June 30, 2021, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 865,787	\$ 7,567,442
Changes in actuarial assumptions	1,019,890	4,540,705
Difference between projected and actual investment earnings	5,374	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	1,338,735	<b>966,545</b>
Contributions paid to TRS subsequent to the measurement date	281,428	-
Total	\$3,511,214	\$13,074,692

RED OAK INDEPENDENT SCHOOL DISTRICT  
 NOTES TO THE BASIC FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2021

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

Year ended June 30:	OPEB Expense Amount
2022	\$ (1,613,417)
2023	(1,614,135)
2024	(1,614,546)
2025	(1,614,433)
2026	(1,172,772)
Thereafter	(2,215,603)

**NOTE 12. MEDICARE PART D**

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. Under Medicare Part D, TRS-Care receives drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the years ended June 30, 2021, 2020 and 2019, the subsidy payments received by TRS-Care on behalf of the District were \$177,399, \$178,302 and \$145,014, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds financial statement of the District.

**NOTE 13. INTERFUND PAYABLES, RECEIVABLES AND TRANSFERS**

Interfund receivables and payables at June 30, 2021 represented short-term advances between funds. These amounts are expected to be repaid in less than one year from June 30, 2021.

<u>Fund</u>	<u>Due from Other Funds</u>	<u>Due to Other Funds</u>
Major Governmental Funds:		
General Fund:		
Special Revenue Funds	\$301,831	\$ 2
Debt Service Fund	2,223	2,223
Capital Projects Fund	-	2,500,000
Custodial Fund	-	1,975
Total Major Governmental Funds	<u>304,054</u>	<u>2,504,200</u>
Nonmajor Governmental Funds:		
Special Revenue Funds:		
General Fund	2	301,831
Capital Projects Fund:		
General Fund	<u>2,500,000</u>	<u>-</u>
Total Nonmajor Governmental Funds	<u>2,500,002</u>	<u>301,831</u>
Custodial Fund:		
General Fund	<u>1,975</u>	<u>-</u>
Total	<u>\$2,806,031</u>	<u>\$2,806,031</u>

During the year ended June 30, 2021, the District transferred \$2,500,000 from the General Fund to the local Capital Projects Fund to provide funds for construction projects; and transferred \$110,000 from the General Fund to the Child Nutrition Fund to cover operating deficits.

RED OAK INDEPENDENT SCHOOL DISTRICT  
 NOTES TO THE BASIC FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2021

**NOTE 14. HEALTH CARE**

During the year ended June 30, 2021, employees of Red Oak Independent School District were covered by a health insurance plan (the Plan). The District contributed between \$250 and \$265 per month per employee to the Plan and employees, at their option, authorized payroll withholdings to pay any additional contribution and contributions for dependents. All contributions were paid to a fully insured plan.

**NOTE 15. WORKERS COMPENSATION**

The District participates in the Texas Educational Insurance Association Workers Compensation Self-Insurance Joint Fund. The District is partially self-funded to a loss fund maximum of \$270,813 for the 20-21 fiscal year. Additionally, the District incurred fixed costs of \$60,759 for their share of claims administration, loss control, record keeping, and cost of excess insurance.

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

The accrued liability for workers compensation self-insurance of \$380,620 includes incurred but not reported claims. This liability is based on the requirements of GASB Statement No. 10, "Accounting and Financial Reporting for Risk Financing and Related Insurance Issues," which require that a liability for claims be reported if information indicates that it is probable that a liability has been incurred and the amount of loss can be reasonably estimated. The liability recorded is an undiscounted actuarial calculation.

Changes in the workers compensation claims liability amount for fiscal years 2021 and 2020 are shown below:

Fiscal Period	Beginning Claims Liability	Claims and Changes in Estimates	Claims Payments	Ending Claims Liability
2021	\$269,512	\$231,998	\$120,890	\$380,620
2020	244,494	179,716	154,698	269,512

**NOTE 16. DUE FROM OTHER GOVERNMENTS**

The District participates in a variety of federal and state programs from which it receives grants to partially or fully finance certain activities. In addition, the District receives entitlements from the state through the School Foundation and Per Capita Programs. Amounts due from federal and state governments as of June 30, 2021, are summarized below. All federal grants shown below are passed through the TEA and are reported on the financial statements as Due from Other Governments.

Fund	State Grants	Federal Grants	Local Governments	Total
General Fund	\$9,297,470	\$ -	\$ 31,218	\$ 9,328,688
Special Revenue Funds	14,214	1,149,194	-	1,163,408
Debt Service Fund	20,343	-	10,679	31,022
Total	<u>\$9,332,027</u>	<u>\$1,149,194</u>	<u>\$ 41,897</u>	<u>\$10,523,118</u>

RED OAK INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

**NOTE 17. LITIGATION AND CONTINGENCIES**

The District participates in numerous state and federal grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, if any, refunds of any money received may be required and the collectability of any related receivable at June 30, 2021 may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying combined financial statements for such contingencies.

**NOTE 18. REVENUES FROM LOCAL AND INTERMEDIATE SOURCES**

During the year ended June 30, 2021, revenues from local and intermediate sources in the fund financial statements consisted of the following:

	General Fund	Special Revenue Funds	Debt Service Fund	Capital Projects Fund	Total
Property Taxes	\$22,760,269	\$ -	\$8,350,596	\$ -	\$31,110,865
Food sales	-	359,164	-	-	359,164
Investment Income	22,315	1,227	2,276	3,585	29,403
Penalties, interest and other tax related income	165,509	-	57,678	-	223,187
Co-curricular student activities	56,608	291,434	-	-	348,042
Other	900,980	137,086	-	65,827	1,103,893
<b>Total</b>	<u>\$23,905,681</u>	<u>\$ 788,911</u>	<u>\$8,410,550</u>	<u>\$69,412</u>	<u>\$33,174,554</u>

**NOTE 19. UNEARNED REVENUE**

Unearned revenue at June 30, 2021 consisted of the following:

	General Fund	Special Revenue Fund	Debt Service Fund	Total
Child nutrition program	\$ -	\$37,965	\$ -	\$37,965
Other	500	-	-	500
	<u>\$ 500</u>	<u>\$37,965</u>	<u>\$ -</u>	<u>\$38,465</u>

**NOTE 20. RISKS AND UNCERTAINTIES**

The outbreak of COVID-19, a respiratory disease caused by a new strain of coronavirus, has been characterized as a pandemic (the “Pandemic”) by the World Health Organization and is currently affecting many parts of the world, including the United States and the State of Texas. On January 31, 2021, the Secretary of the United States Health and Human Services Department declared a public health emergency for the United States and on March 13, 2020, the President of the United States declared the outbreak of COVID-19 in the United States a national emergency. Subsequently, the President’s Coronavirus Guidelines for America and the United States Centers for Disease Control and Prevention called upon Americans to take actions to slow the spread of COVID-19 in the United States.

RED OAK INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

On March 13, 2020, the Governor of Texas (the “Governor”) declared a state of disaster for all counties in the State in response to the Pandemic, which disaster declaration he has subsequently extended. Pursuant to Chapter 418 of the Texas Government Code, the Governor has broad authority to respond to disasters, including suspending any regulatory statute prescribing the procedures for conducting State business or any order or rule of a State agency that would in any way prevent, hinder, or delay necessary action in coping with the disaster, and issuing executive orders that have the force and effect of law. The Governor has issued a series of executive orders relating to COVID-19 preparedness and mitigation.

On June 3, 2021, TEA issued updated public planning health guidance in accordance with Executive Order GA-36 (which became effective June 5, 2021), to address on-campus instruction, administrative activities by teachers, staff or students that occur on school campuses, non-UIL extracurricular sports and activities, and any other activities that teachers, staff, or students must complete. Within the guidance, TEA instructs schools that, per Executive Order GA-36, school systems cannot require students or staff to wear a mask; however, school systems must allow individuals to wear a mask if they choose to do so. Within the guidance, TEA instructs schools to notify their local health department, in accordance with applicable federal, state, and local laws and regulations, including any applicable confidentiality requirements, of individuals who have been in a school and test-confirmed to have COVID-19. Additionally, upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of Health Services via its online portal.

The TEA advised districts that for the 2020-2021 school year district funding would return to being based on “Average Daily Attendance” (being generally calculated as the sum of student attendance for each State-mandated day of instruction divided by the number of State-mandated days of instruction, defined herein as “ADA”) calculations requiring attendance to be taken. However, the TEA has crafted an approach for determining ADA during the pandemic that provides districts with several options for determining daily attendance. These include remote synchronous instruction, remote asynchronous instruction, on-campus instruction and the Texas Virtual Schools Network. To stabilize funding expectations, districts were initially provided an ADA grace period for the first two six weeks of the 2020-2021 school year. If a district’s first two six-week average ADA is less than the ADA hold harmless projections (described below), the first two six-week attendance reporting periods for 2020-2021 were excluded from the calculation of annual ADA and student full-time equivalents (“FTE”) for Foundation School Program (“FSP”) funding purposes and replaced with the ADA and FTE hold harmless projections that were derived using a three-year average trend of final numbers from the 2017-2018 through 2019-2020 school years, unless the projection is both (i) 15% higher and (ii) 100 ADA higher than the 2020-2021 legislative planning estimate (“LPE”) projections provided by the TEA to the State legislature pursuant to Section 48.269 of the Texas Education Code, in which case the 2020-2021 LPE ADA and FTE were used as the hold harmless projections.

The ADA hold harmless projection was also available for the third six-week attendance reporting period, but only for those districts that allowed on-campus instruction throughout the entire third six-week period, as further described below. The ADA hold harmless methodology was identical to the methodology used for the first two six-week attendance reporting periods, except that the third six-week period was examined independent of the first two six-week attendance reporting periods.

The ADA hold harmless projection was extended for the remainder of the 2020-2021 school year (the fourth, fifth, and sixth six-week attendance reporting periods). In order to qualify, a district must meet certain criteria established by the TEA related to on-campus.

RED OAK INDEPENDENT SCHOOL DISTRICT  
NOTES TO THE BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2021

The full extent of the ongoing impact of COVID-19 on the District's longer-term operational and financial performance will depend on future developments, many of which are outside of its control, including the effectiveness of the mitigation strategies discussed above, the duration and spread of COVID-19, and future governmental actions, all of which are highly uncertain and cannot be predicted. The District continues to monitor the spread of COVID-19 and is working with local, State and national agencies to address the potential impact of the Pandemic upon the District. While the potential impact of the Pandemic on the District cannot be quantified at this time, the continued outbreak of COVID-19 could have an adverse effect on the District's operations and financial condition.

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

Additionally, State funding of District operations and maintenance in future fiscal years could be adversely impacted by the negative effects on economic growth and financial markets resulting from the Pandemic as well as ongoing disruptions in the global oil markets.

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REQUIRED SUPPLEMENTARY INFORMATION

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR THE YEAR ENDED JUNE 30, 2021

	FY 2021 <u>Plan Year 2020</u>	FY 2020 <u>Plan Year 2019</u>	FY 2019 <u>Plan Year 2018</u>
District's Proportion of the Net Pension Liability (Asset)	0.0289716%	0.0323693%	0.0313381%
District's Proportionate Share of Net Pension Liability (Asset)	\$ 15,516,609	\$ 16,826,596	\$ 17,249,246
State's Proportionate Share of the Net Pension Liability (Asset) Associated with the District	31,194,241	29,619,459	31,457,583
Total	<u>\$ 46,710,850</u>	<u>\$ 46,446,055</u>	<u>\$ 48,706,829</u>
District's Covered Payroll	\$ 41,236,006	\$ 39,609,164	\$ 37,473,564
District's Proportionate Share of the Net Pension Liability (Asset) as a Percentage of its Covered Payroll	37.63%	42.48%	46.03%
Plan Fiduciary Net Position as a Percentage of the Total Pension Liability	75.54%	75.24%	73.74%

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

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

FY 2018 Plan Year 2017	FY 2017 Plan Year 2016	FY 2016 Plan Year 2015	FY 2015 Plan Year 2014
0.0310394%	0.0266819%	0.0326901%	0.0190656%
\$ 9,924,734	\$ 10,082,687	\$ 11,555,515	\$ 5,092,685
18,692,496	24,696,717	22,028,279	18,492,251
\$ 28,617,230	\$ 34,779,404	\$ 33,583,794	\$ 23,584,936
\$ 36,130,933	\$ 35,316,762	\$ 34,890,278	\$ 32,591,686
27.47%	28.55%	33.12%	15.63%
82.17%	78.00%	78.43%	83.25%

RED OAK INDEPENDENT SCHOOL DISTRICT  
 SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR PENSIONS  
 TEACHER RETIREMENT SYSTEM OF TEXAS  
 FOR FISCAL YEAR 2021

	2021	2020	2019
Contractually Required Contribution	\$ 1,305,132	\$ 1,179,164	\$ 1,132,623
Contribution in Relation to the Contractually Required Contribution	(1,305,132)	(1,179,164)	(1,132,623)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 42,387,934	\$ 40,977,144	\$ 39,427,555
Contributions as a Percentage of Covered Payroll	3.08%	2.88%	2.87%

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

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

	2018	2017	2016	2015
\$	1,039,028	\$ 991,363	\$ 971,446	\$ 888,902
	(1,039,028)	(991,363)	(971,446)	(888,902)
\$	-	\$ -	\$ -	\$ -
\$	37,140,348	\$ 36,081,222	\$ 35,196,159	\$ 34,491,916
	2.80%	2.75%	2.76%	2.58%

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY  
TEACHER RETIREMENT SYSTEM OF TEXAS  
FOR THE YEAR ENDED JUNE 30, 2021

	FY 2021 Plan Year 2020	FY 2020 Plan Year 2019	FY 2019 Plan Year 2018	FY 2018 Plan Year 2017
District's Proportion of the Net Liability (Asset) for Other Postemployment Benefits	0.0434976%	0.0452261%	0.0440646%	\$ 0.0421796%
District's Proportionate Share of Net OPEB Liability (Asset)	\$ 16,535,394	\$ 21,387,970	\$ 22,001,876	\$ 18,342,308
State's Proportionate Share of the Net OPEB Liability (Asset) Associated with the District	22,219,606	28,419,826	32,634,849	\$ 28,878,835
Total	<u>\$ 38,755,000</u>	<u>\$ 49,807,796</u>	<u>\$ 54,636,725</u>	<u>\$ 47,221,143</u>
District's Covered Payroll	\$ 41,236,006	\$ 39,609,164	\$ 37,473,564	\$ 36,130,933
District's Proportionate Share of the Net OPEB Liability (Asset) as a Percentage of its Covered Payroll	40.10%	54.00%	58.56%	\$ 50.77%
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	4.99%	2.66%	1.57%	\$ 0.91%

Note: GASB Codification, Vol. 2, P50.238 states that the information on this schedule should be determined as of the measurement date. Therefore the amounts reported for FY 2021 are for the measurement date of August 31, 2020. The amounts for FY 2020 are for the measurement date of August 31, 2019. The amounts for FY 2019 are for the measurement date August 31, 2018. The amounts for FY 2018 are based on the August 31, 2017 measurement date.

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
 SCHEDULE OF DISTRICT'S CONTRIBUTIONS FOR OTHER POSTEMPLOYMENT BENEFITS (OPEB)  
 TEACHER RETIREMENT SYSTEM OF TEXAS  
 FOR FISCAL YEAR 2021

	2021	2020	2019	2018
Contractually Required Contribution	\$ 336,462	\$ 329,016	\$ 310,971	\$ 284,109
Contribution in Relation to the Contractually Required Contribution	(336,462)	(329,016)	(310,971)	(284,109)
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -	\$ -
District's Covered Payroll	\$ 42,387,934	\$ 40,977,144	\$ 39,427,555	\$ 37,140,348
Contributions as a Percentage of Covered Payroll	0.79%	0.80%	0.79%	0.76%

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

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

RED OAK INDEPENDENT SCHOOL DISTRICT  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
FOR THE YEAR ENDED JUNE 30, 2021

PENSION LIABILITY:

*Changes of benefit terms:*

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

*Changes of assumptions:*

There were no changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

OPEB LIABILITY:

*Changes of benefit terms:*

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

*Changes of assumptions:*

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

- The discount rate changed from 2.63 percent as of August 31, 2019 to 2.33 percent as of August 31, 2020. This change increased the Total OPEB Liability.
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This change lowered the Total OPEB Liability.
- The ultimate health care trend rate assumption was lowered from 4.50 percent to 4.25 percent as a result of Congress' repeal of the excise (Cadillac) tax on high-cost employer health plans in December 2019. This change lowered the Total OPEB Liability.

## COMBINING SCHEDULES

RED OAK INDEPENDENT SCHOOL DISTRICT  
 COMBINING BALANCE SHEET  
 NONMAJOR GOVERNMENTAL FUNDS  
 JUNE 30, 2021

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool
<b>ASSETS</b>			
1110 Cash and Cash Equivalents	\$ (1,152)	\$ (258,884)	\$ (5,959)
1240 Due from Other Governments	71,479	429,078	10,146
1260 Due from Other Funds	-	-	-
1290 Other Receivables	-	-	-
1000 Total Assets	<u>\$ 70,327</u>	<u>\$ 170,194</u>	<u>\$ 4,187</u>
<b>LIABILITIES</b>			
2110 Accounts Payable	\$ 12,156	\$ 937	\$ -
2150 Payroll Deductions and Withholdings Payable	-	-	-
2160 Accrued Wages Payable	55,194	150,315	4,187
2170 Due to Other Funds	2,977	18,942	-
2300 Unearned Revenue	-	-	-
2000 Total Liabilities	<u>70,327</u>	<u>170,194</u>	<u>4,187</u>
<b>FUND BALANCES</b>			
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	-	-	-
Committed Fund Balance:			
3510 Construction	-	-	-
3545 Other Committed Fund Balance	-	-	-
3000 Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>
4000 Total Liabilities and Fund Balances	<u>\$ 70,327</u>	<u>\$ 170,194</u>	<u>\$ 4,187</u>

240 National Breakfast and Lunch Program	242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER -School Emergency Relief	276 Instructional Continuity	277 Coronavirus Relief Fund CARES
\$ 506,866	\$ 67,304	\$ 928	\$ (87,282)	\$ (21,368)	\$ (150)	\$ -	\$ -
52,805	-	-	103,584	23,400	150	-	-
-	-	-	2	-	-	-	-
612	-	-	-	-	-	-	-
<u>\$ 560,283</u>	<u>\$ 67,304</u>	<u>\$ 928</u>	<u>\$ 16,304</u>	<u>\$ 2,032</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
\$ 9,653	\$ -	\$ 928	\$ -	\$ -	\$ -	\$ -	\$ -
121	-	-	-	-	-	-	-
120,743	8,481	-	16,304	1,648	-	-	-
279,528	-	-	-	384	-	-	-
37,965	-	-	-	-	-	-	-
<u>448,010</u>	<u>8,481</u>	<u>928</u>	<u>16,304</u>	<u>2,032</u>	<u>-</u>	<u>-</u>	<u>-</u>
112,273	58,823	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>112,273</u>	<u>58,823</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ 560,283</u>	<u>\$ 67,304</u>	<u>\$ 928</u>	<u>\$ 16,304</u>	<u>\$ 2,032</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

RED OAK INDEPENDENT SCHOOL DISTRICT  
 COMBINING BALANCE SHEET  
 NONMAJOR GOVERNMENTAL FUNDS  
 JUNE 30, 2021

Data Control Codes	281 ESSER-School Emergency Relief II	289 Other Federal Special Revenue Funds	397 Advanced Placement Incentives	410 State Instructional Materials
<b>ASSETS</b>				
1110 Cash and Cash Equivalents	\$ (454,840)	\$ (3,712)	\$ 20,313	\$ (9,300)
1240 Due from Other Governments	454,840	3,712	-	14,214
1260 Due from Other Funds	-	-	-	-
1290 Other Receivables	-	-	-	-
1000 Total Assets	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,313</u>	<u>\$ 4,914</u>
<b>LIABILITIES</b>				
2110 Accounts Payable	\$ -	\$ -	\$ -	\$ -
2150 Payroll Deductions and Withholdings Payable	-	-	-	-
2160 Accrued Wages Payable	-	-	-	-
2170 Due to Other Funds	-	-	-	-
2300 Unearned Revenue	-	-	-	-
2000 Total Liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>FUND BALANCES</b>				
Restricted Fund Balance:				
3450 Federal or State Funds Grant Restriction	-	-	20,313	4,914
Committed Fund Balance:				
3510 Construction	-	-	-	-
3545 Other Committed Fund Balance	-	-	-	-
3000 Total Fund Balances	<u>-</u>	<u>-</u>	<u>20,313</u>	<u>4,914</u>
4000 Total Liabilities and Fund Balances	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,313</u>	<u>\$ 4,914</u>

429 Other State Special Revenue Funds	461 Campus Activity Funds	481 Education Foundation Grants	483 Project Lead the Way	484 STEM Lab Grant	Total Nonmajor Special Revenue Funds	620 Local Capital Projects Fund	699 Capital Projects Fund
\$ 3,846	\$ 365,804	\$ 49,042	\$ 1	\$ 380	\$ 171,837	\$ (114,832)	\$ 206,887
-	-	-	-	-	1,163,408	-	-
-	-	-	-	-	2	2,323,540	176,460
-	-	-	-	-	612	-	-
<u>\$ 3,846</u>	<u>\$ 365,804</u>	<u>\$ 49,042</u>	<u>\$ 1</u>	<u>\$ 380</u>	<u>\$ 1,335,859</u>	<u>\$ 2,208,708</u>	<u>\$ 383,347</u>
\$ -	\$ 40	\$ 3,063	\$ -	\$ -	\$ 26,777	\$ -	\$ -
-	-	-	-	-	121	-	-
-	7,651	-	-	-	364,523	-	-
-	-	-	-	-	301,831	-	-
-	-	-	-	-	37,965	-	-
<u>-</u>	<u>7,691</u>	<u>3,063</u>	<u>-</u>	<u>-</u>	<u>731,217</u>	<u>-</u>	<u>-</u>
3,846	-	-	-	-	200,169	-	-
-	-	-	-	-	-	2,208,708	383,347
-	358,113	45,979	1	380	404,473	-	-
<u>3,846</u>	<u>358,113</u>	<u>45,979</u>	<u>1</u>	<u>380</u>	<u>604,642</u>	<u>2,208,708</u>	<u>383,347</u>
<u>\$ 3,846</u>	<u>\$ 365,804</u>	<u>\$ 49,042</u>	<u>\$ 1</u>	<u>\$ 380</u>	<u>\$ 1,335,859</u>	<u>\$ 2,208,708</u>	<u>\$ 383,347</u>

RED OAK INDEPENDENT SCHOOL DISTRICT  
 COMBINING BALANCE SHEET  
 NONMAJOR GOVERNMENTAL FUNDS  
 JUNE 30, 2021

Data Control Codes	Total Nonmajor Capital Project Funds	Total Nonmajor Governmental Funds
<b>ASSETS</b>		
1110 Cash and Cash Equivalents	\$ 92,055	\$ 263,892
1240 Due from Other Governments	-	1,163,408
1260 Due from Other Funds	2,500,000	2,500,002
1290 Other Receivables	-	612
1000 Total Assets	<u>\$ 2,592,055</u>	<u>\$ 3,927,914</u>
<b>LIABILITIES</b>		
2110 Accounts Payable	\$ -	\$ 26,777
2150 Payroll Deductions and Withholdings Payable	-	121
2160 Accrued Wages Payable	-	364,523
2170 Due to Other Funds	-	301,831
2300 Unearned Revenue	-	37,965
2000 Total Liabilities	<u>-</u>	<u>731,217</u>
<b>FUND BALANCES</b>		
Restricted Fund Balance:		
3450 Federal or State Funds Grant Restriction	-	200,169
Committed Fund Balance:		
3510 Construction	2,592,055	2,592,055
3545 Other Committed Fund Balance	-	404,473
3000 Total Fund Balances	<u>2,592,055</u>	<u>3,196,697</u>
4000 Total Liabilities and Fund Balances	<u>\$ 2,592,055</u>	<u>\$ 3,927,914</u>

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RED OAK INDEPENDENT SCHOOL DISTRICT  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS  
 FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	211 ESEA I, A Improving Basic Program	224 IDEA - Part B Formula	225 IDEA - Part B Preschool
<b>REVENUES:</b>			
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -
5800 State Program Revenues	-	-	-
5900 Federal Program Revenues	486,621	1,088,362	24,983
5020 Total Revenues	<u>486,621</u>	<u>1,088,362</u>	<u>24,983</u>
<b>EXPENDITURES:</b>			
Current:			
0011 Instruction	465,865	920,522	24,983
0012 Instructional Resources and Media Services	-	-	-
0013 Curriculum and Instructional Staff Development	2,169	1,903	-
0023 School Leadership	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	165,937	-
0033 Health Services	-	-	-
0035 Food Services	-	-	-
0036 Extracurricular Activities	-	-	-
0041 General Administration	18,587	-	-
0051 Facilities Maintenance and Operations	-	-	-
0052 Security and Monitoring Services	-	-	-
0053 Data Processing Services	-	-	-
0061 Community Services	-	-	-
Capital Outlay:			
0081 Facilities Acquisition and Construction	-	-	-
6030 Total Expenditures	<u>486,621</u>	<u>1,088,362</u>	<u>24,983</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	-
<b>OTHER FINANCING SOURCES (USES):</b>			
7915 Transfers In	-	-	-
1200 Net Change in Fund Balance	-	-	-
0100 Fund Balance - July 1 (Beginning)	-	-	-
3000 Fund Balance - June 30 (Ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

240 National Breakfast and Lunch Program	242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER -School Emergency Relief	276 Instructional Continuity	277 Coronavirus Relief Fund CARES
\$ 360,391	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
74,972	2,437	-	-	-	-	153	-
1,709,658	65,809	47,525	124,973	54,944	28,497	18,000	86,700
2,145,021	68,246	47,525	124,973	54,944	28,497	18,153	86,700
-	-	47,525	96,883	54,944	28,497	18,153	-
-	-	-	-	-	-	-	-
-	-	-	28,090	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	86,700
2,256,099	40,721	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
2,256,099	40,721	47,525	124,973	54,944	28,497	18,153	86,700
(111,078)	27,525	-	-	-	-	-	-
110,000	-	-	-	-	-	-	-
(1,078)	27,525	-	-	-	-	-	-
113,351	31,298	-	-	-	-	-	-
\$ 112,273	\$ 58,823	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

RED OAK INDEPENDENT SCHOOL DISTRICT  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS  
 FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	281 ESSER-School Emergency Relief II	289 Other Federal Special Revenue Funds	397 Advanced Placement Incentives	410 State Instructional Materials
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ -
5800 State Program Revenues	-	-	11,515	330,811
5900 Federal Program Revenues	454,840	44,123	-	-
5020 Total Revenues	<u>454,840</u>	<u>44,123</u>	<u>11,515</u>	<u>330,811</u>
<b>EXPENDITURES:</b>				
Current:				
0011 Instruction	-	5,373	-	330,532
0012 Instructional Resources and Media Services	-	-	-	-
0013 Curriculum and Instructional Staff Development	-	38,750	3,150	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling, and Evaluation Services	-	-	-	-
0033 Health Services	-	-	-	-
0035 Food Services	-	-	-	-
0036 Extracurricular Activities	-	-	-	-
0041 General Administration	-	-	-	-
0051 Facilities Maintenance and Operations	-	-	-	-
0052 Security and Monitoring Services	-	-	-	-
0053 Data Processing Services	454,840	-	-	-
0061 Community Services	-	-	-	-
Capital Outlay:				
0081 Facilities Acquisition and Construction	-	-	-	-
6030 Total Expenditures	<u>454,840</u>	<u>44,123</u>	<u>3,150</u>	<u>330,532</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	8,365	279
<b>OTHER FINANCING SOURCES (USES):</b>				
7915 Transfers In	-	-	-	-
1200 Net Change in Fund Balance	-	-	8,365	279
0100 Fund Balance - July 1 (Beginning)	-	-	11,948	4,635
3000 Fund Balance - June 30 (Ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,313</u>	<u>\$ 4,914</u>

429 Other State Special Revenue Funds	461 Campus Activity Funds	481 Education Foundation Grants	483 Project Lead the Way	484 STEM Lab Grant	Total Nonmajor Special Revenue Funds	620 Local Capital Projects Fund	699 Capital Projects Fund
\$ -	\$ 294,934	\$ 133,586	\$ -	\$ -	\$ 788,911	\$ -	\$ 69,412
40,031	325	-	-	-	460,244	-	-
-	-	-	-	-	4,235,035	-	-
40,031	295,259	133,586	-	-	5,484,190	-	69,412
-	66,461	103,532	-	-	2,163,270	-	-
-	3,529	-	-	-	3,529	-	-
-	-	-	-	-	74,062	-	-
-	99,186	-	-	-	99,186	-	-
-	29,907	-	-	-	195,844	-	-
-	-	-	-	-	86,700	-	-
-	-	-	-	-	2,296,820	-	-
-	117,016	-	-	-	117,016	-	-
-	-	-	-	-	18,587	-	-
-	33	-	-	-	33	31,509	179,152
-	3,540	-	-	-	3,540	-	-
40,000	-	-	-	-	494,840	-	-
-	895	-	-	-	895	-	-
-	-	-	-	-	-	1,315,203	284,457
40,000	320,567	103,532	-	-	5,554,322	1,346,712	463,609
31	(25,308)	30,054	-	-	(70,132)	(1,346,712)	(394,197)
-	-	-	-	-	110,000	2,500,000	-
31	(25,308)	30,054	-	-	39,868	1,153,288	(394,197)
3,815	383,421	15,925	1	380	564,774	1,055,420	777,544
\$ 3,846	\$ 358,113	\$ 45,979	\$ 1	\$ 380	\$ 604,642	\$ 2,208,708	\$ 383,347

RED OAK INDEPENDENT SCHOOL DISTRICT  
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN  
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS  
 FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	Total Nonmajor Capital Project Funds	Total Nonmajor Governmental Funds
<b>REVENUES:</b>		
5700 Total Local and Intermediate Sources	\$ 69,412	\$ 858,323
5800 State Program Revenues	-	460,244
5900 Federal Program Revenues	-	4,235,035
5020 Total Revenues	<u>69,412</u>	<u>5,553,602</u>
<b>EXPENDITURES:</b>		
Current:		
0011 Instruction	-	2,163,270
0012 Instructional Resources and Media Services	-	3,529
0013 Curriculum and Instructional Staff Development	-	74,062
0023 School Leadership	-	99,186
0031 Guidance, Counseling, and Evaluation Services	-	195,844
0033 Health Services	-	86,700
0035 Food Services	-	2,296,820
0036 Extracurricular Activities	-	117,016
0041 General Administration	-	18,587
0051 Facilities Maintenance and Operations	210,661	210,694
0052 Security and Monitoring Services	-	3,540
0053 Data Processing Services	-	494,840
0061 Community Services	-	895
Capital Outlay:		
0081 Facilities Acquisition and Construction	<u>1,599,660</u>	<u>1,599,660</u>
6030 Total Expenditures	<u>1,810,321</u>	<u>7,364,643</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	(1,740,909)	(1,811,041)
<b>OTHER FINANCING SOURCES (USES):</b>		
7915 Transfers In	<u>2,500,000</u>	<u>2,610,000</u>
1200 Net Change in Fund Balance	759,091	798,959
0100 Fund Balance - July 1 (Beginning)	<u>1,832,964</u>	<u>2,397,738</u>
3000 Fund Balance - June 30 (Ending)	<u>\$ 2,592,055</u>	<u>\$ 3,196,697</u>

REQUIRED T.E.A. SCHEDULES

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF DELINQUENT TAXES RECEIVABLE  
FISCAL YEAR ENDED JUNE 30, 2021

Last 10 Years	(1)	(2)	(3)
	Tax Rates		Assessed/Appraised Value for School Tax Purposes
	Maintenance	Debt Service	
2012 and prior years	Various	Various	\$ 1,185,469,843
2013	1.170000	0.370000	1,191,457,638
2014	1.170000	0.370000	1,234,419,659
2015	1.170000	0.370000	1,411,626,025
2016	1.170000	0.037000	1,463,857,755
2017	1.170000	0.370000	1,595,173,935
2018	1.170000	0.370000	1,747,735,130
2019	1.170000	0.370000	1,921,143,807
2020	1.068400	0.370000	2,192,586,347
2021 (School year under audit)	0.993900	0.365300	2,399,823,473
1000 TOTALS			

(10) Beginning Balance 7/1/2020	(20) Current Year's Total Levy	(31) Maintenance Collections	(32) Debt Service Collections	(40) Entire Year's Adjustments	(50) Ending Balance 6/30/2021
\$ 67,267	\$ -	\$ 4,039	\$ 1,064	\$ 1,644	\$ 63,808
18,463	-	969	306	53	17,241
22,093	-	1,470	465	54	20,212
55,409	-	7,985	2,525	702	45,601
58,166	-	8,987	2,842	(1,771)	44,566
74,386	-	27,591	8,726	19,833	57,902
96,845	-	37,357	11,814	37,688	85,362
143,794	-	67,080	21,214	53,639	109,139
616,874	-	314,194	108,810	(19,321)	174,549
-	31,379,204	22,290,647	8,192,750	(329,482)	566,325
<u>\$ 1,153,297</u>	<u>\$ 31,379,204</u>	<u>\$ 22,760,319</u>	<u>\$ 8,350,516</u>	<u>\$ (236,961)</u>	<u>\$ 1,184,705</u>

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - CHILD NUTRITION PROGRAM  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
<b>REVENUES:</b>				
5700 Total Local and Intermediate Sources	\$ 1,297,500	\$ 1,297,500	\$ 360,391	\$ (937,109)
5800 State Program Revenues	45,341	45,341	74,972	29,631
5900 Federal Program Revenues	1,210,000	1,210,000	1,709,658	499,658
5020 Total Revenues	<u>2,552,841</u>	<u>2,552,841</u>	<u>2,145,021</u>	<u>(407,820)</u>
<b>EXPENDITURES:</b>				
<b>Current:</b>				
0035 Food Services	<u>2,552,841</u>	<u>2,556,341</u>	<u>2,256,099</u>	<u>300,242</u>
6030 Total Expenditures	<u>2,552,841</u>	<u>2,556,341</u>	<u>2,256,099</u>	<u>300,242</u>
1100 Excess (Deficiency) of Revenues Over (Under) Expenditures	-	(3,500)	(111,078)	(107,578)
<b>OTHER FINANCING SOURCES (USES):</b>				
7915 Transfers In	-	-	110,000	110,000
1200 Net Change in Fund Balances	-	(3,500)	(1,078)	2,422
0100 Fund Balance - July 1 (Beginning)	<u>113,351</u>	<u>113,351</u>	<u>113,351</u>	<u>-</u>
3000 Fund Balance - June 30 (Ending)	<u>\$ 113,351</u>	<u>\$ 109,851</u>	<u>\$ 112,273</u>	<u>\$ 2,422</u>

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - DEBT SERVICE FUND  
FOR THE YEAR ENDED JUNE 30, 2021

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
	<b>REVENUES:</b>			
5700 Total Local and Intermediate Sources	\$ 8,155,382	\$ 8,155,382	\$ 8,410,550	\$ 255,168
5800 State Program Revenues	239,183	239,183	20,423	(218,760)
5020 Total Revenues	8,394,565	8,394,565	8,430,973	36,408
<b>EXPENDITURES:</b>				
Debt Service:				
0071 Principal on Long-Term Debt	3,455,000	3,455,000	3,455,000	-
0072 Interest on Long-Term Debt	4,102,479	4,102,479	4,102,478	1
0073 Bond Issuance Cost and Fees	200,000	200,000	6,500	193,500
6030 Total Expenditures	7,757,479	7,757,479	7,563,978	193,501
1200 Net Change in Fund Balances	637,086	637,086	866,995	229,909
0100 Fund Balance - July 1 (Beginning)	6,164,369	6,164,369	6,164,369	-
3000 Fund Balance - June 30 (Ending)	\$ 6,801,455	\$ 6,801,455	\$ 7,031,364	\$ 229,909

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FEDERAL AWARDS SECTION

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Red Oak Independent School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Red Oak Independent School District's basic financial statements, and have issued our report dated October 14, 2021.

**Internal Control Over Financial Reporting**

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

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

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

**Compliance and Other Matters**

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

**Purpose of this Report**

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

*Hankins, Eastup, Deaton, Tonn & Seay, PC*

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

October 14, 2021

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

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**HANKINS, EASTUP, DEATON,  
TONN & SEAY**  
A PROFESSIONAL CORPORATION  
CERTIFIED PUBLIC ACCOUNTANTS

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

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

**Report on Compliance for Each Major Federal Program**

We have audited Red Oak Independent School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Red Oak Independent School District's major federal programs for the year ended June 30, 2021. Red Oak Independent School District's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of finding and questioned costs.

***Management's Responsibility***

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

***Auditor's Responsibility***

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

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

***Opinion on Each Major Federal Program***

In our opinion, Red Oak Independent School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

## Report on Internal Control Over Compliance

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

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

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

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

*Hankins, Eastup, Deaton, Tonn & Seay, PC*

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

October 14, 2021

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2021

I. Summary of Auditor's Results

1. Type of auditor's report issued on the financial statements: Unmodified
2. Internal control over financial reporting:  
Material weakness(es) identified: None  
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
3. Noncompliance which is material to the financial statements: None
4. Internal controls over major federal programs:  
Material weakness(es) identified: None  
Significant deficiency(ies) identified that are not considered to be material weaknesses: None reported
5. Type of auditor's report on compliance for major federal programs: Unmodified
6. Did the audit disclose findings which are required to be reported in accordance with 2 CFR 200.516(a)?: No
7. Major programs include:  
  
Child Nutrition Cluster:  
FALN 10.553 School Breakfast Program  
FALN 10.555 National School Lunch Program - Cash Assistance  
FALN 10.555 National School Lunch Program - Non-Cash Assistance  
FALN 10.555 Child Nutrition Program EOC Reimbursement  
FALN 10.559 Summer Feeding Program  
  
FALN 84.425D Prior Purchase Reimbursement Program
8. Dollar threshold used to distinguish between Type A and Type B programs: \$750,000.
9. Low risk auditee: Yes

II. Findings Related to the Financial Statements

None

III. Other Findings

None

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF STATUS OF PRIOR FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2021

**FINDING/NONCOMPLIANCE**

No Prior Year Findings

RED OAK INDEPENDENT SCHOOL DISTRICT  
CORRECTIVE ACTION PLAN  
FOR THE YEAR ENDED JUNE 30, 2021

**CORRECTIVE ACTION PLAN**

N/A

RED OAK INDEPENDENT SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2021

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal Assistance Listing No.	Pass-Through Entity Identifying Number	Federal Expenditures
<b>DEPARTMENT OF THE TREASURY</b>			
<u>Passed Through State Department of Education</u>			
COVID - 19 Coronavirus Relief Fund	21.019	070911	\$ 86,700
Total Passed Through State Department of Education			86,700
<b>TOTAL DEPARTMENT OF THE TREASURY</b>			86,700
<b>U.S. DEPARTMENT OF EDUCATION</b>			
<u>Passed Through Region 10 Service Center</u>			
Title III, Part A - English Language Acquisition	84.365A	20671001057950	34,064
Title III, Part A - English Language Acquisition	84.365A	21671001057950	20,880
Total Assistance Listing Number 84.365A			54,944
ESEA, Title II, Part A, Teacher Principal Training	84.367A	20694501057950	30,957
ESEA, Title II, Part A, Teacher Principal Training	84.367A	21694501057950	94,016
Total Assistance Listing Number 84.367A			124,973
Total Passed Through Region 10 Service Center			179,917
<u>Passed Through State Department of Education</u>			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	20610101070911	48,110
ESEA, Title I, Part A - Improving Basic Programs	84.010A	21610101070911	436,908
ESEA, Title I, Part A - Improving Basic Programs	84.010A	22610101070911	1,603
Total Assistance Listing Number 84.010A			486,621
*IDEA - Part B, Formula	84.027	206600010709116600	3,086
*IDEA - Part B, Formula	84.027	216600010709116600	1,085,276
Total Assistance Listing Number 84.027			1,088,362
*IDEA - Part B, Preschool	84.173	216610010709116610	24,983
Total Special Education Cluster (IDEA)			1,113,345
Career and Technical - Basic Grant	84.048	21420006070911	49,374
Instructional Continuity	84.377A	17610740070911	18,000
ESEA, Title IV, Part A - Student Support	84.424A	20680101070911	16,406
ESEA, Title IV, Part A - Student Support	84.424A	21680101070911	27,717
Total Assistance Listing Number 84.424A			44,123
Elementary & Secondary School Emergency Relief Fd	84.425D	20521001070911	56,394
Elementary Secondary School Emergency Relief II (PPRP)	84.425D	21521001070911	454,840
Total Assistance Listing Number 84.425			511,234
Total Passed Through State Department of Education			2,222,697
<b>TOTAL U.S. DEPARTMENT OF EDUCATION</b>			2,402,614

RED OAK INDEPENDENT SCHOOL DISTRICT  
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
 FOR THE YEAR ENDED JUNE 30, 2021

(1)	(2)	(3)	(4)
FEDERAL GRANTOR/ PASS-THROUGH GRANTOR/ PROGRAM or CLUSTER TITLE	Federal Assistance Listing No.	Pass-Through Entity Identifying Number	Federal Expenditures
<b>U.S. DEPARTMENT OF AGRICULTURE</b>			
<u>Passed Through the State Department of Agriculture</u>			
*School Breakfast Program	10.553	71402101	276,195
*National School Lunch Program - Cash Assistance	10.555	71302101	1,269,909
*National School Lunch Prog. - Non-Cash Assistance	10.555	71302101	133,191
*Child Nutrition Program EOC Reimbursement	10.555	216TX001H1703	27,801
Total Assistance Listing Number 10.555			1,430,901
*Summer Feeding Program - Cash Assistance	10.559	070911	65,809
Total Child Nutrition Cluster			1,772,905
NSLP Equipment Assistance Grant	10.579	6TX300355	2,562
Total Passed Through the State Department of Agriculture			1,775,467
<b>TOTAL U.S. DEPARTMENT OF AGRICULTURE</b>			<b>1,775,467</b>
 <b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>			 <b>\$ 4,264,781</b>
*Clustered Programs			

RED OAK INDEPENDENT SCHOOL DISTRICT  
 NOTES ON ACCOUNTING POLICIES FOR FEDERAL AWARDS  
 YEAR ENDED JUNE 30, 2021

- For all Federal programs, the District uses the fund types specified in Texas Education Agency's *Financial Accountability System Resource Guide*.
  - **General Fund** - is used to account for among other things, resources related to the United States Department of Defense ROTC program and the United States Department of Education's Impact Aid.
  - **Special Revenue Funds** - are used to account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a Special Revenue Fund. Generally, unused balances are returned to the grantor at the close of specified project periods.
- The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. The Governmental Fund types are accounted for using a current financial resources measurement focus. All Federal grant funds were accounted for in a Special Revenue Fund or, in some instances, in the General Fund which are Governmental Fund type funds.

With this measurement focus, only current assets and current liabilities and the fund balance are included on the balance sheet. Operating statements of these funds present increases and decreases in net current assets. The modified accrual basis of accounting is used in the Governmental Fund types. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on General Long-Term Debt, which is recognized when due, and certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources. Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned.

- The period of performance for federal grant funds for the purpose of liquidation of outstanding obligations made on or before the ending date of the federal project period extended 90 days beyond the federal project period ending date, in accordance with provisions in Section H, Period of Performance of Federal Funds, 3 CFR Section 200.343 (b).
- FALN numbers for commodity assistance are the FALN numbers of the programs under which USDA donated the commodities.
- Indirect cost reimbursement for federal programs for this fiscal year was received in the amount of \$-0-.
- Reconciliation Information:

Amount reported on the Schedule of Expenditures of Federal awards	\$4,264,781
SHARS Revenue reported in the General Fund	789,596
Plus Revenue Received from Coronavirus Relief Fund for FY20 Expenditures:	
Passed through TDEM	147,103
Total Federal Program Revenue	\$5,201,480

## **Additional Instructional Math Materials**

### **Presented for:**

Board Action   X   Report/Review Only                     

### **Supporting documents:**

None                      Attached   X   Provided Later                     

### **Contact Person:**

Melissa Sulak, Executive Director of Curriculum and Instruction  
Lisa Menton, Director of Career & Technical Education

### **Background Information:**

Additional purchase of previously adopted math workbooks and digital licenses for grades K-5 from Savvas Learning Company. These materials will cover a 4-year gap from the end of the adoption in 2022 until Proclamation 2026, per the new SBOE calendar from April, 2021.

### **Fiscal Implications:**

The cost of this purchase will be \$101,769.48 to be paid with ESSER funds.

### **Administrative Recommendation:**

Administration recommends approval of the purchase of the additional previously adopted math materials from SAVVAS Learning Company.



Quote Expiration Date: 9/30/2021

**Red Oak ISD - enVisionMATH K-5 English & Spanish - 4-Year Extension 2022-2026**

ISBN	Title	Grade	Bid Price	Total Dollars/Purchase	
				Quantity/Units	Total Price
<b>enVision Math - English</b>					
9781428489301	TX Math Write-in Softcover 4 yr + 4 yr Digital License Extension	K	\$ 40.97	375	\$ 15,363.75
9781428489318	TX Math Write-in Softcover 4 yr + 4 yr Digital License Extension	1	\$ 40.97	422	\$ 17,289.34
9781428489325	TX Math Write-in Softcover 4 yr + 4 yr Digital License Extension	2	\$ 40.97	417	\$ 17,084.49
9781428489332	TX Math Write-in Softcover 4 yr + 4 yr Digital License Extension	3	\$ 40.97	400	\$ 16,388.00
9781428489349	TX Math Write-in Softcover 4 yr + 4 yr Digital License Extension	4	\$ 40.97	435	\$ 17,821.95
9781428489356	TX Math Write-in Softcover 4 yr + 4 yr Digital License Extension	5	\$ 40.97	435	\$ 17,821.95
<b>enVision Math English Extension - subtotal</b>				<b>2,484</b>	<b>\$ 101,769.48</b>
Shipping and Handling				0.0%	\$ -
<b>enVision Math Total</b>				<b>2,484</b>	<b>\$ 101,769.48</b>

[Please send final Purchase Orders to irvingsupport@savvas.com](mailto:irvingsupport@savvas.com)

Note: This is a Price Proposal. It is not a formal contract. Non-Contract prices are subject to change without notice.

## Adoption Cycle—April 2021

	Budget Year 2020	Budget Year 2021
<b>2020-2021 Biennium</b> School Years 2019–20 and 2020–21	<b>Proclamation 2019</b> State Adoption, Fall 2018 Materials Ordered, Spring 2019 Implementation, 2019–20 School Year  English and Spanish Language Arts and Reading, K–8 English Learners Language Arts, 7–8 Handwriting, K–5 (English and Spanish) Spelling, 1–6 (English and Spanish) Personal Financial Literacy	<b>Proclamation 2020</b> State Adoption, Fall 2019 Materials Ordered, Spring 2020 Implementation, 2020–21 School Year  English Language Arts and Reading, English I–IV Reading I, II, III English for Speakers of Other Languages, English I, II English Learners Language Arts, 7–8
	Budget Year 2022	Budget Year 2023
<b>2022-2023 Biennium</b> School Years 2021–22 and 2022–23	<b>Proclamation 2021</b> State Adoption, Fall 2020 Materials Ordered, Spring 2021 Implementation, 2021–22 School Year  Pre-Kindergarten Systems	<b>Proclamation 2022</b> State Adoption, Fall 2021 Materials Ordered, Spring 2022 Implementation, 2022–23 School Year  Health and PE
	Budget Year 2024	Budget Year 2025
<b>2024-2025 Biennium</b> School Years 2023–24 and 2024–25	<b>Proclamation 2023</b> State Adoption, Fall 2022 Materials Ordered, Spring 2023 Implementation, 2023–24 School Year  Not Issued	<b>Proclamation 2024</b> State Adoption, Fall 2023 Materials Ordered, Spring 2024 Implementation, 2024–25 School Year  Science, K–12 Technology Applications, K–8 CTE: TBD
	Budget Year 2026	Budget Year 2027
<b>2026-2027 Biennium</b> School Years 2025–26 and 2026–27	<b>Proclamation 2025</b> State Adoption, Fall 2024 Materials Ordered, Spring 2025 Implementation, 2025–26 School Year  Social Studies, K–12 CTE: TBD	<b>Proclamation 2026</b> State Adoption, Fall 2025 Materials Ordered, Spring 2026 Implementation, 2026–27 School Year  Mathematics, K–12 CTE: TBD

<b>2028-2029 Biennium School Years 2027–28 and 2028–29</b>	<b>Budget Year 2028</b>	<b>Budget Year 2029</b>
	<b>Proclamation 2027</b> State Adoption, Fall 2026 Materials Ordered, Spring 2027 Implementation, 2027–28 School Year  Fine Arts, K–12 CTE: TBD	<b>Proclamation 2028</b> State Adoption, Fall 2027 Materials Ordered, Spring 2028 Implementation, 2028–29 School Year  CTE: TBD
<b>2030-2031 Biennium School Years 2029–30 and 2030–31</b>	<b>Budget Year 2030</b>	<b>Budget Year 2031</b>
	<b>Proclamation 2029</b> State Adoption, Fall 2028 Materials Ordered, Spring 2029 Implementation, 2029–30 School Year  Languages other than English CTE: TBD	<b>Proclamation 2030</b> State Adoption, Fall 2029 Materials Ordered, Spring 2030 Implementation, 2030–31 School Year  English Language Arts and Reading, K–8 Spanish Language Arts and Reading, K–6 English Learners Language Arts, 7–8 Handwriting, K–5 (English and Spanish) Spelling, 1–6 (English and Spanish)
<b>2032-2033 Biennium School Years 2031–32 and 2032–33</b>	<b>Budget Year 2032</b>	<b>Budget Year 2033</b>
	<b>Proclamation 2031</b> State Adoption, Fall 2030 Materials Ordered, Spring 2029 Implementation, 2031–32 School Year  English Language Arts and Reading, English I–IV ELA Electives English for Speakers of Other Languages, English I, II CTE: TBD	<b>Proclamation 2032</b> State Adoption, Fall 2031 Materials Ordered, Spring 2030 Implementation, 2032–33 School Year  CTE: TBD

## **Additional Social Studies and Science Instructional Materials**

### **Presented for:**

Board Action     X     Report/Review Only \_\_\_\_\_

### **Supporting documents:**

None \_\_\_\_\_ Attached     X     Provided Later \_\_\_\_\_

### **Contact Person:**

Melissa Sulak, Executive Director of Curriculum and Instruction  
Lisa Menton, Director of Career & Technical Education

### **Background Information:**

Additional purchase of previously adopted 6<sup>th</sup>-8<sup>th</sup> grade social studies digital access to World Cultures & Geography, Texas History, and U.S. History to 1877, from McGraw Hill Education. These materials will cover a 2-year gap from the end of the adoption in 2023 until Proclamation 2025, per the new SBOE calendar from April, 2021.

Additional purchase of previously adopted 6<sup>th</sup>-8<sup>th</sup> grade science digital access to IScience, and 9<sup>th</sup>-12<sup>th</sup> grade science digital access to Integrated Physics and Chemistry, from McGraw Hill Education. These materials will cover a 2-year gap from the end of the adoption in 2022 until Proclamation 2024, per the new SBOE calendar from April, 2021.

Additional purchase of previously adopted 11<sup>th</sup>-12<sup>th</sup> grade science digital access to AP Environment Science and digital licenses for grades K-5, from McGraw Hill Education. These materials will cover a 1-year gap from the end of the adoption in 2023 until Proclamation 2024, per the new SBOE calendar from April, 2021.

### **Fiscal Implications:**

The cost of these purchases will be \$76,083.00 to be paid with ESSER funds.

### **Administrative Recommendation:**

Administration recommends approval of the purchase of the additional previously adopted social studies and science materials from McGraw Hill Education.



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**QUOTE PREPARED FOR:**

Red Oak Isd  
109 W RED OAK ROAD  
RED OAK, TX 75154  
ACCOUNT NUMBER: 404664

**CONTACT:**

WOLF MARGARET  
margaret.wolf@redoakisd.net

**SALES REP INFORMATION:**

Kim Julius  
kim.julius@mheducation.com  
817-988-1857

Section Summary	Value of All Materials	Free Materials	Product Subtotal
<u>Middle School Social Studies</u>	\$30,187.92	(\$13,105.02)	\$17,082.90
<u>Science</u>	\$63,621.30	(\$28,513.20)	\$35,108.10
<u>Advanced Placement</u>	\$42,526.98	(\$18,634.98)	\$23,892.00
<b>PRODUCT TOTAL*</b>	\$136,336.20	(\$60,253.20)	\$76,083.00
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$0.00
<b>GRAND TOTAL*</b>			<b>\$76,083.00</b>

\* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605  
Email: orders\_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/29/2021

ACCOUNT NAME: Red Oak Isd

EXPIRATION DATE: 06/13/2021



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>Middle School Social Studies</b>					
WORLD CULTURES & GEOGRAPHY TEXAS STUDENT LEARNING CENTER 2 YEAR SUBSCRIPTION	978-0-02-144619-3	250	\$19.98	\$0.00	\$4,995.00
WORLD CULTURES & GEOGRAPHY TEXAS STUDENT LEARNING CENTER 2 YEAR SUBSCRIPTION	978-0-02-144619-3	179	\$19.98	\$3,576.42	*Free Materials
WORLD CULTURES & GEOGRAPHY TEXAS TEACHER LESSON CENTER 2 YEAR SUBSCRIPTION	978-0-02-144623-0	7	\$25.98	\$181.86	*Free Materials
TEXAS HISTORY STUDENT LEARNING CENTER 2 YEAR SUBSCRIPTION	978-0-02-141585-4	290	\$19.98	\$0.00	\$5,794.20
TEXAS HISTORY STUDENT LEARNING CENTER 2 YEAR SUBSCRIPTION	978-0-02-141585-4	207	\$19.98	\$4,135.86	*Free Materials
TEXAS HISTORY TEACHER LESSON CENTER 2 YEAR SUBSCRIPTION	978-0-02-141587-8	8	\$25.98	\$207.84	*Free Materials
UNITED STATES HISTORY TO 1877 TEXAS STUDENT LEARNING CENTER 2 YEAR SUBSCRIPTION	978-0-02-141598-4	315	\$19.98	\$0.00	\$6,293.70
UNITED STATES HISTORY TO 1877 TEXAS STUDENT LEARNING CENTER 2 YEAR SUBSCRIPTION	978-0-02-141598-4	240	\$19.98	\$4,795.20	*Free Materials
UNITED STATES HISTORY TO 1877 TEXAS TEACHER LESSON CENTER 2 YEAR SUBSCRIPTION	978-0-02-141600-4	8	\$25.98	\$207.84	*Free Materials

**Middle School Social Studies Subtotal: \$13,105.02 \$17,082.90**

<b>Science</b>					
ISCIENCE TX GRADE 6 ONLINE STUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699741-1	250	\$37.98	\$0.00	\$9,495.00
ISCIENCE TX GRADE 6 ONLINE STUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699741-1	179	\$37.98	\$6,798.42	*Free Materials
ISCIENCE TX GRADE 6 ONLINE TEACHER EDITION 2 YEAR SUBSCRIPTION	978-0-07-699747-3	7	\$150.00	\$1,050.00	*Free Materials
ISCIENCE TX GRADE 7 ONLINE STUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699743-5	290	\$37.98	\$0.00	\$11,014.20
ISCIENCE TX GRADE 7 ONLINE STUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699743-5	207	\$37.98	\$7,861.86	*Free Materials
ISCIENCE TX GRADE 7 ONLINE TEACHER EDITION 2 YEAR SUBSCRIPTION	978-0-07-699749-7	8	\$150.00	\$1,200.00	*Free Materials
ISCIENCE TX GRADE 8 ONLINE STUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699745-9	315	\$37.98	\$0.00	\$11,963.70
ISCIENCE TX GRADE 8 ONLINE STUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699745-9	240	\$37.98	\$9,115.20	*Free Materials

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605  
 Email: orders\_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/29/2021

ACCOUNT NAME: Red Oak Isd

EXPIRATION DATE: 06/13/2021



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
ISCIENCE TX GRADE 8 ONLINE TEACHER EDITION 2 YEAR SUBSCRIPTION	978-0-07-699751-0	8	\$150.00	\$1,200.00	*Free Materials
INTEGRATED PHYSICS AND CHEMISTRY TEXAS ESTUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699887-6	120	\$21.96	\$0.00	\$2,635.20
INTEGRATED PHYSICS AND CHEMISTRY TEXAS ESTUDENT EDITION 2 YEAR SUBSCRIPTION	978-0-07-699887-6	54	\$21.96	\$1,185.84	*Free Materials
INTEGRATED PHYSICS AND CHEMISTRY TEXAS ETEACHER EDITION 2 YEAR SUBSCRIPTION	978-0-07-699891-3	3	\$33.96	\$101.88	*Free Materials
<b>Science Subtotal:</b>				<b>\$28,513.20</b>	<b>\$36,108.10</b>

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605  
Email: [orders\\_mhe@mheducation.com](mailto:orders_mhe@mheducation.com) | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/29/2021

ACCOUNT NAME: Red Oak Isd

EXPIRATION DATE: 06/13/2021



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
<b>Advanced Placement</b>					
ENVIRONMENTAL SCIENCE ONLINE STUDENT EDITION 1 YEAR SUBSCRIPTION	978-0-07-903362-8	200	\$119.46	\$0.00	\$23,892.00
ENVIRONMENTAL SCIENCE ONLINE STUDENT EDITION 1 YEAR SUBSCRIPTION	978-0-07-903362-8	148	\$119.46	\$17,680.08	*Free Materials
ENVIRONMENTAL SCIENCE ONLINE TEACHER EDITION 1 YEAR SUBSCRIPTION	978-0-07-903354-3	6	\$159.15	\$954.90	*Free Materials
<b>Advanced Placement Subtotal:</b>				<b>\$18,634.98</b>	<b>\$23,892.00</b>

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605  
Email: [orders\\_mhe@mheducation.com](mailto:orders_mhe@mheducation.com) | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/29/2021

ACCOUNT NAME: Red Oak Isd

EXPIRATION DATE: 06/13/2021



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**QUOTE PREPARED FOR:**

Red Oak Isd  
109 W RED OAK ROAD  
RED OAK, TX 75154  
ACCOUNT NUMBER: 404664

**CONTACT:**

WOLF MARGARET  
margaret.wolf@redoakisd.net

VALUE OF ALL MATERIALS	\$136,336.20
FREE MATERIALS	(\$60,253.20)
<b>PRODUCT TOTAL*</b>	<b>\$76,083.00</b>
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$0.00
<b>GRAND TOTAL</b>	<b>\$76,083.00</b>

**SUBSCRIPTION/DIGITAL CONTACT:**

Comments:

\* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

\*\*Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

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School Purchase Order Number: \_\_\_\_\_

\_\_\_\_\_  
Name of School Official (Please Print)

\_\_\_\_\_  
Signature of School Official

**PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER**

**SEND ORDER TO:**

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Email: [orders\\_mhe@mheducation.com](mailto:orders_mhe@mheducation.com) | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/29/2021

ACCOUNT NAME: Red Oak Isd

EXPIRATION DATE: 06/13/2021

## Adoption Cycle—April 2021

	Budget Year 2020	Budget Year 2021
<b>2020-2021 Biennium</b> School Years 2019–20 and 2020–21	<b>Proclamation 2019</b> State Adoption, Fall 2018 Materials Ordered, Spring 2019 Implementation, 2019–20 School Year  English and Spanish Language Arts and Reading, K–8 English Learners Language Arts, 7–8 Handwriting, K–5 (English and Spanish) Spelling, 1–6 (English and Spanish) Personal Financial Literacy	<b>Proclamation 2020</b> State Adoption, Fall 2019 Materials Ordered, Spring 2020 Implementation, 2020–21 School Year  English Language Arts and Reading, English I–IV Reading I, II, III English for Speakers of Other Languages, English I, II English Learners Language Arts, 7–8
	Budget Year 2022	Budget Year 2023
<b>2022-2023 Biennium</b> School Years 2021–22 and 2022–23	<b>Proclamation 2021</b> State Adoption, Fall 2020 Materials Ordered, Spring 2021 Implementation, 2021–22 School Year  Pre-Kindergarten Systems	<b>Proclamation 2022</b> State Adoption, Fall 2021 Materials Ordered, Spring 2022 Implementation, 2022–23 School Year  Health and PE
	Budget Year 2024	Budget Year 2025
<b>2024-2025 Biennium</b> School Years 2023–24 and 2024–25	<b>Proclamation 2023</b> State Adoption, Fall 2022 Materials Ordered, Spring 2023 Implementation, 2023–24 School Year  Not Issued	<b>Proclamation 2024</b> State Adoption, Fall 2023 Materials Ordered, Spring 2024 Implementation, 2024–25 School Year  Science, K–12 Technology Applications, K–8 CTE: TBD
	Budget Year 2026	Budget Year 2027
<b>2026-2027 Biennium</b> School Years 2025–26 and 2026–27	<b>Proclamation 2025</b> State Adoption, Fall 2024 Materials Ordered, Spring 2025 Implementation, 2025–26 School Year  Social Studies, K–12 CTE: TBD	<b>Proclamation 2026</b> State Adoption, Fall 2025 Materials Ordered, Spring 2026 Implementation, 2026–27 School Year  Mathematics, K–12 CTE: TBD

<b>2028-2029 Biennium School Years 2027–28 and 2028–29</b>	<b>Budget Year 2028</b>	<b>Budget Year 2029</b>
	<b>Proclamation 2027</b> State Adoption, Fall 2026 Materials Ordered, Spring 2027 Implementation, 2027–28 School Year  Fine Arts, K–12 CTE: TBD	<b>Proclamation 2028</b> State Adoption, Fall 2027 Materials Ordered, Spring 2028 Implementation, 2028–29 School Year  CTE: TBD
<b>2030-2031 Biennium School Years 2029–30 and 2030–31</b>	<b>Budget Year 2030</b>	<b>Budget Year 2031</b>
	<b>Proclamation 2029</b> State Adoption, Fall 2028 Materials Ordered, Spring 2029 Implementation, 2029–30 School Year  Languages other than English CTE: TBD	<b>Proclamation 2030</b> State Adoption, Fall 2029 Materials Ordered, Spring 2030 Implementation, 2030–31 School Year  English Language Arts and Reading, K–8 Spanish Language Arts and Reading, K–6 English Learners Language Arts, 7–8 Handwriting, K–5 (English and Spanish) Spelling, 1–6 (English and Spanish)
<b>2032-2033 Biennium School Years 2031–32 and 2032–33</b>	<b>Budget Year 2032</b>	<b>Budget Year 2033</b>
	<b>Proclamation 2031</b> State Adoption, Fall 2030 Materials Ordered, Spring 2029 Implementation, 2031–32 School Year  English Language Arts and Reading, English I–IV ELA Electives English for Speakers of Other Languages, English I, II CTE: TBD	<b>Proclamation 2032</b> State Adoption, Fall 2031 Materials Ordered, Spring 2030 Implementation, 2032–33 School Year  CTE: TBD

Turf Replacement at Goodloe Stadium

**Presented for:**

Board Action     X                        Report/Review Only                     

**Supporting documents:**

None   Attached     X                        Provided Later                     

**Contact Person:**

Kevin Freels, Assistant Superintendent for District Operations  
Dr. Bill Johnston, CPA, Assistant Superintendent for Business Services / CFO  
Julie Phillips, Purchasing Director

**Background Information:**

This project will replace the artificial turf that is nine years old. The scope of the proposal will include removal of existing curbs, replacement of the synthetic turf, necessary grading, installation of ADA compliant DZone curbs, and other components as detailed in attached proposal.

Requests for Proposals were sent to the following vendors under BuyBoard contract 641-21 Indoor and Outdoor Sports Surfaces, Repair and Renovation:

- Field Turf USA, Inc.
- General Sports Surfaces, LLC
- KYA Services, LLC
- Paragon Sports Constructors, LLC
- Sports Field Solutions
- Texas Sports Builders, Inc.

A response was received from the following vendor:

***Hellas Construction, Inc.***

If approved, the purchase will be made through 1GPA (1 Government Procurement Alliance) contract #17-18DP-03 Athletic Surfaces, Appurtenances & Minor Structures

As of 10/11/2021, no other proposals have been received.

**Fiscal Implications:**

Attached is the Hellas Construction, Inc proposal for scope and specifications. The total cost of the project will be \$1,089,850 + optional \$105,440 Ecotherm cooling composite. The project will be funded by Capital Projects funds.

Administrative Recommendation:

Hellas Construction has proven the quality of their work in past ROISD projects including the 2019 construction of 2 practice fields at Red Oak High School, and installation of the turf at the stadium in 2013. They use high quality proprietary products and have a superior reputation across all levels of athletic organizations.

Upon approval the District will immediately submit the contract for review by our legal representatives, with a construction start date to be set for April 1, 2022.

Administration recommends that the Board approve the purchase of the turf replacement as detailed in the proposal submitted by Hellas Construction.





October 6, 2021

Kevin Freels  
Assistant Superintendent of Operations  
Red Oak ISD  
109 W Red Oak Rd.  
Red Oak, TX 75154  
O (214) 686-7825  
[kevin.freels@redoakisd.org](mailto:kevin.freels@redoakisd.org)

RE: **Red Oak ISD Stadium Renovations - Revised**

Purchase via 1GPA, 'Government Procurement Alliance' Cooperative Purchasing Agreement, Contract #17-18DP-03 - Athletic Surfaces, Appurtenances and Minor Structures.

Mr. Freels,

**Hellas Construction, Inc.** is pleased to be providing the following scope of work.

General Conditions

**Hellas** will:

1. Provide project Supervision and Mobilization.
2. Provide construction surveying, layout and staking for our scope of work.
3. Provide final punch-out and clean-up of our scope of work.

---

Stadium Renovations

\$1,089,850.00

**Hellas** will:

1. Remove existing goal posts; dispose of materials offsite.
2. Remove existing DZone curb/asphalt/base; dispose of materials offsite.
3. Remove existing synthetic turf and nailer board; dispose of materials offsite.
4. Minor grading of existing drain stone as necessary to ensure proper planarity.
5. Laser grade subgrade to design elevations.
6. Provide and install various thickness drain stone mix to adjust the existing field crown; laser grade and compact to proper density at all areas to receive synthetic turf.
7. Provide and install approximately 205 LF - 12"x12" reinforced concrete DZone curb.
8. Provide and install a 2x4 pressure treated turf anchor system.





9. Provide and install approximately 90,222 SF - 19mm paved in place Cushdrain® shock attenuation pad at all areas to receive synthetic turf.
10. Provide and install approximately 90,222 SF - **Matrix®** 46H synthetic turf with the noted installation options listed below:
  - All playing field green areas permanently installed with or without alternating panels
  - All 5-yard lines permanently installed in white turf
  - All side lines permanently installed in white turf
  - All numbers permanently installed in white turf with maroon shadowing
  - Coaching boxes and team areas permanently installed in white turf
  - All short yard extensions permanently installed in white turf
  - All hash marks permanently installed in white turf
  - Partial field border permanently installed in maroon turf
  - Midfield logo permanently installed
  - End zones permanently installed in maroon turf
  - North end zone shall have "RED OAK" permanently installed in white turf with black or gray outline
  - South end zone shall have "HAWKS" permanently installed in white turf with black or gray outline
  - Soccer lines permanently installed in black or gray turf
  - Proprietary "RealFill" installation of selected aggregate and cuboidal "SBR" rubber
  - Owner care and maintenance orientation
  - 8-year manufacturer warranty
11. Provide and install 6" (nominal thickness) flex base; laser grade and compact to proper density at the DZone.
12. Provide and install approximately 1,295 SY - 2" HMAC at the DZone.
13. Provide and install approximately 1,295 SY - **Hellas' epiQ Tracks™ V300 (BLACK)** surfacing system on the DZone.
14. Provide and install the following equipment:
  - One (1) set - football goalposts with protective padding
  - One (1) set - soccer goals with wheel mobility kit
15. Clean up as necessary for immediate Owner occupancy.

---

Alternate #1 - Ecotherm™

\$105,440.00

**Hellas** will:

1. Provide Ecotherm™ cooling composite infill.
-



Stadium Field: \$1,089,850.00

---

Alternate #1 - Ecotherm™: Add \$105,440.00

---

**\*\*Please note: Pricing valid for 14 days from the date on this proposal. \*\***

---

Exclusions (but not limited to):

1. Allowances or Contingencies.
2. Demolition work other than listed above.
3. Electrical work.
4. Soil stabilization.
5. Concrete work other than listed above.
6. Asphalt work other than listed above.
7. Drainage work.
8. Turf logos/lettering other than listed above.
9. Synthetic turf grooming/maintenance equipment.
10. Shock pad at turf field other than listed above.
11. Track lettering or logos.
12. Sports equipment other than listed above.
13. Fencing or fence repair.
14. Irrigation installation or repair.
15. Sodding/seeding/landscaping.
16. Prevailing/union wages.
17. Taxes.
18. Dewatering.
19. Notwithstanding anything to the contrary in any of the Contract documents, under no circumstances shall the Performance bonds, maintenance bonds or the obligations of the Surety be liable for any warranty obligations that exceed 1 year from the date of substantial completion as defined in the Contract documents.
20. Owner/CM shall provide ingress/egress for ALL personnel, equipment and materials; typical construction traffic shall be expected for the duration of this contract. Contractor NOT responsible for damage due to typical construction traffic ingress/egress to the construction site.

Please contact this office should you have any questions regarding this quotation. **Hellas Construction, Inc.** looks forward to the opportunity to work with you.

Sincerely,

Tyler Pufahl  
Chief Estimator



**MONTHLY BOARD REPORT**  
**ATHLETICS**

**Date: October 2021**

**Current Sports:**

ROHS varsity volleyball is currently 16-20 on the season and 6-2 in 14-5A district play

ROHS varsity football is currently 1-5 on the season.

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

ROHS boys' and girls' basketball teams begin practice October 20 (girls) and October 27 (boys).

**Current Projects:**

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

Reviewing equipment needs for all athletics teams.

Working with winter/spring head coaches to set goals and objectives for the 2021-2022 school year.

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

**Important Upcoming Dates:**

- October 20 - First Day of Girls Basketball Practice
- October 22 - Varsity Football at Mansfield Summit
- October 26 - End of 14-5A District play for Volleyball
- October 27 - First Day of Boys Basketball Practice
- October 29 - Home Football Game vs Birdville Hawks
- October 30 - End of Middle School Volleyball Season
- November 2 - End of Middle School Football Season
- November 2 - Bi District Volleyball Playoffs
- November 5 - Varsity Football at Burleson Centennial





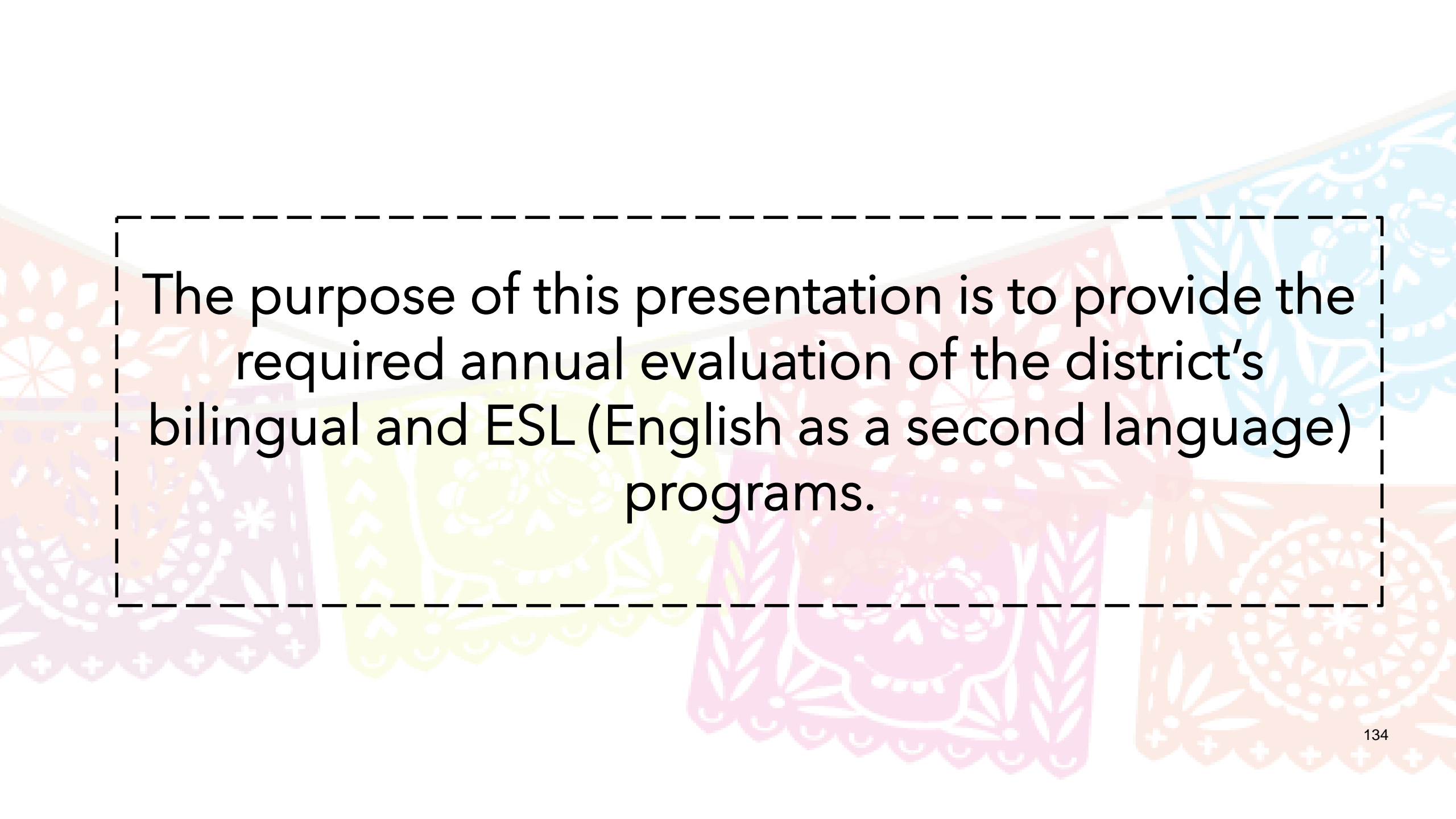
# Bilingual/ ESL Program Evaluation

**Rebecca Vega**

Director of Specialized Learning

**Magda Davis**

Assistant Director of State and Federal Programs



The purpose of this presentation is to provide the required annual evaluation of the district's bilingual and ESL (English as a second language) programs.

# Language Program Descriptions

## ESL – English as a Second Language

### PK-2nd Grade:

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

### 3 – 12<sup>th</sup> Grade:

Pull-Out ESL Program – ELAR teacher of record is ESL certified and provides ESL support.

# Bilingual One-Way Dual Language Immersion Program

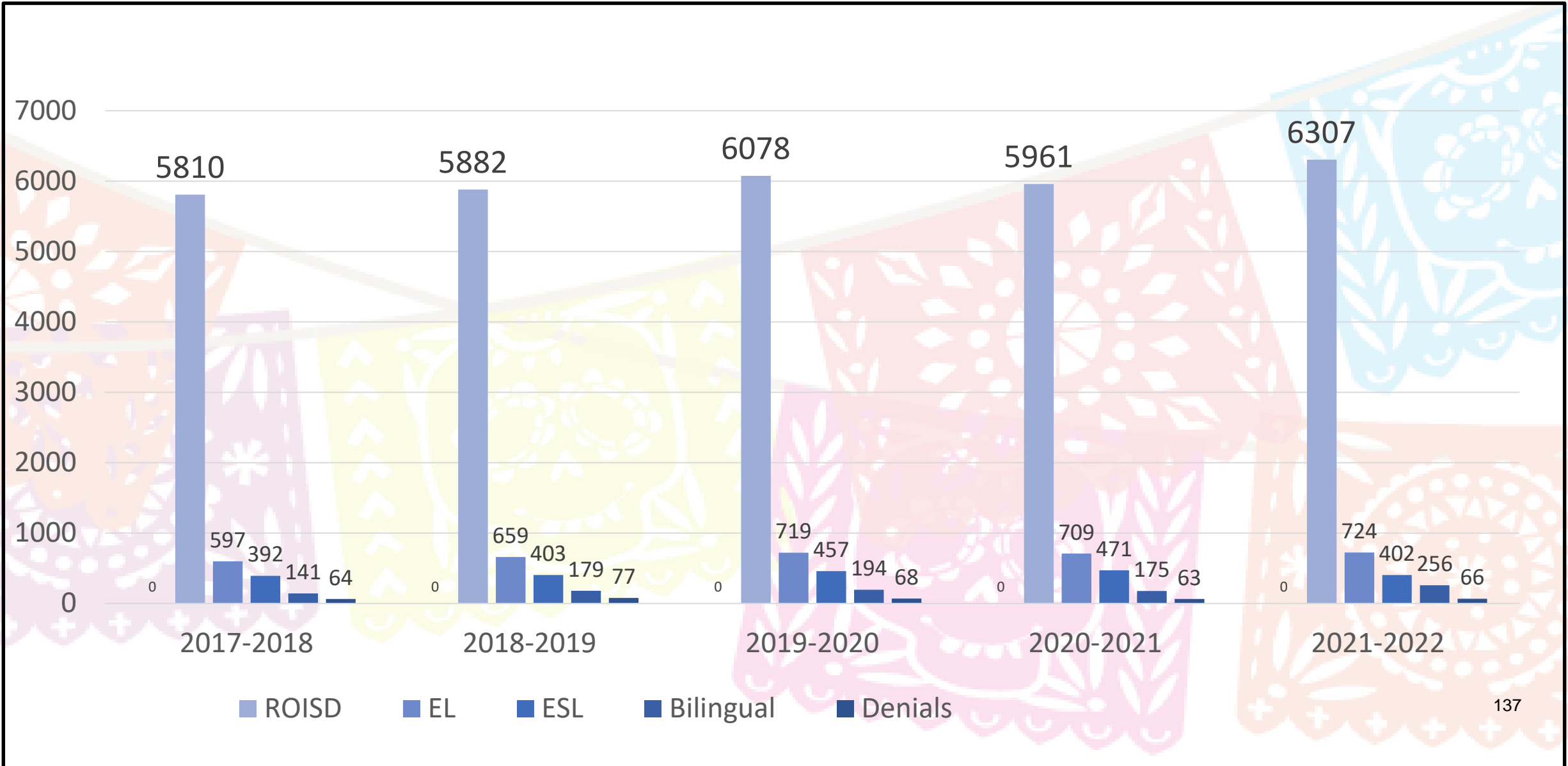
The goal of our One-Way Dual Language Immersion Program is for students to attain full proficiency in English, as well as in Spanish.

Red Oak ISD has chosen to implement the Gomez & Gomez One-Way Dual Language Model.

## Language of Instruction

**PK** – Language Arts (Spanish); Math (English); Science and Social Studies (Spanish)  
**Kindergarten** – Language Arts (Spanish); Math (English); Science and Social Studies (Spanish)  
**First Grade** – Language Arts (Spanish); Math (English); Science and Social Studies (Spanish)  
**Second Grade** – Language Arts (English & Spanish); Math (English); Science and Social Studies (Spanish)  
**Third Grade** – Language Arts (English & Spanish); Math (English); Science and Social Studies (Spanish)  
**Fourth Grade** – Language Arts (English & Spanish); Math (English); Science and Social Studies (Spanish)  
**Fifth Grade** – Language Arts (English & Spanish); Math (English); Science and Social Studies (English)

# EL Enrollment Growth for Red Oak ISD



# English Learner Percentages

## 2020-2021 Stats

- Total Student Enrollment **5,961**
- **709** ELs - 11.8%
- **471** in ESL Program (PK- 12<sup>th</sup>)- 7.9%
- **175** in Bilingual Program (PK-5<sup>th</sup>)- 2.93%
- **63** Program Denials – 1.05%

## 2021 – 2022 Stats

- Total Student Enrollment **6,307**
- **724** ELs - 11.4%
- **402** in ESL Program (PK-12<sup>th</sup>) – 6.4%
- **256** in Bilingual Program (PK-5<sup>th</sup>)- 4.06%
- **66** Program Denials – 1.04%

### Findings:

Total Enrollment growth of 346 students.

Our EL numbers decreased but 0.4%

Students in the ESL Program decreased by 1.5% ( 69 students)

Students in the Dual Language Immersion program increased by 1.13% ( 81 students)

Program denials decreased by 0.01% ( 3 students)

# Immigrant Students

- Are age 3-21
- Not born in US
- Have less than 3 academic years in US schools

We currently have 32 students from 10 different countries –  
4.41% of our ELs

Countries
Algeria
Brazil
Ecuador
El Salvador
Germany
Guatemala
Mexico
Nigeria
Philippines
Vietnam

# TELPAS TESTING – Texas English Language Proficiency Assessment System

- Due to the COVID-19 pandemic, TELPAS testing was optional to parents. Our district administrators worked hard to bring them in for testing.
- 699 students tested and 23 were not rated

Kinder – 2<sup>nd</sup> Grade EL Results

	Beginner	Intermediate	Advanced	ADV High
Listening	17	37	30	16
Speaking	20	51	23	5
Reading	41	34	14	12
Writing	40	37	14	8
Composite Rating	18	49	25	8

3<sup>rd</sup> – 12<sup>th</sup> Grade EL Results

	Beginner	Intermediate	Advanced	ADV High
Listening	4	19	44	33
Speaking	15	45	35	5
Reading	10	33	29	28
Writing	4	28	37	32
Composite Rating	2	34	48	16

## Yearly Progress of Composite Rating

- K-2<sup>nd</sup> – 17%
- 3<sup>rd</sup>-12<sup>th</sup> – 23%
- State Target: 36%

## Met TELPAS Reclassification Criteria

- 11 students – 1.6%

# Reclassified from Bilingual or ESL

9 students were able to reclassify this year.

Reclassification has significantly decreased from last year since there were changes in exit criteria due to COVID and not taking STAAR in Spring of 2020.

## Reclassification Criteria:

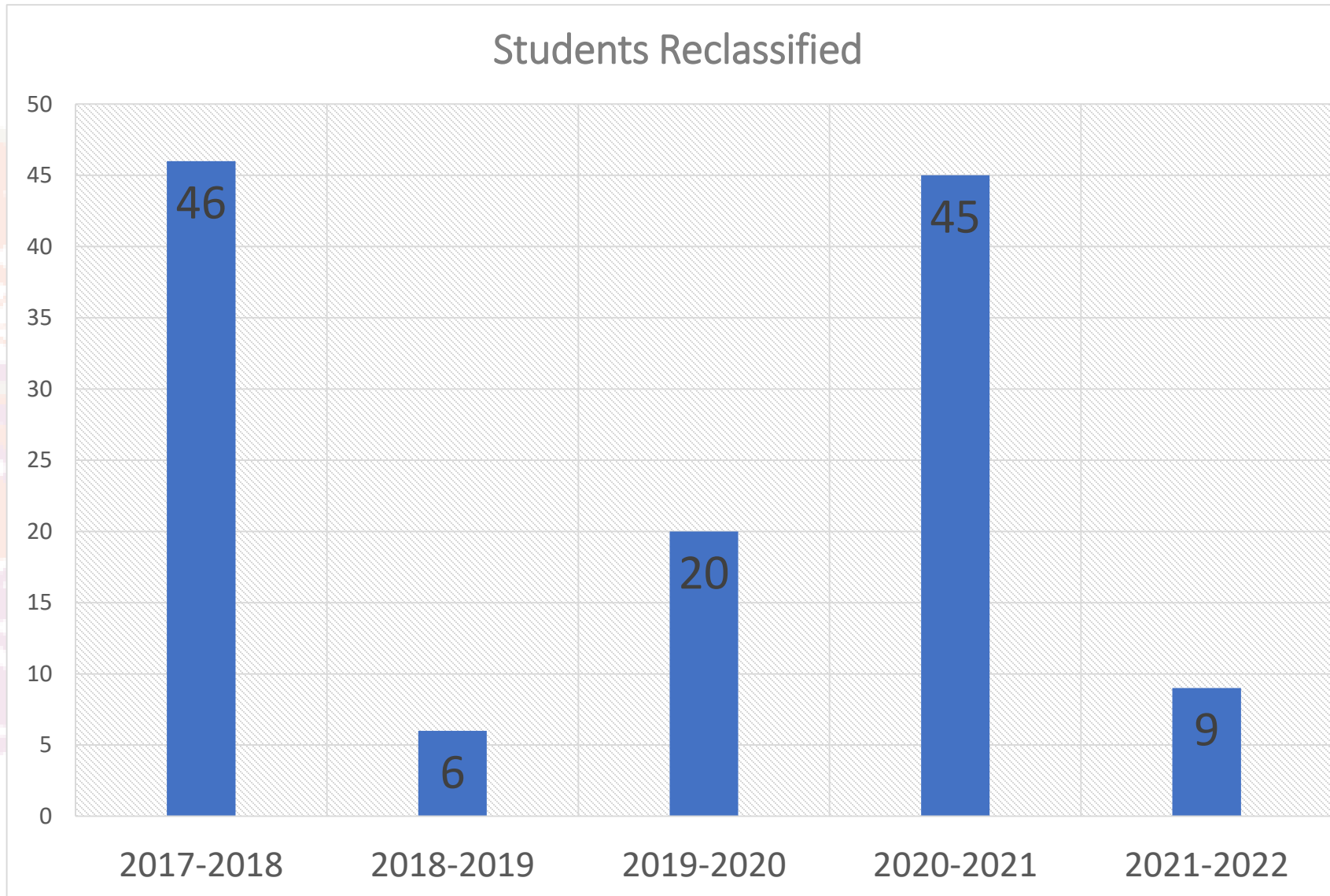
### 2020-2021

Pass LAS Links language testing  
Teacher Rubric

### 2021-2022

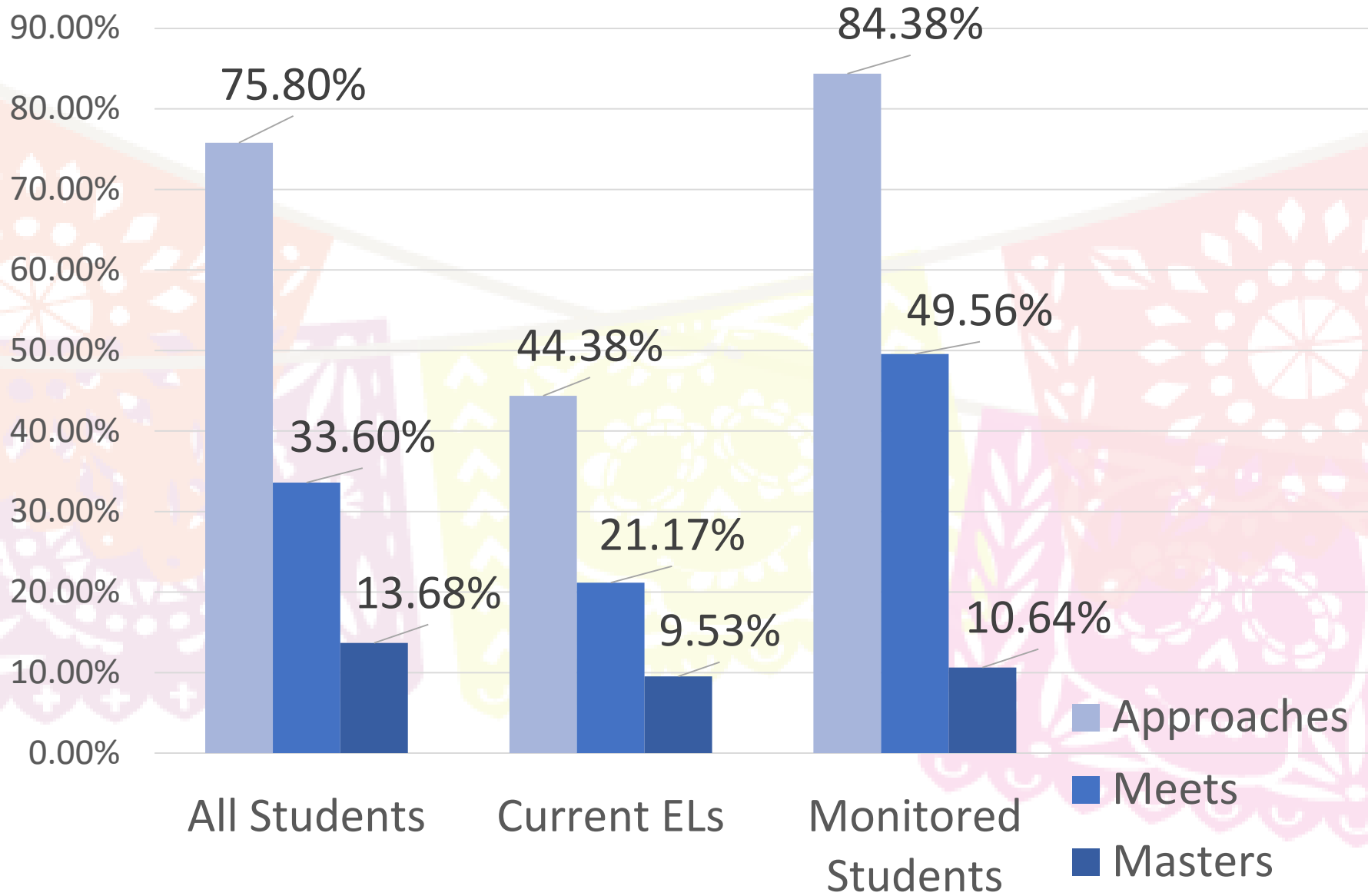
TELPAS  
Meets or Masters on Reading STAAR  
without Lang. Accommodations  
Teacher Rubric

Students Reclassified



# Testing Data – Reading STAAR PERFORMANCE (3<sup>rd</sup> – EOCs)

2020-2021



Findings:

In a more in-depth look, 4<sup>th</sup> grade and 7<sup>th</sup> through high school EOCs, we begin to see a gap of 16% grow larger to about close to 40% between ELs and their counterparts in approaches level.

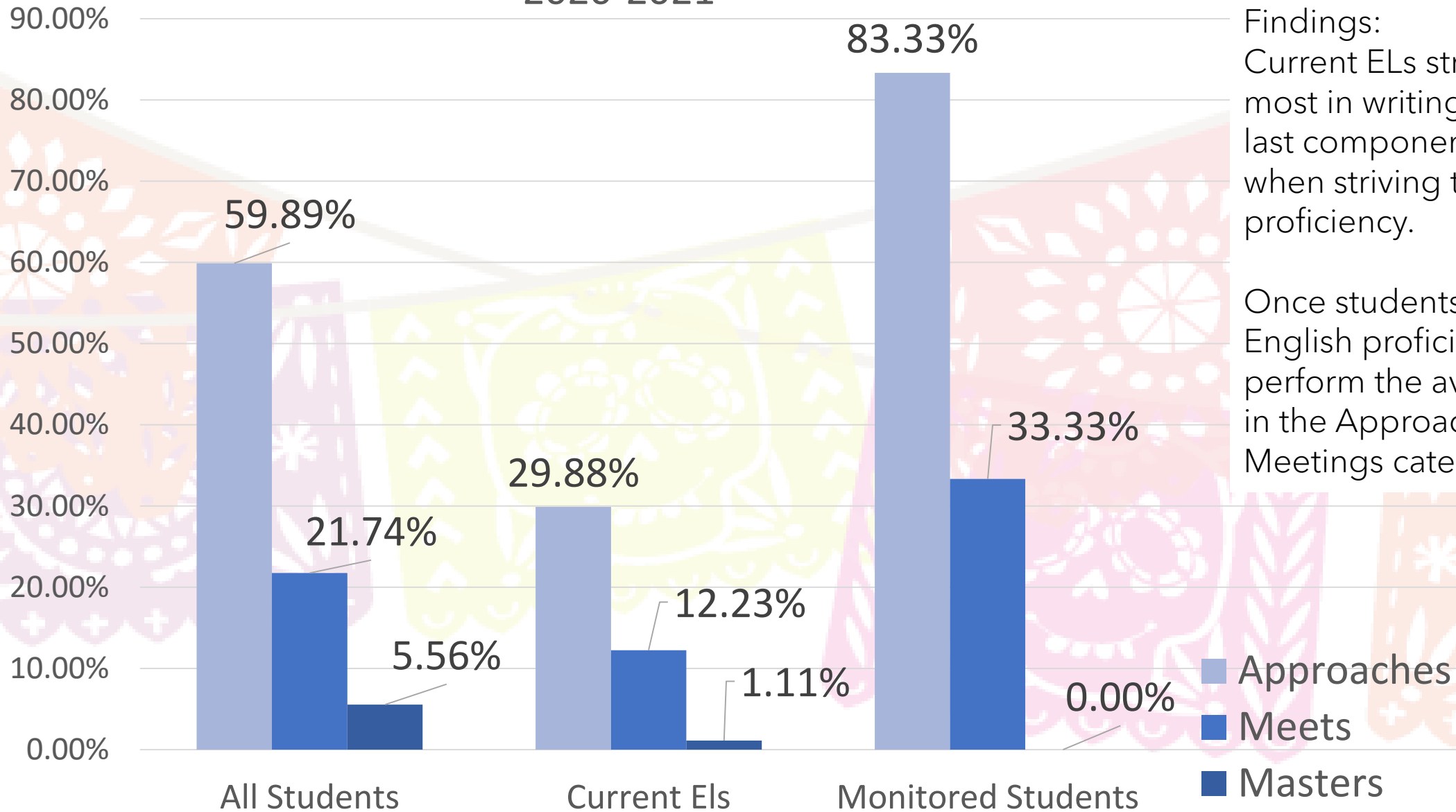
Monitored students out performed other students in approaches and meets levels.

Much instructional and linguistic support is needed to grow ELs in more complex grade level appropriate vocabulary and English proficiency through listening, speaking, reading and writing activities.

Newcomer support is also an area of need in our secondary grade levels.

# Testing Data – Writing STAAR PERFORMANCE ( 4<sup>th</sup> & 7<sup>th</sup> Grade)

2020-2021

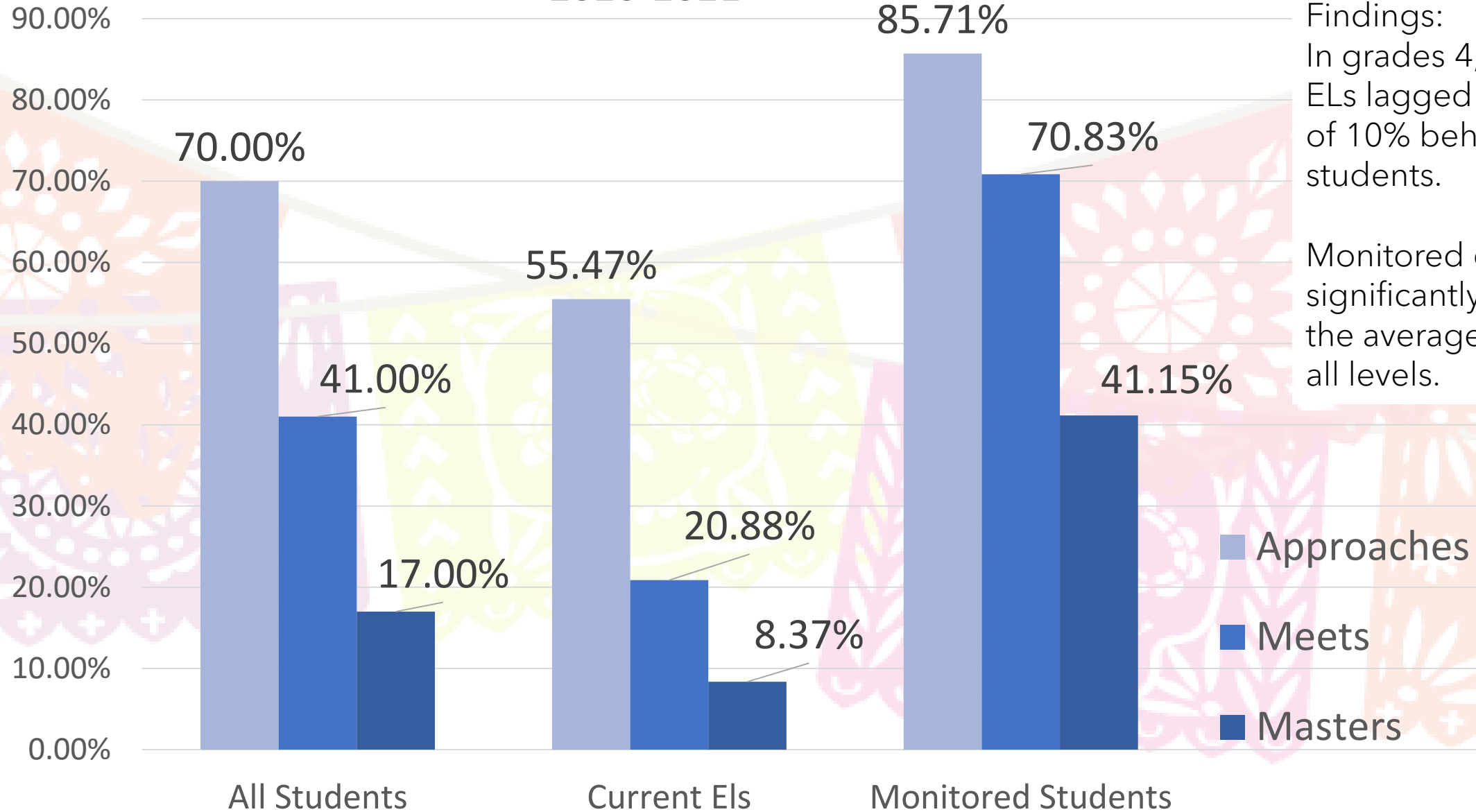


Findings:  
Current ELs struggle the most in writing since it the last component to master when striving towards English proficiency.

Once students attained high English proficiency, they out perform the average student in the Approaches and Meetings categories.

# Testing Data – **MATH** STAAR PERFORMANCE ( 3<sup>rd</sup> – Algebra I)

2020-2021



Findings:  
In grades 4, 7, 8 & HS,  
ELs lagged an average  
of 10% behind all other  
students.

Monitored did  
significantly better than  
the average student in  
all levels.

# Testing Data – Science STAAR PERFORMANCE ( 5<sup>th</sup>, 8<sup>th</sup> & Biology)

2020-2021

100.00%  
90.00%  
80.00%  
70.00%  
60.00%  
50.00%  
40.00%  
30.00%  
20.00%  
10.00%  
0.00%

59.89%

21.74%

5.56%

All Students

42.71%

17.51%

6.14%

Current ELs

91.66%

83.33%

41.66%

Monitored  
Students

Approaches

Meets

Masters

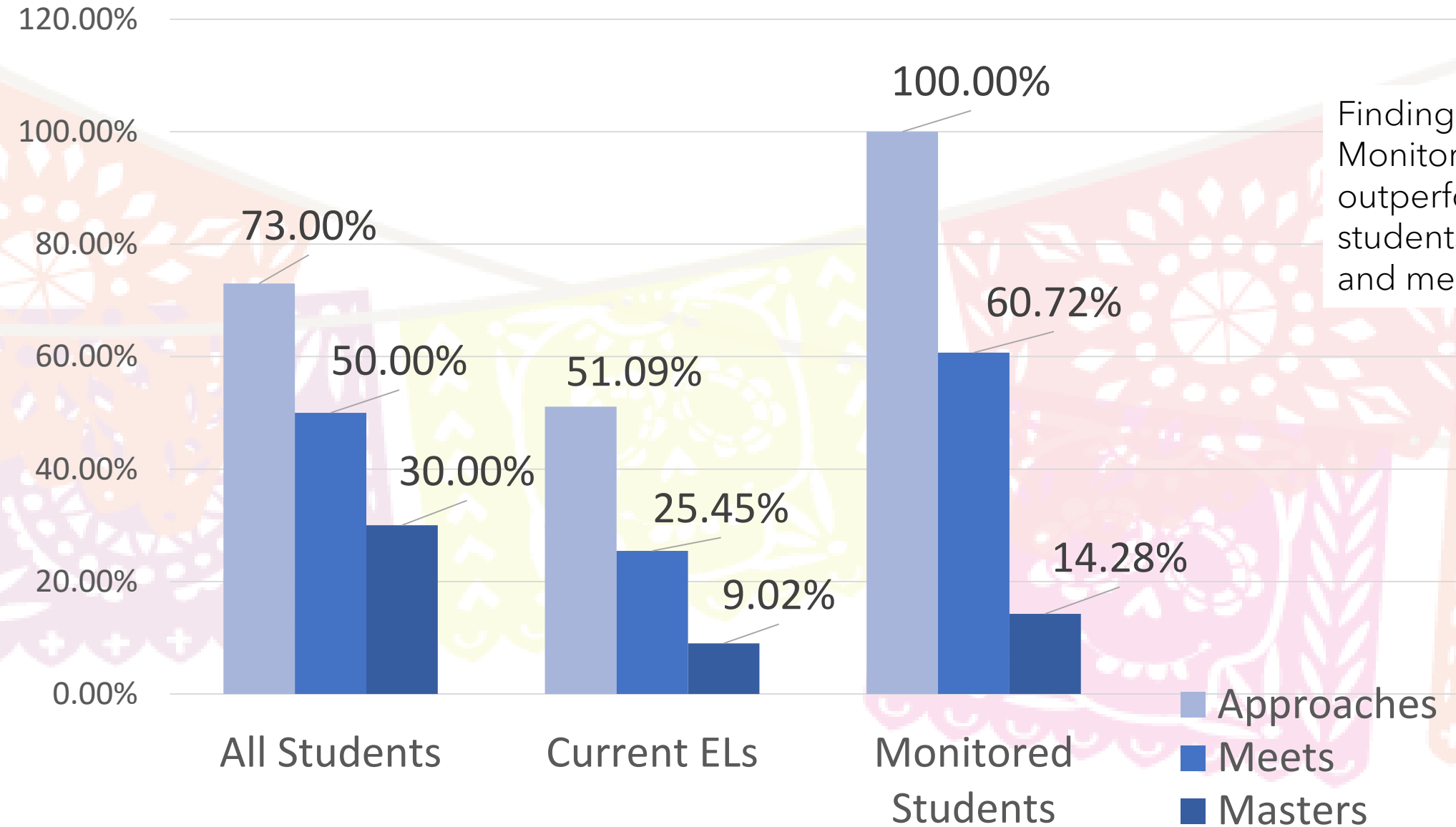
Findings:

Current ELs lagged about 17 points behind their counterparts in the approaches levels. This may be due to content vocabulary.

Once students achieved English proficiency, they significantly outperformed the average student in all levels.

# Testing Data – **Social Studies** STAAR PERFORMANCE (8<sup>th</sup> & US History)

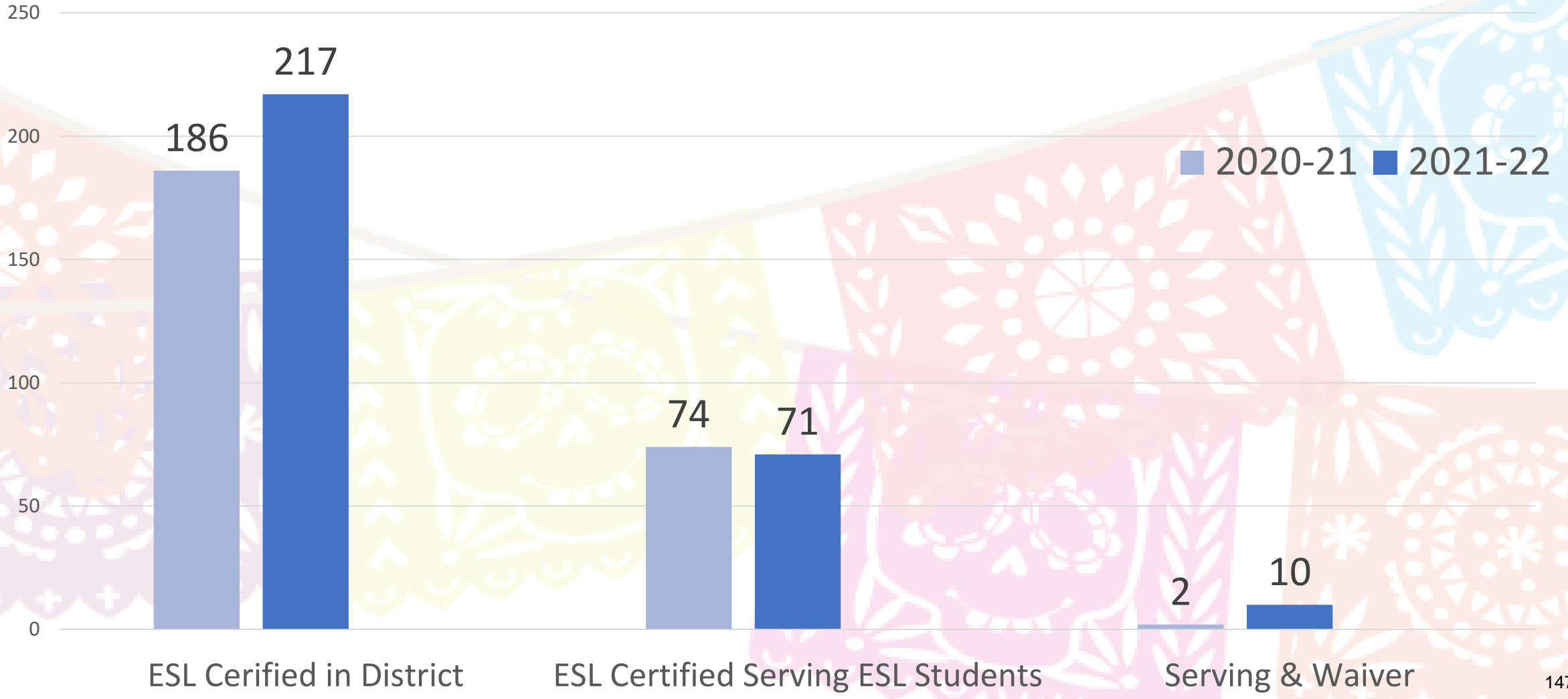
2020-2021



Findings:  
Monitored students outperformed all other students in the approaches and meets categories.

# Red Oak ISD Staff

## ESL Staff



# ESL Waiver/ Bilingual Exceptions

Red Oak ISD will need to file an ESL waiver for the 2021-2022 school year to address those teachers who have ESL students in class, but have not yet completed their ESL certification.

For 2020-2021, we had to file a waiver for 2 ESL teachers of which 1 was achieved ESL certification by the end of the year.

We currently have 11 teachers for whom we will need to file a ESL waiver.

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

\*No bilingual exceptions are needed since all of our bilingual staff is currently certified bilingual.

# Professional Development

Region 10 LPAC Framework Training – District and Campus LPAC Coordinators

Bilingual/ESL Quarterly Directors Meeting with Region 10 – Director and Assistant Director of Specialized Learning

Bilingual Instructional Coaching – Elementary Bilingual Teachers

Gomez & Gomez Dual Language Training – New to District Bilingual Teachers

7 Steps of a Language Rich Environment – 2 Spring 2021 Saturday sessions & Fall 2021 for all Secondary Teachers

Sheltered Instruction & Region 10 ESL prep trainings– Offered through Region 10 throughout the school year

# Comprehensive Professional Development Plan

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

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

# Comprehensive Professional Development Plan Goals

The following are the goals of the 2021-2022 Comprehensive Professional Development Plan:

Goal 1: Red Oak ISD will provide professional development targeting competencies needed to serve the needs of English learners.

Goal 2: Red Oak ISD will provide opportunity for Bilingual/ESL teachers to attend professional training focusing on meeting the needs of English learners.

Goal 3: Red Oak ISD has hired Bilingual/ESL coach to provide ongoing PD and support targeting development of competencies needed to serve English learners PK-5<sup>th</sup> grade.

Goal 4: Red Oak ISD will pay for the certification testing fee and associated expenses.

**Red Oak Independent School District  
Eastridge Elementary School  
2021-2022 Campus Improvement Plan**



# **Mission Statement**

## **4 Talons of the Hawk**

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

# **Vision**

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Eastridge Elementary currently serves students from Pre -Kindergarten to 5th Grade. Eastridge Elementary ended the 2020-2021 school year with 458 students enrolled. Eastridge Elementary School is comprised of the following Ethnic Distribution:

African American: 13.76%

Hispanic: 47.60%

White: 35.59%

American Indian: 0.2%

Asian: 0.44 %

Two or More Races: 2.4 %

Economically Disadvantaged: 51.53%

English Learners: 8.73%

At-Risk: 39/07%

Mobility Rate: ??

### Teachers Years of Experience

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

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

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

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

### Demographics Strengths

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

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Eastridge Elementary serves a diverse populations of students with the following ethnicities making up the majority of our student population. We are consistently working to meet the needs of our diverse population. African American: 14% Hispanic: 47 % White: 36 % **Root Cause:** The city of Red Oak has experienced growth and changing diversity over the past year.

# Student Learning

## Student Learning Summary

**2020-2021 Data** : Eastridge Elementary earned an 85 out of 100 in Student Achievement, 86 out of 100 in School Progress and 96 out of 100 in Closing the Gaps on the 2019 State Accountability Ratings. Eastridge Elementary earned an overall rating of 89% which equals a B.

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

**2021-2022** - STAAR data provides a baseline to grow and strengthen the gaps.

Eastridge Elementary is committed to providing a safe and supportive learning environment for each of our students every day of the school year. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. While academic performance is a top priority, so is the assurance that we are providing a safe and respectful learning environment for our students and staff. Lessons based on the Graduate Profile (4 Talons) provide opportunities to allow our children to be well-rounded and focus on leading a healthy lifestyle.

End of the year data displays regression in end of year testing across the campus as a result of COVID closures, quarantines, and gaps in instruction. ESSER funding will be used on campus to provide additional instructional coaching for teachers, and will also provide district wide Phonics Resources to streamline students reading at or above grade level. District grading policy has been updated to reflect reading levels in the six week report card grades including written and verbal communication to parents each six weeks.

### 2019 STAAR Approaches GL Percentages:

3rd grade....Reading 73%, Math 77%

4th grade...Reading 60% , Math 75%

5th grade...Reading 73% , Math 96% , Science 70%

### 2019 STAAR Meets GL Percentages:

3rd grade...Reading 38%, Math 33%

4th grade.... Reading 20%, Math 54%

5th grade.... Reading 45%, Math 66%, Science 36%

### 2019 STAAR Mastered GL Percentages:

3rd grade.... Reading 15%, Math 6%

4th grade....Reading 15%, Math 41%,

5th grade....Reading 26 %, Math 31%, Science 7%

**Attendance rate for 2020-2021** - Approximately 97%

### **Student Learning Strengths**

\* 4th Grade Math (Meets & Masters)

\* 5th Grade Reading (Meets & Masters)

### **Problem Statements Identifying Student Learning Needs**

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

**Problem Statement 2:** Reading STAAR scores in the meets range for white students are below the state expectation for the past 3 years. **Root Cause:** Creating an awareness with staff that the state has established different targets for different subpopulations in the accountability system.

**Problem Statement 3:** Reading difficulties and below reading levels are observed in all grade levels. **Root Cause:** COVID - 19 has caused an instructional opportunity gap.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets regularly & routinely to provide support and academic strategies for teachers to utilize with identified students.

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

## School Processes & Programs Strengths

- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data folders. The students set goals and track their progress from assessment to assessment in data folders.
- Instructional Coaches with a designed focus of reading and math will be utilized to provide resources and guidance to strengthen learning in the classroom.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The attendance rate indicates that we need to promote the benefits of attendance and healthy habits campus wide. **Root Cause:** Attendance rate has declined due to COVID-19 quarantine protocols.

**Problem Statement 2:** Utilizing our PLC process to for purposeful, intentional planning time where the focus is student growth & alignment with TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

**Problem Statement 3:** Students having foundational learning gaps - we must ensure intentional intervention groups to help fill the gaps and provide enrichment. **Root Cause:** Due to COVID-19 pandemic and lack of access to in-person learning.

# Perceptions

## Perceptions Summary

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

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

## Safe and Orderly Schools Summary

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

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Eastridge Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus. Finding creative outlets to allow parent involvement from a distance. **Root Cause:** Parents not being allowed to be on campus the last 2 years due to COVID.

**Problem Statement 2:** Students attending school for the first time ever or in a number of months acclimating back into the school setting and the social / emotional impact it has caused. **Root Cause:** Students being virtual last school year.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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





# Goals

Revised/Approved: October 18, 2021

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





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

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

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The percent of 3rd grade students that score MEETS grade level or above on STAAR Reading will increase from 36% to 50% by June 2024. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.</p> <p><b>Evidence that Demonstrates Success:</b> CBA data Benchmark data STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Principal Assistant Principal Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The percent of 3rd grade students that score MEETS grade level or above on STAAR Math will increase from 57% to 60% by June 2024. Staff will have PLCs using data from district created assessments to create plans for intervention and enrichment during Talon Time.</p> <p><b>Evidence that Demonstrates Success:</b> CBA data Benchmark data STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Coach Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize a reading interventionist to work with in person and virtual students in 4th and 5th grade.</p> <p><b>Evidence that Demonstrates Success:</b> cba data, benchmark data, STAAR data, reading level data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff will be trained throughout the year in using data to drive instructional decisions. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2020-21 will be: planning Balanced Literacy lessons utilizing the new ELAR TEKS, Literacy Stations, DRA, TPRI, LLI, Guided Math, Eduphoria Aware, Benchmarks, Curriculum Based Assessments, TELPAS, STAAR 2020 Data, and utilizing the Instructional Coaches (Reading &amp; Math).</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Pre-Assessments Training agendas/Sign in Sheets Staff Development Reports Running Records STAAR Data TELPAS Data DRA data TPRI data Student Data folders</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Librarian Team Leaders Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Literacy library resources - 199 PIC 11 Reg Ed - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms. Circle Inventory</p> <p><b>Evidence that Demonstrates Success:</b> TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment CLI data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach Teachers Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide a campus mentor/ support for first and second year teachers <b>Evidence that Demonstrates Success:</b> Meeting Notes <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher leaders will present current strategies being used in their classrooms at staff meetings for others to learn. <b>Evidence that Demonstrates Success:</b> Meeting Notes <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Instructional support in planning and delivering instruction is provided by the Instructional Coaches (Math & Reading). <b>Evidence that Demonstrates Success:</b> Lesson plans <b>Staff Responsible for Monitoring:</b> Principal Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to participate in extracurricular activities such as: Student Council, Safety Patrol, Chess Club, Choir, GT, and drum club.</p> <p><b>Evidence that Demonstrates Success:</b> Participation in programs</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** Seek Opportunities and Challenges of Learning: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff development on this campus in Math includes the following:            Guided Math            Use of manipulatives            Supporting struggling learners            Horizontal team meetings across the district and/or area Vertical team meetings            Math Fact Fluency            Interpreting MAP data</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports Reflex Math &amp; Get More Math reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Math Vertical Alignment Team Curriculum Dept.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 199 PIC 11 Reg Ed - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district CAST conference</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Science Vertical Alignment Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Edit Gretchen Bernabei Writing training DRA TPRI Genre notebooking Comprehension Toolkit</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Reading Vertical Alignment Team Literacy Strategist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Literacy station materials - 199 PIC 11 Reg Ed - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Staff Development on this campus in Social Studies includes the following: Academic Vocabulary Social Studies Weekly Training Thinking Maps Collaboration/Planning with Instructional Coach and Librarian Supporting struggling learners DBQ notebook for 4th and 5th grade</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Staff Development Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Librarian Literacy Strategist Social Studies Vertical Alignment Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor lessons on character each 6 weeks. Lessons include: COVID, Healthy Choices and Growth Mindset, Drug Awareness, Bullying, Gratitude, Personal Safety, Respect, Responsibility, Bucket Filling, Trustworthy/Integrity/Honesty, and Resilience</p> <p><b>Evidence that Demonstrates Success:</b> Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Opportunities for Parents, Teachers, and Students to work together to promote a cohesive relationship: Title I Parent Involvement Night Parent Night to promote literacy, math, science, and technology</p> <p><b>Evidence that Demonstrates Success:</b> Attendance Sign In sheets Title 1 parent survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement Connect With Kids</p> <p><b>Evidence that Demonstrates Success:</b> Lessons completed by counselor</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

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

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





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

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

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for students to do service projects: Student Council Safety Patrol <b>Evidence that Demonstrates Success:</b> Completion of service projects. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Officer <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

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

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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

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

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

### **2.2: Regular monitoring and revision**

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

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

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

## **2.4: Opportunities for all children to meet State standards**

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

## **2.5: Increased learning time and well-rounded education**

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

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

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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

### **3.2: Offer flexible number of parent involvement meetings**

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine Grigsby	Literacy Stategist	Literacy	.5
Natalie Wilt	Reading Interventionist		.5

# Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Think It Up		\$12,000.00
<b>Sub-Total</b>					\$12,000.00
<b>Budgeted Fund Source Amount</b>					\$42,000.00
<b>+/- Difference</b>					<b>\$30,000.00</b>
<b>Grand Total</b>					<b>\$12,000.00</b>

# Addendums

**Red Oak Independent School District**  
**Red Oak Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

## 4 Talons of the Hawk

**Exhibits Academic Readiness:** 1% Better Daily & Love Tough

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

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

**Leaves a Legacy Through Service:** "We Before Me"

# **Vision**

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Red Oak Elementary is a neighborhood Title I campus currently serving students from Pre-Kindergarten to 5th Grade. Red Oak Elementary began the 2021-22 school year with 545 students enrolled at of August 24. This is currently a 3.5% drop in enrollment from 2020-21 when ROE had a starting enrollment of 565.

In the 2021-2022 school year, Red Oak Elementary (ROE) houses two specialized autism units (TLC), two Early Childhood Special Education (ECSE) units, two resource teachers and 10 special education para-professionals. Additionally, ROE has 26 general education staff, 1 Gifted and Talented teacher, 2 teachers trained in dyslexia and 2 instructional coaches. Teachers are trained in and utilize guided reading, Number Talks, Saxon Phonics, Lead4ward, Fundamental 5, Professional Learning Communities and the TEKS Resource System. ROE utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day. New staff is trained and supported through both district level and campus based mentoring and coaching.

The 2020-2021 Fall PEIMS submission indicates 28 Gifted and Talented students, 103 Special Education students on the campus, 28 students with Autism, 37 students with Dyslexia, 63 English Language Learners and 36 504 students.

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

- African American: 30.97%
- Hispanic: 37.89%
- White: 25.95%
- Asian: 1.90%
- American Indian: 0.35%
- Two or More Races: 2.94%

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

- Economically Disadvantaged: 52.94%
- English Learners: 10.90%
- At-Risk: 41.18%
- Dyslexia: 6.40%
- 504: 6.23%
- Gifted and Talented: 4.84%

### Demographics Strengths

- 26 of our 35 teachers are ESL certified.
- In 2019-2020, ROE has 17 teachers with 11 or more years of experience.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Red Oak Elementary serves a diverse populations of students with the following ethnicities making up the majority of our student population. We are consistently working to meet the needs of our diverse population. African American: 30.97% Hispanic: 37.89% White: 25.95% **Root Cause:** The city of Red Oak has experienced growth and changing diversity over the past year.

# Student Learning

## Student Learning Summary

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

<b>Accountability System - 2019</b>			
	<b>Component Score</b>	<b>ROE</b>	<b>Rating</b>
<b>Overall</b>		77	Met Standard
<b>Student Achievement: STAAR</b>	48	76	Met Standard
<b>Student Progress</b>		75	Met Standard
<b>Academic Growth</b>	72	75	Met Standard
<b>Relative Performance (Eco. Dis: 50.6%)</b>	48	75	Met Standard
<b>Closing the Gaps</b>	83	79	Met Standard

Test	2021			2019			2018			2017		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
<b>3rd Grade Reading</b>	67%	30%	16%	75%	33%	19%	74%	23%	11%	68%	38%	20%
<b>3rd Grade Math</b>	64%	32%	14%	68%	29%	9%	68%	24%	9%	71%	41%	17%
<b>4th Grade Reading</b>	56%	20%	8%	68%	33%	15%	75%	42%	21%	59%	32%	21%
<b>4th Grade Math</b>	56%	29%	14%	61%	27%	15%	85%	56%	31%	79%	52%	30%
<b>4th Grade Writing</b>	42%	12%	2%	54%	20%	5%	63%	35%	7%	52%	21%	2%
<b>5th Grade Reading</b>	80%	47%	24%	85%	50%	26%	81%	48%	22%	69%	38%	20%
<b>5th Grade Math</b>	86%	61%	39%	87%	62%	47%	89%	56%	33%	87%	67%	30%
<b>5th Grade Science</b>	74%	33%	12%	89%	65%	40%	77%	38%	17%	74%	44%	10%

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## Student Learning Strengths

5th Grade Reading was at 80% Approaches, 47% Meets and 24% Masters on STAAR in 2021.

5th Grade Math was at 86% Approaches, 61% Meets and 39% Masters on STAAR in 2021.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students in grades 1st-5th have academic gaps in instruction from the previous school year as some students remained virtual all year. **Root Cause:** Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning. As the 2021-2022 school year began 100% of students are face to face.

**Problem Statement 2 (Prioritized):** Not all demographic populations have achieved their full potential academically. 20% of white students achieved Meets in Reading and 36% of white students achieved Meets in Math. **Root Cause:** For this school year, Red Oak Elementary is roughly 52.9% economically disadvantaged.

**Problem Statement 3:** Red Oak Elementary serves a diverse populations of students with the following ethnicities making up the majority of our student population. We are consistently working to meet the needs of our diverse population. African American: 30.97% Hispanic: 37.89% White: 25.95% **Root Cause:** The city of Red Oak has experienced growth and changing diversity over the past year.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

Attendance rate has consistently been above 96%. During the 2019-2020 school year, Red Oak Elementary reached 96.7%. Flu and other illnesses contributed to a number of student absences throughout the school year.

Red Oak Elementary addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. The discipline percentage in 2020-2021 school year is 3.38%. The drop in percentage can be attributed to the use of behavioral interventions, counseling resources as well as a portion of students remaining virtual throughout the year.

## School Processes & Programs Strengths

Teachers utilize the district Year at a Glance and Instructional Focus Documents to design lessons that incorporate the TEKS on the appropriate level. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment. Teachers will be utilizing Saxon Phonics during instruction and intervention time this year. During intervention, students will work on the Saxon Phonics for the grade level below to allow gaps due to COVID to be closed.

Teachers collaborate in PLC planning meetings. PLC teams review District Curriculum Based Assessments (CBA) based on Essential Standards identified by each grade level PLC to assess students before and after formal instruction to monitor growth and provide the appropriate level of challenge for each individual student. Students will take CBAs online to allow for appropriate practice for STAAR. Students will use chromebooks made available through the school district going 1-1.

The discipline percentage decreased approximately 2% from the previous school year.

## Problem Statements Identifying School Processes & Programs Needs

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

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

# Perceptions

## Perceptions Summary

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

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

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

### Parent Survey Results 2019-2020

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

## Student Leadership Summary

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

## Safe and Orderly Schools Summary

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

- Red Oak Elementary maintains a serious and progressive attitude towards all safety drills and precautions.

### **Perceptions Strengths**

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

These opportunities include but are not limited to:

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

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Red Oak Elementary parents have a higher percentage of satisfaction with math instruction than reading instruction during the 2020-2021 parent survey  
**Root Cause:** During the 2020-2021 school year, Red Oak Elementary moved away from guided reading groups in the upper elementary grades due to COVID and social distancing. As a result, some of the students may not have grown in their reading levels as they should.

# Priority Problem Statements

**Problem Statement 1:** Students in grades 1st-5th have academic gaps in instruction from the previous school year as some students remained virtual all year.

**Root Cause 1:** Red Oak Elementary transitioned to distance learning in Spring, 2020. As the 2020-21 school year began 60% of students participated in At Home Virtual Learning. As the 2021-2022 school year began 100% of students are face to face.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Not all demographic populations have achieved their full potential academically. 20% of white students achieved Meets in Reading and 36% of white students achieved Meets in Math.

**Root Cause 2:** For this school year, Red Oak Elementary is roughly 52.9% economically disadvantaged.

**Problem Statement 2 Areas:** Student Learning

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

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

**Problem Statement 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Communications data

# Goals

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

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

**Targeted or ESF High Priority**

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

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

**Evidence that Demonstrates Success:** DRA2 results

TPRI

RTI

MAP


**Staff Responsible for Monitoring:** Principal


Assistant Principal

Professional Staff members

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy**

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time. Utilize instructional resources such as Smarty Ants and TEKS-based instructional focus materials to support individual student needs.</p> <p><b>Evidence that Demonstrates Success:</b> Eduphoria RTI MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Case-managers All Professional Staff members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Student Learning Objectives to focus teachers on a specific fundamental skill.</p> <p><b>Evidence that Demonstrates Success:</b> TTESS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All Professional staff members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines, Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms.</p>	Formative			Summative
	Nov	Jan	Mar	June

**Evidence that Demonstrates Success:** Circle Inventory

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Instructional Coach


Pre-Kindergarten and Kindergarten teachers


**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF**

**Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Funding Sources:** Student instructional resources - 199 32 Pre K - \$1,000

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD)</p> <p><b>Evidence that Demonstrates Success:</b> Meeting Notes/Agenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Mentor teacher Coordinator of Advanced Academics &amp; Professional Development</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher leaders will present current strategies being used in their classroom at staff meetings for others to learn. A minimum of one instructional strategy shared per month either electronically or face to face.</p> <p><b>Evidence that Demonstrates Success:</b> A minimum of one instructional strategy share from a variety of staff each month. Strategy shares can come in written or face-to-face format.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coach Team Leads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices.</p> <p><b>Evidence that Demonstrates Success:</b> Agendas/Sign in sheets from meetings Lesson Plans Lead4ward - Leading Learning Series</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Lead4ward Leading Learning Series - 211 Title I - \$1,520</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





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

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

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

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





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

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

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




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

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

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Opportunities for Parents, Teachers, and Students to work together to promote instructional partnership, positive character behaviors throughout the campus and build a cohesive relationship with all stakeholders.</p> <p><b>Evidence that Demonstrates Success:</b> Campus Celebration Assemblies every six weeks PTA Meeting sign ins Parent Survey</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Hold yearly parent-teacher conferences to share beginning of the year data and set goals for the school year.</p> <p><b>Evidence that Demonstrates Success:</b> Number of parent conferences held</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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





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

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

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

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





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

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Invite local businesses and community members and parents to present their career information to our students. <b>Evidence that Demonstrates Success:</b> Photos of event <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor <b>Title I Schoolwide Elements:</b> 2.4, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

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

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences. <b>Evidence that Demonstrates Success:</b> Club membership lists VIP Partner PE Garden Club Chess Club Running Club <b>Staff Responsible for Monitoring:</b> All professional staff Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

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

# Addendums

**Red Oak Independent School District**  
**Russell P. Schupmann Elementary**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

## **4 Talons of the Hawk**

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

# **Vision**

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

See related data and overview on the previous pages.

# Demographics

## Demographics Summary

Russell P. Schupmann Elementary currently serves students from Pre-K to 5th Grade. Russell P. Schupmann Elementary began the 2021-2022 school year with students enrolled. Russell P. Schupmann Elementary School is comprised of the following Ethnic Distribution as of:

African American: 41%

Hispanic: 39%

White: 13%

Other: 7%

Economically Disadvantaged: 63%

English Learners: 20%

Special Education: 11%

## Demographics Strengths

- Due to students on COVID protocol and the option of virtual learning our attendance rate was at 96% The attendance rate for previous years met the goal. Our goal is 97% or higher. Incentives are provided to individuals, classes, and the campus for meeting our attendance goal.

# Student Learning

## Student Learning Summary

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

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

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

Test	<b>2019</b>			<b>2018</b>		
	Approaches	Meets	Masters	Approaches	Meets	Masters
3 <sup>rd</sup> Grade Reading	85%	58%	33%	72%	20%	11%
3 <sup>rd</sup> Grade Math	88%	58%	28%	72%	38%	15%
4 <sup>th</sup> Grade Reading	63%	32%	16%	46%	23%	13%
4 <sup>th</sup> Grade Math	73%	38%	20%	54%	25%	9%
4 <sup>th</sup> Grade Writing	64%	29%	5%	39%	16%	4%
5 <sup>th</sup> Grade Reading	85%	48%	31%	87%	50%	17%
5 <sup>th</sup> Grade Math	89%	57%	37%	96%	61%	13%
5 <sup>th</sup> Grade Science	77%	51%	20%	84%	51%	18%

## Student Learning Strengths

Based on 2019:

Russell P. Schupmann Elementary increased our Meets level in 3rd grade reading from 20% to 52%, a 32% difference.

Russell P. Schupmann Elementary increased our Meets level in 3rd grade math from 38% to 55%, a 17% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th writing from 39% to 61%, a 22% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th reading from 46% to 61%, a 15% difference.

Russell P. Schupmann Elementary increased our Approaches level in 4th math from 54% to 72%, a 17% difference.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** RPS was identified as needing targeted assistance in 2019 (white demographic area). **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom to meet ESSA requirements.

**Problem Statement 2:** While majority of students meet the approaching level, students need to be continually challenged to perform at the mastery grade level in all categories. **Root Cause:** Systems for reviewing student data and protocols for increasing student performance in the classroom.

**Problem Statement 3:** While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Increasing teacher knowledge on indicators and measurements of success for student groups.

# School Processes & Programs

## School Processes & Programs Summary

Schupmann Elementary uses our curriculum coordinators, campus level support, and multiple resources to help guide our planning, delivery, and assessment of instruction. The curriculum, instruction, and assessment focus at Russell P. Schupmann Elementary is based on the Texas Essential Knowledge and Skills. The TEKS Resource System includes the scope and sequence and curriculum based assessments that promote critical thinking, problem solving, communication skills, creativity and collaboration.

For all subjects, assessment plays a major role in decision making and takes on many different forms at Russell P. Schupmann Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments will be consistently utilized to allow students to demonstrate their learning through performance, products, presentations, and critical writing samples. By ensuring all grade level skills are taught and that students learn them, Russell P. Schupmann Elementary can demonstrate how the 21st Century Skills are being mastered. Campus level dis-aggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. We utilize TPRI, DRA2, Fontas and Pinnell Guided Reading, campus/ district benchmarks, STAAR, and additional assessments throughout the school year. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessments as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

PLC meetings are conducted weekly by campus administrators and instructional coach. The campus focuses on lessons, data review, and collaborative planning for student interventions and enrichment. Grade levels have a daily common planning and focused intervention time. Formal planning and data meetings occur within a week after a formal assessment has been given. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. The RTI committee meets throughout the year, after school, to provide support and academic strategies for teachers to utilize with identified students. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan.

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

## School Processes & Programs Strengths

Teachers utilize the TRS system resources to design lessons that are grade level appropriate. Professional development is provided to include best practices and instructional strategies that will increase student dialogue and create a student centered classroom environment.

Teachers collaborate in team planning meetings and grade level PLCs to discuss assessments, student data, monitor growth and plans to provide the appropriate level of challenge for each individual student.

- Data Analysis Protocol and Profile Sheets
- Profile Boxes
- Weekly PLC Meetings
- Team Planning
- Vertical Alignment Opportunities (Needs)
- Talon Time

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Continue refining the process of student goal setting and tracking their own data. **Root Cause:** All grade levels (emphasis on K-2 reading)

**Problem Statement 2:** While our teachers understand the process of collecting data, there is still a need to better understand how to differentiate learning for all levels of performance. **Root Cause:** Refining instructional practice and intentional small groups.

**Problem Statement 3:** Increase student performance by utilizing Talon time to intentionally address student needs. **Root Cause:** Increasing teacher awareness of skill based needs and progress monitoring groups.

**Problem Statement 4:** There is a need to monitor discipline data for all sub-populations across the campus. **Root Cause:** Root Cause SPED discipline data and intentional decisions regarding infractions.

**Problem Statement 5:** A system for reporting violence and intervention measures is in place. **Root Cause:** Identifying individuals who are in need of assistance and interventions to assist with counseling services.

**Problem Statement 6:** Attendance will continuously be monitored by an attendance committee each year. **Root Cause:** The COVID pandemic impacts regular attendance in school when students are absent due to illness or close contact concerns. At this time a virtual learning is not an option.

# Perceptions

## Perceptions Summary

Russell P. Schupmann Elementary School is a student-centered learning environment. Students and staff are focused on teamwork, working together to grow as lifelong learners and improving student achievement to impact individual student performance. Student activities, staff leadership roles and the overall safety of the Schupmann campus is driven by the three goals.

**Russell P. Schupmann Elementary's theme for the year is Six Houses, One Mission, United!! Our Motto is Anchored in Excellence.** The positive and safe environment at Russell P. Schupmann Elementary is very welcoming for students, parents, and staff. The R.E.A.C.H (Respect, Encourage, Appreciate, Communicate, Honor) characteristics are the expectation for students and staff, and students strive to meet these expectations. Student participation in campus activities is wide-spread and promotes a sense of school pride among students.

### *Student Leadership Summary (TBD based on COVID guideline)*

- Spirit Leaders
- Spanish Club
- 3rd - 5th student goal setting, Safety Patrol, Flag Patrol, (TBD-based on activity guidelines and restrictions)
- Students participated in PE events such as Field Day.
- All events and activities TBD based on COVID.

### **Staff Leadership Summary**

- Utilization of teacher leaders to facilitate planning, professional development, vertical teaming sessions on campus.
- Capitalizing on strengths of staff to promote growth in areas of need.

### **Safe and Orderly Schools Summary**

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

## Perceptions Strengths

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

These opportunities include but are not limited to:

#### **Student Activities**

Talon Time  
Bricks for Kids

#### **Staff Activities**

Parent-Teacher Conferences  
Heart of a Teacher

#### **Parent/Community Involvement**

Family Academic Nights  
Parent Nights

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

Parent Survey 2021:

#### Strengths

- Welcoming Environment
- Informed about Activities and Communication
- Communication (All Ways)
- Reading and Math Instruction Help

#### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Russell P. Schupmann Elementary needs to continue to find innovative ways to increase parental and community involvement at the campus. **Root Cause:** COVID Friendly

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals





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

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

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize district common assessments, DRA2, TPRI, MAP, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p> <p><b>Evidence that Demonstrates Success:</b> Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilization of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers. The Literacy Strategist position continues and is funded partially with Title I monies.</p> <p><b>Evidence that Demonstrates Success:</b> DRA2 results TPRI RTI</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ELAR TEKS-based Readers Workshop Process and the mentor texts.            ELAR Writing instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing, and writing across the contents. Gretchen Bernabei writing strategies. The major activities and resources used to support this strategy include:</p> <p>Target Time            After school tutoring            Textbook Adopted Resources            Writing Across Contents            Word Wall Activities/Grammar Activities            Writing            Reading A-Z            RAZ Kids Plus            Brain Pop Jr.            Brain Pop ELL</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on ELAR/SLAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments,. Student interactive journals and the usage of text structures. Utilization of a student friendly rubric</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coaches            ELAR Teachers            Special Education Teachers            Dyslexia Therapist            Reading Support</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> A-Z - 211 Title I - \$990</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Math instruction is guided and supported by research-based resources approved by the district. The major activities and resources used to support this strategy include:</p> <p>Envision Math Manipulatives Number Talks Reflex Prodigy TEKSing Toward STAAR Lone Star Math Education Galaxy Target Time MAP Think It Up -Mentoring Minds</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments STAAR Testing Pre-Assessments MAP data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Math Vertical Math Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Think Up Resources - 211 Title I - \$6,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p> <p><b>Evidence that Demonstrates Success:</b> Calendar, agenda and minutes.</p> <p>Collaborative meeting/planning document.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Reading Support Instructional Coaches Classroom Teachers Special Education Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RTI), accelerated instruction, accelerated instruction plans, and Talon/ Intervention Time. Additional Targeted Support: Closing the Gaps, Status, and Data Tables indicate that the White student group missed the target(s) on the STAAR achievement and growth components in reading and math. Monitor performance of targeted student groups such as, (All, Hispanic, White, Eco. Dis, and Current SPED) will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc</p> <p><b>Evidence that Demonstrates Success:</b> Eduphoria (Aware, Axiom) RTI progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Instructional Coaches Reading Support Classroom Teachers Dyslexia Strategist Special Education Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus will be: Balanced Literacy</p> <p>Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS Prior year STAAR Data**/BOY Diagnostic Assessments</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will be more aware of their growth through goal setting based B.O.Y. DRA and MAP data. Student data binders and a data wall will be utilized to track continued growth.</p> <p><b>Staff Responsible for Monitoring:</b> All professional Staff Members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a campus mentor/ support for first and second year teachers (new to campus and new to Red Oak ISD) as part of the District New teacher program.</p> <p><b>Evidence that Demonstrates Success:</b> Meeting Notes/ Agenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Coordinator of Advanced Academics &amp; Professional Development</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers opportunities to have ongoing professional development in the areas of Math, Reading, Writing strategies and best practices (includes ELAR consultant and Gretchen Bernabei training).</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Reading Support Team Leads ROISD Curriculum Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


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


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to participate in extracurricular activities such as:</p> <p>Spirit Leaders            Spanish Club            Bricks for Kids            Choir            GT            Tutoring opportunities</p> <p><b>Evidence that Demonstrates Success:</b> Participation in programs</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            GT Teacher            Fine Arts Teacher            Counselor            PE Teacher            Professional Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p><b>Evidence that Demonstrates Success:</b> Open House            Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> GT Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (Rtl), Curriculum-Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, Gifted and Talented (GT) students, and English Learners (ELs). Additional Targeted Support: Closing the Gaps Status and Data Tables indicate that one group missed the target(s) on the STAAR achievement and growth components in reading and math. Students in the groups will be monitored and remediated by using AWARE monitor groups and individual teacher lists. Then continue on with your whole campus tutoring plan, etc.</p> <p><b>Evidence that Demonstrates Success:</b> Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All professional staff members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary.</p> <p><b>Evidence that Demonstrates Success:</b> Teachers and students use of technology in the classroom.            Observation and walk-through data            4th Wednesday Learning Opportunities will be provided by Library/Technology Support Staff Member</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Team Lead            All professional staff            Technology Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator once per grading period.</p> <p><b>Evidence that Demonstrates Success:</b> Eduphoria</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilization of instructional resources to provide ongoing support for staff and students.</p> <p><b>Evidence that Demonstrates Success:</b> CBA data            Team Lead Agendas            Faculty meeting Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Instructional Coach            Leadership Team</p> <p><b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Staff development on this campus in Math includes the following:  Use of manipulatives Math centers Number Talks Supporting struggling learners Horizontal and vertical team meetings across the district and/or area <b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments Benchmarks/ Interim Assessment STAAR Testing TTESS Staff Development Reports <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach Curriculum Dept. <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:  Balanced Literacy Strategies  Empowering Writers  Strategies for ELL Learners  Supporting struggling learners  Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian  Lead4ward Intentional Intervention  Guided Reading  Literacy Stations  Grammar and Editing  Imagine Learning for ELL  Invitation to Notice  DRA  TPRI  Comprehension Toolkit  Textbook Resources</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments  Benchmarks/ Interim Assessments  STAAR Testing  Staff Development Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Instructional Coach  Reading Support</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Staff development on this campus in Science includes the following:            Science Interactive Journaling            Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students            Horizontal team planning across the district            Training for all teachers who teach Science</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum-Based Assessments            Benchmarks/ Interim Assessments            STAAR Testing            Staff Development Reports            Usage of Science Penguin</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Science teachers            Special Education Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

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


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assemble a Behavior Committee that will collectively accomplish the following.</p> <p>Create a school-wide House System that builds on the character traits of the four talons, contributes to communal student achievement, encourages student intrinsic motivation and creates schoolwide value placed on good behavior and academic success. Also, strive cultivate a culture of belonging and student realization that good behavior and academic success are praiseworthy.</p> <p>Design a discipline program that is focused on changing behavior, by building relationships, providing behavior interventions and academic support. We will proactively design and implement systems that track behavior and provide a hierarchy of consequences aligned with the Code of Conduct. We will design a system that makes student completion of work mandatory, while providing extra time and more intensive academic support.</p> <p>Classroom Hallways Restrooms Recess Cafe Behavior Committee</p> <p><b>Evidence that Demonstrates Success:</b> HOUSE DoJo documentation. Positive Office Referral / Regular Office Referral Data No Opt Out Data Stage 1-3 Referral Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor All of School Community</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying SEL - Sanford Harmony <b>Evidence that Demonstrates Success:</b> Lesson plans <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue student recognition programs and student service groups. <b>Evidence that Demonstrates Success:</b> Monthly Campus Celebration/Assemblies/HOUSE Parties <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers <b>Title I Schoolwide Elements:</b> 3.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain a welcoming campus environment that students, parents, staff and community take pride in. <b>Evidence that Demonstrates Success:</b> Customer Care Hawktastic Referrals Anchored in Excellence Moments <b>Staff Responsible for Monitoring:</b> All ROISD Staff <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor student attendance to attain targeted 97% campus attendance rate. Assemble an Attendance committee that meets periodically to review weekly attendance data and students in danger of violating the 10% rule <b>Evidence that Demonstrates Success:</b> Incentives Attendance Awards <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Registrar Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> Surveys  Parent Conference Documentation  Phone Calls/Emails  Class Dojo Reports  Reach  Blackboard</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Counselor  PTA  All Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p> <p><b>Evidence that Demonstrates Success:</b> Drill Schedule Drill Logs Fall Safety Day Spring Safety Day</p> <p><b>Staff Responsible for Monitoring:</b> Campus Police Office ROISD Chief of Police Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p><b>Evidence that Demonstrates Success:</b> Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Trainer Director of Special Education Special Education Teachers &amp; Aides</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Fire Department visit with students on fire and life safety one time during the school year.</p> <p><b>Evidence that Demonstrates Success:</b> Campus Calendar Photos of the event on Social Media Accounts</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Participate in PTA_sponsored activities, Red Oak Education Foundation programs, and community activities. <b>Evidence that Demonstrates Success:</b> Campus attendance Participation sign in sheets <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities for volunteer support and leadership opportunities- including but not limited to Book Fairs Fall Festival Parenting Nights to coincide with Thursday Night Lights tutoring. <b>Evidence that Demonstrates Success:</b> PTA board number of volunteers <b>Staff Responsible for Monitoring:</b> Principal Professional Staff PTA board <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide current data on events and school information on our website and social media outlets. <b>Evidence that Demonstrates Success:</b> Number of posts on website and social media outlets. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to do service projects:</p> <p>Sign Language Club Collect Can Food for Food Bank. Collect items for Ronald McDonald House.</p> <p><b>Evidence that Demonstrates Success:</b> Completion of service projects. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p> <p>Sanford Harmony SEL Curriculum</p> <p><b>Evidence that Demonstrates Success:</b> Schupmann Success Assemblies SEL instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for community members to participate in school events.</p> <p><b>Evidence that Demonstrates Success:</b> Grandparents celebration Thanksgiving celebration Service opportunities Social media Mentor program Cultural Celebrations <b>Staff Responsible for Monitoring:</b> Professional staff <b>Title I Schoolwide Elements:</b> 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create opportunities for families and staff to socialize and connect outside of school hours. <b>Evidence that Demonstrates Success:</b> Social Media Reading Under The Stars - Virtual Version STEAM Night - Virtual Version Curriculum Night - Virtual Version <b>Staff Responsible for Monitoring:</b> Campus Administration Team Leaders Counselor <b>Title I Schoolwide Elements:</b> 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

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

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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

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

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

### **2.2: Regular monitoring and revision**

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

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

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

## **2.4: Opportunities for all children to meet State standards**

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

## **2.5: Increased learning time and well-rounded education**

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

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

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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

### **3.2: Offer flexible number of parent involvement meetings**

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deb Marcell	Reading Intervention		
Sheri Adams	Reading Support	Title 1	.5

# Addendums

**Red Oak Independent School District**  
**Donald T. Shields Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

## 4 Talons of the Hawk

**Exhibits Academic Readiness:** 1% Better Daily & Love Tough

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

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

**Leaves a Legacy Through Service:** "We Before Me"

## Vision

**"R realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Shields Elementary currently serves students from ECSE to 5th Grade. Shields Elementary ended the 2020-2021 school year with 543 students enrolled. Shields Elementary School is comprised of the following ethnic distribution:

African American: 26.15%

Hispanic: 36.99%

White: 30.39%

Asian: 1.10%

American Indian: 0.18%

Pacific Islander: 0.18%

Two or More Races: 4.97%

Economically Disadvantaged: 52.03%

English Learners: 9.39%

At-Risk: 38.62

Mobility Rate: 3.252%

SPED: 16.21%

Foster Care: 5.34%

Gifted/Talented: 4.42%

### Demographics Strengths

Attendance rate for 2020-2021 school year (virtual/in person) is 96.44%.

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

- Red Oak ISD has a reputation for being family-oriented, and for providing high-quality educational opportunities for its students.
- The average attendance rate for 2020-2021 was at or above 96% for each marking period.
- Campus attendance incentives implemented daily, such as the "ATTENDANCE" goal with rewards for each classroom.
- iCount attendance incentives implemented every 6 weeks, such as bicycles and iPads at the end of the year.
- Students and parents speak very highly of our campus staff, programs, and opportunities offered.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** For the 2020-2021 school year, 5.34% (29 total) students enrolled each grading period through temporary foster care and require additional resources to be successful on campus such as support staff, mentorship, social skills, basic needs such as clothing and school supplies. **Root Cause:** A Temporary Group Foster Home serves male students in our attendance zones as a temporary shelter while awaiting permanent foster placement.

# Student Learning

## Student Learning Summary

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

End of the year data displays regression in end of year testing across the campus as a result of COVID closures, quarantines, and gaps in instruction. ESSER funding will be used on campus to provide additional instructional coaching for teachers, and will also provide district wide Phonics Resources to streamline students reading at or above grade level. District grading policy has been updated to reflect reading levels in the six week report card grades including written and verbal communication to parents each six weeks.

### Shields 20-21 STAAR Data at a Glance

Grade	Math	Reading	Science/Writing
3	77 Students DNM:35% Ap: 65% (2nd) Meets: 38% (1st) Mas: 12% (2nd)	79 Students DNM: 24% Ap: 76% (2nd) Meets: 42%(1st) Mas: 16% (2nd)	n/a
4	80 Students DNM: 40% Ap: 60% (3rd) Meets: 30% (3rd) Mas: 15% (3rd)	78 Students DNM:49% Ap: 51% (5th) Meets: 24% (3rd) Mas: 9% (4th)	77 Students DNM: 53% Ap: 47%(3rd) Meets: 17% (3rd) Mas:4% (3rd)
5	84 Students DNM: 35% Ap: 65% (5th) Meets: 31% (4th-tie) Mas: 12% (5th)	82 Students DNM: 23% Ap: 77% (2nd) Meets: 39% (3rd) Mas: 23% (4th)	84 Students DNM:40% Ap: 60% (5th) Meets: 25% (5th) Mas:12%(3rd)

**Shields 20-21  
DRA at a Glance**

Grade	Total Students	Above Level	At Level	Below Level	Year's Growth	Some Growth	No Growth
K Level 4	53	19 35%	22 41%	9 16%	n/a	51	1
1 Level 18	69	17 24%	7 10%	27 39%	36 52%	13	2
2 Level 30	71	20 28%	17 23%	34 47%	48 67%	20	2

Kinder= 76% at or above grade level (met goal 75%)

1st= 34% at or above grade level

1st= 52% made a year's worth of progress (8) (did not meet goal 75%)

2nd=51% at or above grade level

2nd= 67% made a year's worth of progress (8) (did not meet goal 75%)

**Student Learning Strengths**

2020-2021

Shields Elementary increased our "Meets" level performance in 3rd, 4th, and 5th grade STAAR reading; and increased our "Masters" level performance in 3rd, 4th, and 5th grade STAAR math; increased our "Approaches" level performance in 4th grade STAAR writing from 61% to 76%.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Shields was identified as needing targeted assistance (white demographic area). **Root Cause:** Systems for reviewing student data and protocols fo260

increasing student performance in the classroom to meet ESSA requirements.

**Problem Statement 2:** While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

**Problem Statement 3:** Students across all grades have lost a semester of foundational skills during the 2019-2020 school year, including interrupted learning patterns through quarantines and virtual learning the 2020-2021 school year. **Root Cause:** COVID-19 has caused an instructional opportunity gap with all students.

**Problem Statement 4:** There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating a misbalance of acceleration and enrichment for average and above average students. **Root Cause:** The percentage of students at the meets and masters rating in 4th grade writing indicate a need for vertical alignment, writing across content, and critical writing to be strengthened in all grade levels. 5th grade mathematics and science scores are underperforming across the district level in approaches, meets, and masters ratings.

**Problem Statement 5:** 2018-2019 STAAR data indicates a disproportionality between ethnicity groups and economically disadvantaged students across all subjects in the rating categories of approaches, meets, and masters. **Root Cause:** Different backgrounds both culturally and economically have different priorities, values, and education levels. Title 1 is leveling the playing field for students of all backgrounds.

**Problem Statement 6:** 16% of kindergarten students performing below grade level, 39% of first grade students performing below grade level at the end of the 2020-2021 school year. **Root Cause:** First grade students suffered learning gaps through COVID closures and interferences the end of their kindergarten year through their first grade year. The kindergarten students behaviors and class sizes, along staffing concerns interfered with learning.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

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

## School Processes & Programs Strengths

- The district curriculum based assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- Progress is tracked for students by using Eduphoria and data notebooks. The students set goals and track their progress from assessment to assessment in data folders.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** While PLC processes have focused on post-assessment data in the past, PLC processes on a campus level have not been consistent in planning for instruction and TEK alignment through TRS. **Root Cause:** Student achievement data shows the need for deeper instruction to take place for students of all academic levels.

**Problem Statement 2:** There is a large contrast in percentages of students performing in the meets and masters ratings compared to the approaches rating, indicating a mismatch

of acceleration and enrichment for average and above average students. **Root Cause:** The percentage of students at the meets and masters rating in 4th grade writing indicate a need for vertical alignment, writing across content, and critical writing to be strengthened in all grade levels. 5th grade mathematics and science scores are underperforming across the district level in approaches, meets, and masters ratings.

**Problem Statement 3:** Kindergarten behavior concerns interrupted learning, and accounted for 83% of behavior related requests for assistance from support staff in the 2020-2021 school year. **Root Cause:** Kindergarten students are often in a structured learning environment for the first time, which creates adjustment needs. Staffing concerns and COVID protocols created inconsistency for students throughout the year, resulting in behavior concerns.

# Perceptions

## Perceptions Summary

Our core values at Shields are The 4 Talons of the Hawk: Grit, Reach, Legacy Through Service, and Academic Readiness. The culture at Shields Elementary is one that embraces family and high expectations for all. The staff, parents, and students are committed to growth and success in each student as evidenced by our commitment to the 4 Talons. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are taught to make plans, set goals, make adjustments as needed, and most importantly, to never give up. Our staff knows and believes that "Our Students' Success Is Our Success".

## Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Our attendance rate was 96.47% for the 2020-2021 school year in spite of COVID. Most Students, parents, and staff describe the culture at Shields as being warm, welcoming, and family-oriented. We have programs such as Talon tickets and Shields Showcase, that promote and encourage positive student behaviors.

## Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team being developed with leadership retreat for campus planning and developing strong teacher leaders on campus.

## Safe and Orderly Schools Strengths

- Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.

## Student Leadership Strengths

- Implementing House System for the 2021-2022 School Year
- Implementing "The Amazing Shake" Competition for the 2021-2022 School Year
- Student Ambassadors reinstated for the 2021-2022 School Year
- Safety Patrol reinstated for the 2021-2022 School Year
- UIL Academic Competitions

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Shields Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus **Root Cause:** As Red Oak has grown in size, families have felt disconnected with the growing school community.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals





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

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

**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers; including Special Education, Literacy Strategists, Dyslexia Therapists, and administrators will implement and maintain a systematic and continual data cycle of assessing students and analyzing multiple sources of data, while identifying student groups (Title I, ESL, 504, GT, SPED) and their related performance.</p> <p><b>Evidence that Demonstrates Success:</b> Student success on CBAs, formative assessments, summative assessments, STAAR tests, TELPAS, DRA2, TPRI, CLI, MAP and reduction of students in Tier 2 and Tier 3 intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Leadership Team All Professional Staff Members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Extra Duty Literacy Support - 211 Title I - \$10,000, Literacy Strategist (50% Salary) - 211 Title I - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	This row is intentionally left blank for data entry			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> English Language Arts and Reading instruction is guided and supported by research-based resources approved by the district. Balanced Literacy components, including guided reading/writing, and shared reading/writing are addressed across grade levels. The major activities used to support this strategy include: DRA2, MAP, Reading/Writing Journaling, Word Wall Activities/Genre Wall, Guided Reading, Writing Stations, Targeted Professional Development</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on ELAR CBAs, formative and summative assessments, including DRA2, STAAR tests, TELPAS, writing assessments, and TPRI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Instructional Coach ELAR Teachers (SPED included) Dyslexia Therapist Literacy Strategist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Poster Maker to aide instruction - 211 Title I - \$4,000, Think it Up!, Reading A-Z - 211 Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Think Up! Number Talks Daily Math Fluency Guided Math Xtra Math TEKSing Toward STAAR Education Galaxy Use of Math Manipulatives</p> <p><b>Evidence that Demonstrates Success:</b> Student progress on math CBAs, formative and summative assessments, including STAAR, teacher-made, and district benchmark assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal Instructional Coach All Math Teachers (SPED included)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Think it Up! Mentoring Minds - 211 Title I - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus will increase Masters level scores in Index 3 on STAAR across all tested grade levels and content areas. The major activities used to support this strategy include: Gifted/Talented/SPED Push-in, Literacy Intervention Push-in, PLC extensions, Increased Higher Level Thinking activities, Talon Time, Collaboration with ICs, GT Teacher, Librarian, Dyslexia, SPED and Literacy Strategist</p> <p><b>Evidence that Demonstrates Success:</b> Pre-Assessment Data, Curriculum Based Assessments, MAP Testing, STAAR Testing Data</p> <p><b>Staff Responsible for Monitoring:</b> Administration GT Teacher Literacy Strategist Librarian Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Shields elementary will work to increase the academic growth in targeted areas (white demographics) through effective PLCs and planning, formative assessments, aggressive monitoring, and specialized acceleration using state compensatory education.</p> <p><b>Evidence that Demonstrates Success:</b> Increase in meets and masters performance (all students)</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Literacy Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Compensatory Education , Acceleration - 199 24 ACC ED - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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





**Targeted or ESF High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams.</p> <p>DRA2                      Literacy Strategist (50% funded with Title I funds)                      TPRI                      RtI                      Education Galaxy                      Number Talks                      Daily Math Fluency                      Guided Math                      StarFall                      MAP Data                      TEKsing toward STAAR                      Eduphoria Aware                      Benchmarks                      Curriculum Based Assessments                      TELPAS                      Think it Up!                      Science Penguin                      STAAR 2019 Data</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will become more aware of their growth and will set goals for continued growth.</p> <p><b>Staff Responsible for Monitoring:</b> All professional staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy:            Implement Pre-Kindergarten Guidelines            Coordinate transition plan with PreK and Kindergarten teachers in the spring for PreK students to visit kinder classrooms            Coordinate with Specials Teachers to provide a tour of the gym, music room, and art room</p> <p><b>Evidence that Demonstrates Success:</b> TTESS            Pre-Kindergarten Report Card            Teacher Feedback            Frog Street Pre-Assessment            CLI Assessment            ESGI Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Teachers            Support Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hire a kindergarten instructional aide to support student growth and support classroom instruction in order to increase the number of students reading on grade level by first grade.</p> <p><b>Evidence that Demonstrates Success:</b> DRA reading levels, MOY and EOY MAP scores, TPRI MOY and EOY</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Kindergarten teachers, Instructional Coaches, Reading Support Teacher</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers.</p> <p><b>Evidence that Demonstrates Success:</b> Highly Qualified Staff Report Successfully filled staff vacancies</p> <p><b>Staff Responsible for Monitoring:</b> District HR Team Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a campus mentor/ support for first and second year teachers (new to Shields Elementary and new to Red Oak ISD)</p> <p><b>Evidence that Demonstrates Success:</b> Meeting Notes Mentor log</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher-leader presentation during monthly staff meeting</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Participate in the Texas Performance Standards Projects or like curriculum for Gifted and Talented students in K-5.</p> <p><b>Evidence that Demonstrates Success:</b> Student products</p> <p><b>Staff Responsible for Monitoring:</b> GT Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a "House System" where the entire campus body is divided into four sub-units based on the four talons to facilitate healthy competition and teamwork.</p> <p><b>Evidence that Demonstrates Success:</b> Increased motivation in students reflected in walk throughs and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, House Committee, Leadership Team</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff development on this campus in Reading/English Language Arts (ELAR) includes the following:                      Balanced Literacy Strategies                      Education Galaxy                      DRA2                      TPRI                      Strategies for ELL Learners                      Supporting struggling learners                      Debbie Dillar: Vertical Alignment                      Collaborate/Plan with Instructional Coach, Reading Support, Dyslexia Therapists, and Librarian</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments                      Pre-Assessments                      STAAR Testing                      T-TESS                      Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Instructional Coach                      Librarian                      Reading Support, Dyslexia Therapist,                      ELAR Teachers (SPED included)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff development on this campus in Math includes the following:            Minimum 3 hours training in math content area.            Math Team Meetings            Use of manipulatives            Supporting struggling learners            Campus/District math planning/training</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments            Pre-Assessments            STAAR Testing            T-TESS            Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Math Teachers (SPED included)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b>  <b>Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs Assessment For Required Staff Development Days for 2020-2021 (18 hours), the following will be required: 9 hours of Content - Principal's choice and 9 hours of teacher choice for professional staff; 6 hours para choice and 12 hours Principal's choice for instructional paraprofessionals; 18 hours for non-instructional staff</p> <p><b>Evidence that Demonstrates Success:</b> Professional Development Reports Classroom Implementation            Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Staff development on this campus in Science includes the following:            Science Interactive Journaling            Exploration through Stem Scopes            Minimum 40% science experiences, hands-on interactions for students            Lead4Ward Science            CAST Science Conference</p> <p><b>Evidence that Demonstrates Success:</b> Curriculum Based Assessments            Pre-Assessments            STAAR Testing            T-TESS            Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Science Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Science Penguin - 211 Title I - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff development on this campus in Social Studies includes the following:            Academic Vocabulary            Thinking Maps            DBQ Binders            Collaboration/Planning with Instructional Coach, Literacy Strategist, Librarian, and ELAR Team            Supporting struggling learners</p> <p><b>Evidence that Demonstrates Success:</b> Pre-Assessments            T-TESS            Staff Development Logs</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Instructional Coach            Social Studies Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Integrate technology into the daily curriculum. Technology will be utilized to improve and offer varied instruction in all classrooms. The following activities will be used to support this strategy:  Seesaw (K-2)  Google Classroom (3-5)  Professional Development on integrating technology in the classroom  Collaborate with Campus/District Technology Specialists  Communicate and implement Lab, COW, tablet, Mimio, projector, and document camera usage expectations</p> <p><b>Evidence that Demonstrates Success:</b> Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Instructional Coach  Campus Lab Specialist  District Technology Specialists  Campus Technology Trainer  Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with student groups/organizations to allow the opportunity for students to provide feedback to administrators on ways to improve the campus through character guidance lessons, student council, and school ambassadors; promote 4 Talons characteristics</p> <p><b>Evidence that Demonstrates Success:</b> Decreased reports of bullying, harassment, and cyber safety. Student surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Police Officer</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor student attendance to attain targeted 97% campus attendance rate.</p> <p><b>Evidence that Demonstrates Success:</b> Incentives Attendance Awards</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Registrar Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a campus culture that understands and celebrates students of students considered economically disadvantaged on campus through staff training, and reflection.</p> <p><b>Evidence that Demonstrates Success:</b> Reduced discipline referrals of economically disadvantaged students,</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


increased student achievement of economically disadvantaged students, and strengthened relationships of student families as evidenced in school parent surveys.


**Staff Responsible for Monitoring:** Administration, Leadership Team, Counselor, Fine Arts Teacher: Admin Intern

**Title I Schoolwide Elements:** 2.4, 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

**Funding Sources:** Ruby Payne Emotional Poverty Seminar, Staff Books for Book Study - 211 Title I - \$600

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus conducts appropriate bus safety, tornado, fire/evacuation and lockdown drills as required and submits appropriate documentation as required.</p> <p><b>Evidence that Demonstrates Success:</b> Campus Safety Reports Campus Safety Plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Crisis Management Coordinator Campus Police Officer</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff are trained in the safety management plan.</p> <p><b>Evidence that Demonstrates Success:</b> Staff Training Sign-in Sheet</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Crisis Management Coordinator Campus Police Officer</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents on a regular basis through calendars, Title I surveys, newsletters, Class Dojo, Facebook, Twitter and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> Skyward Campus Website District Website Positive E-mails</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors PTA All Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Participate in PTA-sponsored activities, Red Oak Education Foundation programs, and community activities; Title I Family Literacy and Math Nights; Title I Spring Open House; Work with area businesses to promote opportunities to support students.</p> <p><b>Evidence that Demonstrates Success:</b> Campus attendance/participation Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for students to do service projects:                      Student Council                      Ambassadors                      Safety Patrol                      Partner PE                      Flag Patrol</p> <p><b>Evidence that Demonstrates Success:</b> Service projects completed during the school year.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      Campus Police Officer  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop school health programs that focus on promoting healthy lifestyle choices and physical fitness such as Jump Rope for Heart, and twirling. Review recommendations by SHAC Committee.</p> <p><b>Evidence that Demonstrates Success:</b> Attendance in activities                      Fitness Gram Data  <b>Staff Responsible for Monitoring:</b> Principal                      PE Teacher                      School Nurse                      PTA  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide multiple opportunities for activities promoting trust, participation, and positive relationships with parents and community including:</p> <ul style="list-style-type: none"> <li>PTA Activities</li> <li>Parent Conferences</li> <li>Meet the Teacher</li> <li>Fine Arts Programs</li> <li>Watch DOGS</li> <li>Character Assemblies</li> <li>Shields Showcase Assemblies</li> <li>Title 1 Parent Nights (Family Literacy and Math Nights)</li> </ul> <p><b>Evidence that Demonstrates Success:</b> Parent surveys</p> <ul style="list-style-type: none"> <li>Parent participation</li> <li>Sign-in sheets</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <ul style="list-style-type: none"> <li>Assistant Principal</li> <li>Counselor</li> <li>PTA Board</li> </ul> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Donald T. Shields Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 211**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Donald T. Shields Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nancy Atkins	Literacy Strategist	211

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nancy Atkins	Literacy Strategist	50% Title 1	211

# Addendums

**Red Oak Independent School District  
H.A. Wooden Elementary School  
2021-2022 Campus Improvement Plan**



# Mission Statement

## 4 Talons of the Hawk

**Exhibits Academic Readiness:** 1% Better Daily & Love Tough

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

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

**Leaves a Legacy Through Service:** "We Before Me"

## Vision

**"Realizing Our Individual Students' Dreams"**

## Value Statement

We believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wooden Elementary is a Title I campus currently serving 502 students from PK to 5th grade. This is currently a 15% drop in enrollment from 2019-2020 when Wooden Elementary had an enrollment of 602 students. In the 2021-22 school year, Wooden houses a Functional Living specialized classroom, two resource teachers, and 1 special education para-professional. Additionally, Wooden Elementary has 7 bilingual classrooms with 3 bilingual para-professionals. There are 31 general education staff, 1 gifted and talented teacher, 2 teachers trained in dyslexia, 1 bilingual instructional coach, 1 ELAR and 1 Math instructional coach, and 1 bilingual reading interventionist. Teachers are trained in and utilize guided reading, Number Talks, Lead4Ward, Fundamental 5, Professional Learning Communities, and the TEKS Resource System. Wooden utilizes a built-in intervention/enrichment time (Talon Time) to provide on going support for all students within the school day.

Wooden Elementary is comprised of the following Ethnic Distribution:

African American: 8.5%

Hispanic: 56.5%

White: 31.46%

American Indian: 0%

Asian: .39%

Two of More Races: 3.11%

English Language Learners: 31.26%

At-Risk: 54.47%

Mobility Rate: 9.75%

Data used was from 2020-2021 school year during the Covid-19 pandemic. Students were serviced in person and virtually during the school year.

### Demographics Strengths

Our attendance rate has consistently been above 96% which is an increase from 95% during the 2019-20 school year.

34 of 34 teachers are ESL certified.

30 of 34 teachers have completed the GT certification process.

In 2019-20, Wooden has 17 teachers with 10 or more years experience.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** As our school continues to become more and more diverse, meeting the needs of all students will continue to be our laser focus.

# Student Learning

## Student Learning Summary

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

2018-19 data along with 2020-2021 data was used due to Covid-19 that occurred during the 2019-20 school year. Both sets of data were used as the 2018-19 data is pre-pandemic and the 2020-21 is during the pandemic.

### 2019 and 2021 STAAR Approaches GL Percentages:

3rd Grade Math - 71% (2019) 52% (2021)

3rd Grade Reading - 66% (2019) 68% (2021)

4th Grade Math - 85% (2019) 69% (2021)

4th Grade Reading - 73% (2019) 61% (2021)

4th Grade Writing - 77% (2019) 52%(2021)

5th Grade Math - 92% (2019) 77% (2021)

5th Grade Reading - 91% (2019) 64% (2021)

5th Grade Science - 71% (2019) 66% (2021)

### 2019/2021 STAAR Meets GL Percentages:

3rd Grade Math - 37% (2019) 28% (2021)

3rd Grade Reading - 36% (2019) 29% (2021)

4th Grade Math - 64% (2019) 40% (2021)

4th Grade Reading - 44% (2019) 42% (2021)

4th Grade Writing - 43% (2019) 30% (2012)

5th Grade Math - 58% (2019) 56% (2021)

5th Grade Reading - 46% (2019) 37% (2021)

5th Grade Science - 39% (2019) 33%(2021)

**2019/2021 STAAR Mastered GL Percentages:**

3rd Grade Math - 16% (2019) 9%(2021)

3rd Grade Reading - 26% (2019) 29% (2021)

4th Grade Math - 42% (2019) 24% (2021)

4th Grade Reading - 24% (2019) 23% (2021)

4th Grade Writing - 19% (2019) 15% (2021)

5th Grade Math - 39% (2019) 39% (2021)

5th Grade Reading - 23% (2019) 28% (2021)

5th Grade Science - 19% (2019) 13% (2021)

**Student Learning Strengths**

2019 Strengths

4th Math

Approaches Grade Level - 85%

H.A. Wooden Elementary School  
Generated by Plan4Learning.com

Masters Grade Level - 42%

5th Grade Math

Approaches Grade Level - 92%

Masters Grade Level - 39%

5th Grade Reading

Approaches Grade Level - 91%

2021 Strengths:

3rd Grade Reading

Masters Grade Level -29%

4th Grade Writing

Masters Grade Level - 23%

4th Reading

Meets Grade Level-42%

5th Math

Masters Grade Level -39%

5th Grade Reading

Masters Grade Level- 28%

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Approaches grade level percentages dropped from the 2018-19 school year while the meets and masters remained similar. **Root Cause:** Covid 19 pandemic (virtual learning)

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

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

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

## School Processes & Programs Strengths

- The district curriculum bases assessments (CBA's) are created with teacher input. There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc. They also include higher order thinking and multi-step processing.
- Every week teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention and enrichment based on this data.
- Progress is tracked for students by using goal setting and data binders. The students set goals and track their progress from assessment to assessment.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** While we are working on our PLC process we need to continue to identify the essential TEK that needs to be taught and to utilize data for intervention and

enrichment.

# Perceptions

## Perceptions Summary

The culture at Wooden Elementary is one of family and learning. The staff and students are committed to growth in each student. The school is a safe environment where students feel they can freely express themselves. Visits to the office for major discipline events are not frequent, and these events do not effect student achievement.

Parents indicated in the Title I survey given in 2020-21 that "Wooden does an excellent job at making us fell welcome and loved like family" even during remote learning. Parents noted that staff are very friendly and personable. Parents feel like they are well informed of activities and events held by the campus.

## Perceptions Strengths

We have a full time police officer who helps contribute to the feeling of safety and security at school. Wooden has several after school clubs including the student council and guitar club. Our attendance rate was above 96% for the 2020-2021 school year. Students and staff describe the culture at Wooden as family oriented. We have programs such as Wooden Warrior and Personal Best that promote and encourage positive student behaviors. Student leadership opportunities include Flag Patrol, Student Council, and Partner PE. Student discipline referrals are low. Discipline policies and procedures are both proactive and reactive. We use a program called Connect with Kids to reduce bullying and promote social skills.

- Safety drills are conducted monthly on our campus. The are orderly, well-coordinated, and well-supervised.
- Accountability is fast and accurate.
- Having an armed police officer on campus daily helps everyone feel more secure so that we can continue to educate our students without worry.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Wooden Elementary would like to bridge the connection between new families and continue to find innovative ways to increase parental and community involvement at the campus.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Discipline records

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact





## Parent/Community Data

- Parent surveys and/or other feedback

# Goals





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p> <p><b>Evidence that Demonstrates Success:</b> PLC notes, Student success on CBAs, formative and summative assessments, TPRI, DRA, and STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, team leaders, and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will have access to resources, including online resources, to promote engagement in the classroom. Resources will include Education Galaxy online, Mentoring Minds in Reading and Math, and Raz Kids Leveled Literacy Program, and Near-pod, Xtra Math, Zoom, Brain Pop, and Boom Cards.</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will utilize the programs to show growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor through planning and WT's.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Near-pod - 211 Title I, Mentoring Minds - 211 Title I, Raz Kids - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize campus Title I funds to split-fund a paraprofessional to work with students.</p> <p><b>Evidence that Demonstrates Success:</b> Paraprofessional will work with a variety of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams to increase the number of students at the meets and exceeds expectations.</p> <p>Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS MAP THINK IT UP</p> <p><b>Evidence that Demonstrates Success:</b> Students and staff will be more aware of their growth and will set goals for continued growth.</p> <p><b>Staff Responsible for Monitoring:</b> All professional staff members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) Implement Student Learning Objectives to focus teachers on a specific fundamental skill.</p> <p><b>Evidence that Demonstrates Success:</b> TTESS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher leaders will present current strategies and best practices being used in their classrooms at staff meetings for others to learn. The focus will be on classroom instruction and the T-TESS rubric Instruction Domain will be used as a guide.</p> <p><b>Evidence that Demonstrates Success:</b> A minimum of one "teacher share" per month during staff meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Librarian Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a campus mentor/support for first and second year teachers (new to Red Oak and new to Wooden).</p> <p><b>Evidence that Demonstrates Success:</b> Meeting Notes/ Agenda</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Director of Human Resources</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Administrators will commit to three walkthroughs/observations per week.</p> <p><b>Evidence that Demonstrates Success:</b> T-TESS documentation, Fundamental Five documentation, and ongoing communication with each professional staff member.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.</p> <p><b>Evidence that Demonstrates Success:</b> Student produced products Open House and/or curriculum nights</p> <p><b>Staff Responsible for Monitoring:</b> Campus GT Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> General education and special education teachers collaborate to implement the individual learning plans based on student needs.</p> <p><b>Evidence that Demonstrates Success:</b> Increased performance on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (Rtl), Curriculum Based Assessments (CBAs), and data from Eduphoria to know the needs of each student at any given time including general education students, LEP students, 504 students, and GT students.</p> <p><b>Evidence that Demonstrates Success:</b> Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators All professional staff members</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will participate in the Fitnessgram assessment each Spring to promote overall health and function.</p> <p><b>Evidence that Demonstrates Success:</b> 75 % of students will meet the minimum requirements</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration PE teacher and aide</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Special Education teacher will push into classrooms to provide identified students with additional support in the general education setting.</p> <p><b>Evidence that Demonstrates Success:</b> Increased performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide monthly school professional development that gives teachers strategies and tools to facilitate student engagement.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher use of strategies during walk-through data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Librarian All professional staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will use the T-Tess evaluation system to conduct goal progress monitoring of staff. Goal progress will be monitored and communicated between the staff member and administrator during the year.</p> <p><b>Evidence that Demonstrates Success:</b> Eduphoria</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize 21st Century tools including interactive boards, Chrome-books, and Ipads along with web tools and apps to support engagement of learners. Begin plans to support online assessments in preparation for online testing.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson plans Observations and walk-through data Faculty Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration All teaching staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wooden Elementary will utilize support programs that prevent violence and bullying, and programs for character building and student success.</p> <p><b>Evidence that Demonstrates Success:</b> Bullying Reports            Red Ribbon Week            Project Success            Classroom Observations            Guidance Lessons            Assemblies</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Counselor            Teachers            ROISD Police Dept</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue student recognition programs and student service groups like student council.</p> <p><b>Evidence that Demonstrates Success:</b> 6 week Campus Celebration Assemblies</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Counselor            Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensuring a learning environment that is safe, drug-free, and conducive to learning and leads to graduation for all students.</p> <p><b>Evidence that Demonstrates Success:</b> District Safety Audits            PEIMS Reports</p> <p><b>Staff Responsible for Monitoring:</b> Superintendents            Director of Transportation            ROISD Police Department            Campus Administrators            Counselor            Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain a welcoming campus environment that students, parents, staff, and community take pride in. <b>Evidence that Demonstrates Success:</b> Customer Care <b>Staff Responsible for Monitoring:</b> All Wooden Staff <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor student attendance to attain targeted 97% campus attendance rate. <b>Evidence that Demonstrates Success:</b> Attendance Incentives and Awards <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Registrar Teachers <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize restorative practices to create and build positive classroom environments and teach behavior expectations. Reduce the number of out of placements for all students. <b>Evidence that Demonstrates Success:</b> Discipline referrals <b>Staff Responsible for Monitoring:</b> Campus Administration Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Results Driven Accountability	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Hold yearly parent-teacher conferences utilizing a digital sign up to allow for parents to select their own time slot. <b>Evidence that Demonstrates Success:</b> Parent conferences held <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom teachers <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Utilize the House System to create a positive climate and culture for students and staff. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the campus crisis plans and ensure that various drills are conducted in accordance with city and state requirements.</p> <p><b>Evidence that Demonstrates Success:</b> Drill Schedule After action reports</p> <p><b>Staff Responsible for Monitoring:</b> ROISD Chief of Police Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Have Red Oak Fire Department present to the Wooden Elementary students on fire and life safety one time during the school year.</p> <p><b>Evidence that Demonstrates Success:</b> Campus Calendar Photos of the event on social media</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p> <p><b>Evidence that Demonstrates Success:</b> Certificates and Documentation of Training uploaded in Eduphoria</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Trainer Director of Special Ed</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement Connect with Kids program to address violence prevention and intervention; as well as, SEL counseling lessons.</p> <p><b>Evidence that Demonstrates Success:</b> Discipline reports</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Campus Administration


Classroom teachers

Counselor

**ESF Levers:** Lever 3: Positive School Culture

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents on a regular basis through student planners, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p> <p><b>Evidence that Demonstrates Success:</b> Skyward Campus Website District Website Positive E-mails</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselors PTA All Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for parents and the community to visit, volunteer and celebrate with students and staff.</p> <p><b>Evidence that Demonstrates Success:</b> Facebook Photos of events Newspaper Articles PTA Meetings Events Virtual Assemblies Principal's Newsletter Book Fair Open House Parent Info Nights Meet the Teacher Night Literacy Night</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Team Leaders PTA Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1) Provide opportunities for students to do service projects: Student Council Partner PE  <b>Evidence that Demonstrates Success:</b> Students will complete service projects during the school year. <b>Staff Responsible for Monitoring:</b> Campus Administrators Counselor Teachers <b>Title I Schoolwide Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create opportunities for families and staff to socialize and connect outside of school hours.  <b>Evidence that Demonstrates Success:</b> Social Media Family Nights PTA Nights <b>Staff Responsible for Monitoring:</b> Campus Administration Team Leaders Counselor <b>Title I Schoolwide Elements:</b> 2.4, 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop school clubs to allow students opportunities to explore special interests and foster positive learning experiences.  <b>Evidence that Demonstrates Success:</b> Partner PE Guitar Club Student Council <b>Staff Responsible for Monitoring:</b> Campus Administration All professional staff <b>Title I Schoolwide Elements:</b> 2.4, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fatima Nadzan	Paraprofessional	Bilingual / ESL and Title I	.5 Title I and .5 Title III
Julie Cottrell	Literacy Strategist	Reading Improvement	.5

# Addendums

**Red Oak Independent School District**  
**Red Oak Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of Red Oak Middle School is to create life-long learners who are academically and socially prepared to be productive citizens by providing a safe environment with strong parental and community involvement where all children are challenged through stimulating learning experiences to meet the community goal of “Realizing Our Individual Student’s Dreams.”

# Vision

4 Talons of the Hawk

Exhibits Academic Readiness: 1% Better Daily & Loving Tough

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

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

Leaves a Legacy Through Service: "We Before Me"

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Red Oak Middle School is a secondary campus currently serving students from 6th-8th Grade. Red Oak Middle School began the 2021-22 school year with 1,552 students enrolled as of August 27. This is currently a 33 more students enrolled from 2020-21, when ROMS had a fall enrollment of 1,519

In the 2021-2022 school year, Red Oak Middle School (ROMS) houses two specialized units for students with learning differences (FLS), four resource teachers, 2 inclusion teachers, 9 special education teachers and para-professionals, and a Dean of Specialized Learning. ROMS has over 73 general education teachers, 2 teachers trained in dyslexia, 4 instructional coaches, and an Assistant Principal of Instruction. Teachers are trained in and utilize Solution Tree, Lead4ward, Fundamental 5, Professional Learning Communities and the TEKS Resource System. ROMS utilizes a built-in advisory (Hawk 101) to provide ongoing support for all students within the school day. This class teaches students SEL lessons, building and classroom expectations, data tracking, Naviance training, and team building. New staff is trained and supported through both district level and campus based mentoring and coaching.

The 2020-2021 Fall PEIMS submission indicates 124 Gifted and Talented students, 189 Special Education students, 138 students with Dyslexia, 184 English Language Learners and 178 504 students.

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

- African American: 30.94%
- Hispanic: 37.20%
- White: 26.79%
- Asian: 0.99%
- American Indian: 0.53%
- Two or More Races: 3.56%

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

- Economically Disadvantaged: 46.81%
- English Learners: 12.11%
- At-Risk: 56.42%
- Dyslexia: 9.08%
- 504: 11.72%
- Gifted and Talented: 8.16%

### Demographics Strengths

- For the 2021 - 2022 school all of our ELAR teachers are ESL certified or are in the process of becoming ESL certified.
- For the 2021 - 2022 school year we have added more diversity to our ROMS staff. This diversity is getting closer to matching the students we serve. Of the 123 professional and support staff:
  1. 25 are Males
  2. 28 are African American
  3. 9 are Hispanic

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Red Oak Middle serves a diverse populations of students who make up a majority of our students. ROMS is continually working to meet the needs of ALL of our students. **Root Cause:** The cities that ROISD serve has increasingly become more diverse over the last seven - ten years.

**Problem Statement 2:** Students at Red Oak Middle School that are considered English Language Learners have regressed in their progress of learning the English language as shown by the 2019 TELPAS scores. **Root Cause:** Students at Red Oak Middle School that are considered English Language learners come to us with significant lower academic vocabulary as their non - ELL peers

# Student Learning

## Student Learning Summary

Red Oak Middle School is committed to meeting our students where they are and helping them grow. In our Professional Learning Communities (PLC), teachers collaborate and use data to make informed decisions on instruction in order to best help our students reach their potential. ROMS is also dedicated to help students become respectful and responsible students by holding students accountable for actions, but also ensuring that we model for our students what expectations we hold firm and how to ensure students are following them.

### Accountability System - 2019

	Component Score	ROMS	Rating
Overall		88	Met Standard
Student Achievement: STAAR	50	81	Met Standard
Student Progress		81	Met Standard
Academic Growth	68	74	Met Standard
Relative Performance (Eco. Dis: 50.6%)	50	81	Met Standard
Closing the Gaps	53	76	Met Standard

\*Distinction earned in mathematics

	May 2017 STAAR Mathematics, Grade 6	May 2017 STAAR Reading, Grade 6	May 2017 STAAR Mathematics, Grade 7	May 2017 STAAR Reading, Grade 7	May 2017 STAAR Writing, Grade 7	March 2017 STAAR Mathematics, Grade 8	March 2017 STAAR Reading, Grade 8	May 2017 STAAR Science, Grade 8	May 2017 STAAR Social Studies, Grade 8	
Total Students	476	476	445	446	445	364	373	426	425	
Approaches	73.11%	60.71%	67.87%	66.37%	59.10%	89.29%	74.80%	75.59%	70.12%	
Meets	38.66%	31.51%	35.96%	39.69%	27.64%	64.56%	43.97%	51.17%	40.24%	
Masters	11.97%	11.55%	13.48%	19.28%	8.09%	16.48%	15.01%	23.24%	23.06%	
	May 2018 STAAR Mathematics, Grade 6	May 2018 STAAR Reading, Grade 6	May 2018 STAAR Mathematics, Grade 7	May 2018 STAAR Reading, Grade 7	May 2018 STAAR Writing, Grade 7	April 2018 STAAR Mathematics, Grade 8	April 2018 STAAR Reading, Grade 8	May 2018 STAAR Science, Grade 8	May 2018 STAAR Social Studies, Grade 8	
Total Students	429	430	470	472	471	391	387	469	469	
Approaches	77.86%	61.86%	71.28%	61.44%	60.51%	88.24%	70.54%	76.12%	70.36%	
Meets	40.33%	31.63%	38.72%	37.50%	33.12%	69.31%	35.66%	53.30%	48.83%	
Masters	10.96%	14.19%	13.83%	21.40%	6.16%	27.11%	15.25%	26.23%	33.69%	
	May 2019 STAAR Mathematics, Grade 6	May 2019 STAAR Reading, Grade 6	May 2019 STAAR Mathematics, Grade 7	May 2019 STAAR Reading, Grade 7	May 2019 STAAR Writing, Grade 7	April 2019 STAAR Mathematics, Grade 8	April 2019 STAAR Reading, Grade 8	May 2019 STAAR Science, Grade 8	May 2019 STAAR Social Studies, Grade 8	Spring 2019 STAAR EOC, Algebra I
Total Students	475	476	436	440	439	441	496	497	497	571

Approaches	78.11%	68.49%	80.05%	77.27%	64.69%	88.89%	78.23%	78.07%	71.43%	100%
Meets	36.84%	34.66%	49.77%	48.86%	33.71%	72.11%	51.41%	48.49%	43.66%	98.25%
Masters	9.26%	16.81%	16.74%	29.09%	11.85%	32.20%	24.60%	21.13%	26.56%	98.25%
	May 2021 STAAR Mathematics, Grade 6	May 2021 STAAR Reading, Grade 6	May 2021 STAAR Mathematics, Grade 7	May 2021 STAAR Reading, Grade 7	May 2021 STAAR Writing, Grade 7	April 2021 STAAR Mathematics, Grade 8	April 2021 STAAR Reading, Grade 8	May 2021 STAAR Science, Grade 8	May 2021 STAAR Social Studies, Grade 8	Spring 2021 STAAR EOC, Algebra I
Total Students	433	435	489	490	502	383	442	421	440	62
Approaches	64.67%	53.33%	56.65%	61.22%	55.38%	71.54%	65.16%	67.22%	67.05%	100%
Meets	26.79%	20%	30.47%	36.73%	23.11%	47.26%	37.10%	42.04%	39.55%	98.39%
Masters	7.16%	8.05%	15.95%	18.78%	4.78%	13.84%	14.25%	20.67%	19.32%	96.77%

### Student Learning Strengths

- Based on 2020 - 2021 scores U.S. History remained strong during the pandemic.
- ROMS teachers have developed strong instructional strategies and activities that encourage students to take ownership of their learning.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Red Oak Middle School students are at various stages of learning. There are a lot of students who have learning gaps that must be filled. **Root Cause:** COVID Pandemic of 2020 - 2022. A lot of Red Oak Middle School Students were not on campus and a lot of students were quarantined multiple times throughout the year.

# School Processes & Programs

## School Processes & Programs Summary

Red Oak Middle School works with the district Curriculum Department to ensure that student needs are met through a rigorous TEKS based instructional program. A robust menu of Staff Development Offerings is put together for teachers to participate in the summer and to prepare for the upcoming school year. Teachers participate in weekly Professional Learning Community meetings where we focus on studying the TEK and planning the lesson as well as post instruction meetings where we analyze the data to further inform our instructional decisions. Student progress is monitored through our Level Up Campaign, Curriculum Based Assessments, Pre-Assessments and teacher created tests. Lead4ward's STAAR4ward series is followed closely by our Campus Instructional Team as we turn around instructional strategies, vocabulary development and other instructional tools.

Since 2017 ROMS has averaged around 96% attendance rate. ROMS started the 2020 - 2021 school year with 98.62 % of students at school. We ended the 2020 - 2021 school year at 95.53. This drop can be attributed to COVID 19 cases.

Red Oak Middle School addresses behavioral and social-emotional needs through a combination of campus, classroom and administrative support. The discipline percentage ito end the 20 - 21 school was at 13.44% . The drop rise in discipline can be attributed to a change on leadership and tightening the expectations for dress code, tardies and behavior.

## School Processes & Programs Strengths

Teachers and administrators understand the planning and assessment process and use CBA's, formative assessment and teacher made tests to inform and guide instruction. Teachers have input into the development of CBA's or campus based assessments and use that data to drive instruction. Both the pre and post PLC are used to monitor whole group student growth.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** During the 2020 - 2021 School year we saw a 12.13% raise in Discipline referrals. **Root Cause:** Due to a change in leadership in February 2021 students were held to a higher standard when it came to dress code, tardies and behavior.

**Problem Statement 2:** Red Oak Middle School teachers need to refocus on using assessment data to focus on individual student growth and determine the appropriate level of challenge for each individual student. **Root Cause:** ROMS Middle School teachers need to refocus on breaking down the TEKS and data portion of individual students.

# Perceptions

## Perceptions Summary

Our core values and beliefs at Red Oak Middle School are to embrace the 4 talons of the Graduate Profile by:

Embracing 21st Century Technology

Creating supportive, healthy and positive relationships

Fostering individuality; one size does not fit all

ROMS embraces building relationships while holding students accountable for academic excellence. Our campus strives to "Capture Kids Hearts" as we know that students will learn most willingly from people who genuinely care about their well-being.

## Perceptions Strengths

### Students:

Red Oak Middle School has a strong student leadership program guided by teachers who work to both model and cultivate leadership characteristics in our students. A list of these programs can be found below:

Student Leadership Class

Student Council

Hawk 101 (Advisory)

Renaissance Program

Band Council

Drill Team and Cheerleader Officers

National Junior Honor Society

Book Club

Chess Club

Coding Club

Robotics Club

Civil Air Patrol

Theater Club

**Teacher Culture:**

Thankful Thursday

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** How do we get more students involved in such things intramurals , multi - cultural events and interest groups. **Root Cause:** Many of our students who are involved are involved because it is part of a class.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

- TTESS data

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals





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

**Performance Objective 1:** Through implementation of the district curriculum as well as strategies and professional development to strengthen the instructional core, all students will access to engaging instructional learning that promotes high levels of achievement.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Teacher lesson plans, PLC agendas, Exit Ticket Data, Teacher made test, CBA's

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide targeted instruction to students during regular class time.</p> <p><b>Evidence that Demonstrates Success:</b> Student growth on CBAs, formative assessments, summative assessments, and STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Content Area Teachers Instructional Coaches Campus Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provided targeted instruction and acceleration to students through designated intervention times before school, after school, Saturdays and January 4- 7, 2022</p> <p><b>Evidence that Demonstrates Success:</b> Individual students will show growth on CBAs. formative assessments, summative assessments and STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Content Area Teachers Campus Administrators Instructional Coaches Parents Students</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District and Campus staff will collaborate to create assessments and monitor student data to track progress.</p> <p><b>Evidence that Demonstrates Success:</b> CBA's CFA's Teacher made test Bench marks demonstrating performance goals and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Content Area Teachers Instructional Coaches Campus Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct Professional Learning Community (PLC) once a week using the Texas Instructional Leadership PLC model</p> <p><b>Evidence that Demonstrates Success:</b> Professional Learning Community Meeting notes.</p> <p>Professional Learning Community training logs.</p> <p><b>Staff Responsible for Monitoring:</b> Content Area Teachers Instructional Coaches Campus Administrators District Curriculum Department Leaders</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will be given a chance once a week during Hawk 101 to progress monitor their CBA's, Weekly Grades, Zeros that they have in each class.</p> <p><b>Evidence that Demonstrates Success:</b> Student Progress Monitoring Sheet in their Hawk 101 Binder.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Hawk 101 Teachers  
Campus Administrators  
Students  
**ESF Levers:** Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify







Discontinue

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a campus mentor/support for new teachers (new to Red Oak and new to Red Oak Middle School).  <b>Evidence that Demonstrates Success:</b> New Teacher survey results</p> <p>Department head meeting notes  <b>Staff Responsible for Monitoring:</b> Department Heads                      Instructional Coaches                      Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator four times a year..  <b>Evidence that Demonstrates Success:</b> T-TESS appraiser meeting notes  <b>Staff Responsible for Monitoring:</b> Teachers                      Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Recognize efforts and accomplishments of staff members through weekly and monthly awards.  <b>Evidence that Demonstrates Success:</b> Campus and district parent newsletters</p> <p>Social media posts                      Passing of the Hawk Wings                      Teacher and Staff members yard signs.  <b>Staff Responsible for Monitoring:</b> Campus Administrators District Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide leadership and internship opportunities to teacher leaders.</p> <p><b>Evidence that Demonstrates Success:</b> Meeting logs</p> <p>Internship activity logs</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Department Heads Campus Administrators District Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Establish a monthly Teacher Academy that will be designed to provide extra training and guided practice for teachers who may be struggling in a particular area or who want to learn something new.</p> <p><b>Evidence that Demonstrates Success:</b> Academy participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Campus A.P. for Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2: Seek Opportunities and Challenges of Learning:** Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in a variety of projects through all core content and elective classes.</p> <p><b>Evidence that Demonstrates Success:</b> Student produced products</p> <p>Open House and/or curriculum nights</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> General education and special education teachers collaborate through Professional Learning Communities (PLC) to implement learning plans based on student needs.</p> <p><b>Evidence that Demonstrates Success:</b> Professional Learning Community meeting notes</p> <p>Increased performance on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Instructional Coaches Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Limited English Proficient students with additional support through a designated ESL elective class.</p> <p><b>Evidence that Demonstrates Success:</b> Participating student report cards</p> <p>Increased performance on assessments</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher Counselors Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Red Oak Middle School will utilize the Second Step SEL program to teach social and emotional skills.</p> <p><b>Evidence that Demonstrates Success:</b> Second Step lessons logs. Second Steps Exit Tickets</p> <p><b>Staff Responsible for Monitoring:</b> Hawk 101 Teachers Counselors Campus Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue student recognition programs and student service groups.</p> <p><b>Evidence that Demonstrates Success:</b> Monthly Student of the Month recognition in each class Monthly Students of the Month recognition for one boy and one girl from each grade level. Monthly Heart of the Teacher recognition for one teacher. Monthly Staff Member of the Month for non - teachers. Weekly Spirit of the Hawk Wings Award</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Campus Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensuring a learning environment that is safe, drug-free and conducive to learning through the teaching of campus expectations weekly during Hawk 101, the building of relationships between teachers and students during Hawk 101.</p> <p><b>Evidence that Demonstrates Success:</b> District Safety Audit PEIMS 425 Report Discipline Reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Counselors Campus Administrators Campus Police Officers District level administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain a welcoming campus environment that students, parents, staff and community take pride in. <b>Evidence that Demonstrates Success:</b> Leadership student ambassadors Customer Care training for all front office staff Teachers sending weekly progress reports every Monday to parents. Implementation of the Blackboard REACH Communication tool. <b>Staff Responsible for Monitoring:</b> All Red Oak Middle School staff <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor student attendance to attain targeted 96% campus attendance rate. <b>Evidence that Demonstrates Success:</b> iCount and Talon Incentives Awards <b>Staff Responsible for Monitoring:</b> Teachers Counselors Attendance clerk Campus administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teach students conflict resolution and reduce school violence. <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Reduce school violence - \$13,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review campus crisis plans and ensure that various drills are conducted in accordance with local and state requirements.</p> <p><b>Evidence that Demonstrates Success:</b> Safety Day Drill Schedules Drill reports/logs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators ROMS Campus Officers ROISD Chief of Police</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Crisis Prevention Intervention (CPI) training for the prevention and intervention campus based teams.</p> <p><b>Evidence that Demonstrates Success:</b> Eduphoria documentation of training</p> <p>Documentation of CPI event</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers &amp; Aides Campus Administrators District Behavior Specialists Directors of Special Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for parents and the community to visit, volunteer, and celebrate with students and staff.</p> <p><b>Evidence that Demonstrates Success:</b> Events Calendar  Photos of events  Newspaper articles  PTA Meetings  Open House  Book Fair  Parent Teacher Conferences  Hispanic Heritage Month and African American History celebration nights.</p> <p>6 Grade family fair.</p> <p>Talent showcase in March.</p> <p>Silent auction with art.</p> <p>STUCO movie nights.</p> <p>School dances.</p> <p><b>Staff Responsible for Monitoring:</b> All staff  PTA  Department Heads  Counselors  Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create opportunities for families and staff to socialize and connect outside of school hours.</p> <p><b>Evidence that Demonstrates Success:</b> Social media posts and comments Open House Extra-curricular events</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads Librarian Coaches, Directors, and/or Group Sponsors Counselors Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide curriculum/program for students to develop leadership and good character.</p> <p><b>Evidence that Demonstrates Success:</b> Talon Cards Student Council 7 Mindsets Leadership club</p> <p><b>Staff Responsible for Monitoring:</b> All teachers Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for Red Oak Middle School clubs and organizations to participate in a variety of service projects.</p> <p><b>Evidence that Demonstrates Success:</b> Club/Organization service project participation logs</p> <p>Social media posts/comments</p> <p>Appreciation notes/notifications</p> <p><b>Staff Responsible for Monitoring:</b> Coaches, Directors, and/or Group Sponsors Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Provide comprehensive support for students not meeting the STAAR component target percentage. EL and White Students will meet passing percentages set by the State for closing the gap.

**Performance Objective 1:** Utilize available data to identify, monitor individual student academic growth and provide RTI.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide tutoring services before school and after school, and on Saturdays towards targeted students</p> <p><b>Evidence that Demonstrates Success:</b> Participating student report cards Increased performance on assessment</p> <p><b>Staff Responsible for Monitoring:</b> College student tutors Teachers Campus Administrators</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted</b></p> <p><b>Support Strategy</b></p> <p><b>Funding Sources:</b> Tutoring services - Compensatory Funds - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Addendums

**Red Oak Independent School District**  
**Red Oak High School**  
**2021-2022 Campus Improvement Plan**



# **Mission Statement**

## **The Mission of Red Oak High School**

### **4 Talons of the Hawk:**

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## **Vision**

**"R realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

African American 484 Hispanic 651 White 685 American Indian 11 Asian 18 Pacific Islander 3 Two or More Races 33 Economically Disadvantaged 772 English Learners (EL) 120 At-Risk 610 Section 504 Students 130 Students w/ Disciplinary Placements 114 Students w/ Dyslexia 105 Special Education 230 (Very High For Campus our size) Mobile Students 192

### Demographics Strengths

ROHS growing diversity mirrors the city of Red Oak, providing our students opportunity to grow and learn with and from one another.

I have an increasingly recruited a diverse staff that can relate to our evolving demographic

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our underrepresented students consistently score lower on CBA and EOC exams. R Root Cause. **Root Cause:** Students often enter high school lacking the foundation skills needed to perform at the level of their affluent peers

**Problem Statement 2:** There is often a lack of understanding and communication between Staff and the common Student. **Root Cause:** There is a lack of relationships between staff and students.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Section 504 data
- Homeless data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals





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

**Performance Objective 1:** District-wide performance on STAAR testing by reporting category will meet 2021 overall results and be used as a baseline data point moving forward during or exiting the COVID-19 academic environment.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** 2022 Spring Interim Assessment  
Curriculum-Based Assessments  
TAPR Report  
School report card

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct Data analysis meetings after CBA's <b>Evidence that Demonstrates Success:</b> Data meetings will show needs and <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant principals Lead Learners IC's <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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





**Performance Objective 2:** Utilize a variety of processes to monitor and foster student/ teacher achievement and growth.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will monitor the PLC process and Data analysis meetings after each CBA</p> <p><b>Evidence that Demonstrates Success:</b> PLC's are focused on student achievement and CBA data will show steady progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 3:** The percent of students that score on grade level or above on the EOC Assessment will increase 3% at the approaches and Masters level





**Evaluation Data Sources:** CBA's and EOC's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure teachers are planning for intervention. <b>Evidence that Demonstrates Success:</b> PLC meeting agendas <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide intervention for EOC retesters <b>Evidence that Demonstrates Success:</b> Improved passing rates for Dec. EOC <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant principals <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Paying staff to tutor - 199 24 ACC ED - \$38,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 1:** Provide students the opportunity to learn from failure and build a level of GRIT that makes them resilient

**Evaluation Data Sources:** Participation in the new program Grade saving tutoring. The results would be less students enrolled in grade repair and passing rates increased at semester.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct Grade Save tutoring in the learning commons on Tuesdays and Thursdays from 4:15 -5:15. <b>Evidence that Demonstrates Success:</b> Less students enrolled in grade repair and credit recovery. <b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 1:** Implement consistent district-wide training programs for students, staff, and parents that address physical safety and security protocols in collaboration with the Red Oak ISD Police and local authorities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct Safety day to train students and staff in campus wide emergency procedures. <b>Evidence that Demonstrates Success:</b> Successful completion of safety day <b>Staff Responsible for Monitoring:</b> Safety Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct monthly safety drills in accordance with district requirements. <b>Evidence that Demonstrates Success:</b> Monthly drill logs and calendar	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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





**Evaluation Data Sources:** Food drives and Blood drives

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase the number of students in STUCO and NHS volunteering in the community <b>Evidence that Demonstrates Success:</b> Number volunteer events <b>Staff Responsible for Monitoring:</b> NHS and STUCO sponsors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** The percentage of graduates that meet the criteria for CCMR will increase from 67% to 80% by August 2024.

2020	2021	2022	2023	2024
67%	70%	73%	77%	80%

**Performance Objective 1:** The percent of graduates that meet the criteria for CCMR Outcome Bonuses will increase from 67% to 80% by June 2024.  
 Yearly Target Goals: 67% by 2020; 53% by 2021; 73% by 2022; 77% by 2023; and 80% by 2024.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the Texas College Bridge program to increase TSI success rates. This is a user-friendly platform that provides individualized support to help students strengthen their math and English skill prior to enrolling in college. Students receive additional college support to help them complete college transition milestones.</p> <p><b>Evidence that Demonstrates Success:</b> Improvement in TSI and CCMR rates</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Assistant principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

199 24 ACC ED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Paying staff to tutor		\$38,000.00
<b>Sub-Total</b>					\$38,000.00
<b>Budgeted Fund Source Amount</b>					\$38,000.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$38,000.00

# Addendums



**BOARD REPORT**  
**EASTRIDGE ELEMENTARY SCHOOL**

**Date: October 2021**

**Enrollment Data**

<b>GRADE LEVEL</b>	<b>TOTAL STUDENTS</b>	<b>REMAINING SPOTS</b>
PK	20	2
KINDERGARTEN	67	21
1 <sup>ST</sup> GRADE	86	2
2 <sup>ND</sup> GRADE	64	2
3 <sup>RD</sup> GRADE	84	4
4 <sup>TH</sup> GRADE	76	12
5 <sup>TH</sup> GRADE	69	0



**MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:**

- Celebrating Pink Out in honor and awareness to those who have been affected by Breast Cancer.
- Working together to begin live video announcements each morning

**MY CAMPUS EXHIBITED ACADEMIC READINESS BY:**

- Intervention groups are happening consistently after compiling data and students are showing growth
- Reviewing CBA data and creating a plan for addressing low areas in stations and Talon Time
- MAP report training provided by Kelly Barbe, Assistant Principal to help our teachers know how to purposefully use the reports to guide instruction, parent conferences and Talon Time

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:**

- Recognizing our Students of the Month through certificate, announcement, a yard sign provided to display at their house and picture in the trophy case as you enter the school
- Recognizing Honor Roll students – A & A/B – with classroom award ceremonies and certificates
- Continued weekly Talon Cards drawing to promote and celebrate good behavior from our students.

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:**

- Recognizing our amazing custodians, Instructional Coaches, cafeteria staff and bus drivers on their designed day/week with a small token of appreciation and extra love
- Principal was recognized and shown extra love through the month

**MY CAMPUS DID A GREAT JOB IN THE AREA OF:**

- Completing BOY testing and assessments
- Scheduling and holding parent/teacher conferences to review student data and build the partnership with parents



**BOARD REPORT**  
**RED OAK ELEMENTARY SCHOOL**

Date: October 2021

**Enrollment Data**

<b>GRADE LEVEL</b>	<b>TOTAL STUDENTS</b>	<b>REMAINING SPOTS</b>
PK	34	5 full day, 27 half day
KINDERGARTEN	55	11
1st GRADE	83	5
2nd GRADE	61	5
3rd GRADE	94	16
4th GRADE	72	16
5th GRADE	107	18
TLC	17	
ECSE	19	



### **MY CAMPUS EXHIBITED ACADEMIC READINESS BY:**

- ROE administered curriculum-based assessments for the first six weeks in grades 2-5 and reviewed the data during PLCs to discuss how to continue to grow students.
- ROE Instructional Coaches have been modeling for teachers to improve their instruction. We are very thankful for their support.
- Teachers are preparing for parent conferences and look forward to discussing student progress with parents.
- Teachers have been breaking down specific TEKS during their PLC using a process learned through Texas Instructional Leadership.
- Teachers participated in Staff Development on September 27<sup>th</sup>. They were able to participate in a wide variety of sessions that were designed for them and allowed them time to collaborate with teachers on other campuses.

### **MY CAMPUS EXHIBITED SEEKING OPPORTUNITIES AND CHALLENGES OF LEARNING BY:**

- Mrs. Stone met with the principal mentor to continue to grow her skills.
- Mrs. Barnes attended AEL training at Region 10 to finalize her training as a TTESS appraiser.
- Mrs. Martinez attended Gretchen Bernabei training at Region 10 with Mrs. Waller and other ELAR instructional coaches to learn strategies to help with open responses on STAAR tests.
- Mrs. Hawkins met with all staff during a staff meeting to share how trauma affects our students and how we can support students who have been impacted by trauma.

### **MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF ENCOURAGEMENT BY:**

- ROE teachers have been celebrating students by encouraging positive behavior through the use of Talon Tickets and Positive Office Referrals. Two students were drawn from the Talon Tickets for the first six weeks and awarded a prize and Mrs. Gaines was recognized for giving out 91 Talon Tickets the first six weeks.
- ROE classes have been working hard to earn the “Golden Spoon” award during lunches each week. The award is given to the class from each grade level with the most points on Friday.

**MY CAMPUS DEMONSTRATED LEAVING A LEGACY OF SERVICE BY:**

- ROE Parent and Family Engagement Committee has been planning our Trunk or Treat for October 21<sup>st</sup>. We are excited to spend the evening outdoors with our families.

**MY CAMPUS DID A GREAT JOB IN THE AREA OF:**

- Mrs. Hartman has been preparing for our Book Fair. We are allowing parents to visit the Book Fair on Friday, October 15<sup>th</sup> from 8:00 a.m.-1:00 p.m. if they would like to bring their students.



**BOARD REPORT**  
**RUSSELL P. SCHUPMANN ELEMENTARY SCHOOL**

**Date: October 2021**

**Enrollment Data**

GRADE LEVEL	TOTAL STUDENTS	REMAINING SPOTS	BIL TOTAL STUDENTS	BIL REMAINING SPOTS
PK	22	0	13	9
KINDERGARTEN	81	7	12	10
1 <sup>ST</sup> GRADE	88	0	14	8
2 <sup>ND</sup> GRADE	75	13	19	3
3 <sup>RD</sup> GRADE	86	2	11	11
4 <sup>TH</sup> GRADE	83	5	10	12
5 <sup>TH</sup> GRADE	91	9	8	17



### **MY CAMPUS SHOWED GROWTH and ACADEMIC READINESS BY:**

- Talon Time is scheduled throughout the day to implement interventions with students.
- Professional development days are allotted for Reading Academy and content specific training for grade 4-5.
- Professional development opportunities are centered around campus needs and teacher needs. Our ROISD ELAR IC team attended the Gretchen B. training to improve writing across the curriculum.
- Our CIP emphasizes ongoing professional development, additional support and interventions as needed.

### **MY CAMPUS SHOWED RESILIENCE BY:**

- Our Professional Learning Communities (PLC) are focusing on the four critical questions centered around student learning.

### **MY CAMPUS SHOWED RESPECT FOR OTHERS BY:**

- Following the school-wide discipline program that focuses on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor) to provide our students with structure and awareness.

### **MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:**

- Students and staff members are able to give shout outs through Anchored in Excellence moments. We also encourage each other through positive bombardments of appreciation messages.
- House competitions are conducted each week to highlight key individuals and teachers.

### **MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:**

- An awards assembly will be conducted each six weeks to highlight our students.
- Positive referrals for students and other incentives to promote positive behavior across the campus are implemented at RPS.

### **MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:**

- Skyward, Email, and REACH are used to communicate with parents. DOJO helps to provide classroom positive points and collect data for RTI and campus review.

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:**

- The campus will choose a Heart of the Teacher for the month of October.
- A teacher and student of the month will also be chosen to honor individuals that go over and beyond each day.
- Various celebrations will be highlighted in a variety of ways during the month of October. Please see our events for Hispanic Heritage month highlighted in our weekly newsletters

**MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:**

- The campus will continue highlighting acts of service demonstrated by teachers and students on our social media page and through our campus newsletter.



**BOARD REPORT**  
**DONALD T. SHIELDS ELEMENTARY SCHOOL**

**Date: October 2021**

**Enrollment Data**

<b>GRADE LEVEL</b>	<b>TOTAL STUDENTS</b>	<b>REMAINING SPOTS</b>
PK	38	1 AM Half Day (22 PM Half Day)
KINDERGARTEN	72	-6
1 <sup>ST</sup> GRADE	79	9
2 <sup>ND</sup> GRADE	75	13
3 <sup>RD</sup> GRADE	78	10
4 <sup>TH</sup> GRADE	105	5
5 <sup>TH</sup> GRADE	96	n/a (current counts 24 per unit)



**MY CAMPUS EXHIBITED ACADEMIC READINESS BY:**

- The ELAR instructional coach and principal attended a writing conference by Gretchen Bernabei and acquired several wonderful strategies to assist in teaching students' written responses to reading.

**MY CAMPUS SHOWED GROWTH BY:**

- The Education Foundation granted DTS with ten engagement kits last spring to be implemented this fall. Several grade levels and teachers have started using the engagement kits to make meaningful instruction in their classrooms.

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:**

- We have started celebrating staff successes and effort with a Talon Tag system. Each faculty meeting is started with celebrations of staff members who have gone above and beyond in an area of one of the four talons, Staff who receive a Talon Tag will be displayed on our bulletin board and they will hang their Talon Tag on their classroom door.



**BOARD REPORT**  
**H. A. WOODEN ELEMENTARY SCHOOL**

**Date: October 2021**

**Enrollment Data**

<b>GRADE LEVEL</b>	<b>TOTAL STUDENTS</b>	<b>REMAINING SPOTS</b>
PK	PK ESL-20 PK Bilingual-16	PK ESL-2 PK Bilingual-6
KINDERGARTEN	KG-59 KG Bilingual-12	KG-7 KG-Bilingual-10
1 <sup>ST</sup> GRADE	1 <sup>st</sup> -49 1 <sup>st</sup> Bilingual-10	1 <sup>st</sup> -17 1 <sup>st</sup> Bilingual-12
2 <sup>ND</sup> GRADE	2 <sup>nd</sup> -64 2 <sup>nd</sup> Bilingual-16	2 <sup>nd</sup> -24 2 <sup>nd</sup> Bilingual-6
3 <sup>RD</sup> GRADE	3 <sup>rd</sup> -59 3 <sup>rd</sup> Bilingual-14	3 <sup>rd</sup> -7 3 <sup>rd</sup> Bilingual-8
4 <sup>TH</sup> GRADE	4 <sup>th</sup> -62 4 <sup>th</sup> Bilingual-22	4 <sup>th</sup> -4 4 <sup>th</sup> Bilingual-0
5 <sup>TH</sup> GRADE	5 <sup>th</sup> -70 5 <sup>th</sup> Bilingual-23	5 <sup>th</sup> -0 5 <sup>th</sup> Bilingual-0



### **MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:**

- Returning staff and students welcomed new staff and students on House sorting day. Returning staff and students wore their house color and cheered on new staff/students as each individual spun the wheel to determine what house they would represent.
- Our PTA held a community night at Bahama Bucks. Wooden came together as a campus and enjoyed spending time with others as they were raising money that will go back to the campus.
- The Lady Hawks Volleyball team challenged the East side schools to support the Lady Hawks at a volleyball game. Wooden Elementary had the most students attend the game which earned them popsicles from the volleyball team. Our students loved having the Lady Hawks on campus.

### **MY CAMPUS EXHIBITED ACADEMIC READINESS BY:**

- All grade levels meet weekly during their Professional Learning Community meeting to analyze formative assessments given to students throughout the week. Teachers use this data to create intervention/enrichment lessons to meet the students where they are at academically with skills that have been introduced. The teachers are doing an excellent job by identifying each individual student's needs.
- Kindergarten, first and second grade teachers are implementing the new Saxon phonics program. There is positive feedback coming from the teachers and the students are enjoying the program as well.

### **MY CAMPUS SHOWED GROWTH BY:**

- Teachers have created detailed Talon Time plans with the support of their instructional coaches. These plans are allowing teachers to meet the students needs where they are academically.

### **MY CAMPUS SHOWED RESILIENCE BY:**

- All testing for the beginning of the year has been completed. Teachers worked diligently to establish routines and expectations for working in groups to be able to complete the testing while the students were still learning.

### **MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:**

- Our student council created cards for doctors and nurses to lift their spirits and to tell them how thankful we are for their care.
- Wooden Elementary students also colored Fall pictures for healthcare workers at Texas Health Hospital. The pictures were hung up to decorate the office areas.

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:**

- A bulletin board was created for staff members to show others their appreciation. Staff give “Cheers to their Peers” for various acts of kindness and appreciation!

**MY CAMPUS SHOWED HOW TO COMMUNICATE/THE IMPORTANCE OF COMMUNICATION BY:**

- Teachers have been communicating with parents to set up parent conferences. Teachers created sign ups to accommodate parents and have extended additional opportunities to meet with parents.

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:**

- We have been highlighting various Hispanic people during announcements each morning sharing their heritage. Our campus has also created bulletin boards of Hispanic countries that highlight their cultures, traditions, and heritage. We will end Hispanic Heritage month by having a campus parade where students dress up to represent their country.

**MY CAMPUS DEMONSTRATED LEGACY THROUGH SERVICE BY:**

- Our student council put together a food drive to support the Ellis County Outreach.
- Our student council also created cards for doctors and nurses to show our appreciation for their service.

**MY CAMPUS DEMONSTRATED “WE BEFORE ME” BY:**

- Students across the campus colored various Fall pictures to decorate the offices at Texas Health Hospital.

**MY CAMPUS DID A GREAT JOB IN THE AREA OF:**

- Room transformations are happening all across the campus. Students have visited Willy Wonka’s Chocolate Factory in Science and Math to review for upcoming assessments. Students also went to Math Boot Camp to review place value before an exam. Others made S’mores by the campfire as they made more inferences in reading. Students enjoy these engaging learning experiences.

**OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:**

- Our gym was turned into a Dinosaur museum where all students were able to go on a scavenger hunt to look for various dinosaurs. The students enjoyed learning about the dinosaurs and being able to record their observations.



**BOARD REPORT**  
**RED OAK MIDDLE SCHOOL**

Date: October 2021

<b>Grade Level</b>	<b>Total Students</b>
6 <sup>th</sup> Grade	486
7 <sup>th</sup> Grade	501
8 <sup>th</sup> Grade	581

**Total: 1,568**



**MY CAMPUS EXHIBITED ACADEMIC READINESS BY:**

- We gave the fall Interim Assessment in Math and Reading for grades 6 – 8. The data from those assessments will be used to form our small group instruction during class and during tutoring.

**MY CAMPUS SHOWED THE IMPORTANCE OF ENCOURAGEMENT BY:**

- Our Sunshine Committee celebrated August, September and October Birthdays with snacks and treats.
- We picked one boy and one girl from each grade level as our Students of the Month. Each student received a certificate and a yard sign to put in front of their house.

**MY CAMPUS Did a Great Job in the Area of:**

- Our para professionals have done an amazing job of pulling together and covering classes that are not covered by a sub.



**BOARD REPORT**  
**RED OAK HIGH SCHOOL**

**Date: October 2021**

**Enrollment Data**

<b>GRADE LEVEL</b>	<b>TOTAL STUDENTS</b>
9 <sup>TH</sup> GRADE	591
10 <sup>TH</sup> GRADE	446
11 <sup>TH</sup> GRADE	518
12 <sup>TH</sup> GRADE	484



**MY CAMPUS DEMONSTRATED HOW ACADEMIC READINESS BY:**

- Started Grade Save tutoring Tuesday and Thursday evening to provide afterschool intervention.
- Delivered Academic enrichment to students to meet the HB 4545 requirements.
- Started Talon Time on Wednesday to provide intervention during school hours.

**MY CAMPUS EXHIBITED WE BEFORE ME BY:**

- Conducted a Pink Out Pep Rally to honor cancer survivors, those who are currently fighting, and those who have lost their battle.

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING APPRECIATION BY:**

- Passed out perfect attendance to staff.
- Passing the Lifesaver award to the most deserving staff member.
- Awarded student of the month for each grade level.

**MY CAMPUS DID A GREAT JOB IN THE AREA OF:**

- The Mighty Hawk Band took home the Grand Champion award by finishing first at the 2021 Classic Band competition in Desoto.



**BOARD REPORT**  
**LITTLE HAWKS LEARNING CENTER**

**Date: October 2021**

**MY CAMPUS DEMONSTRATED HOW HAWKS UNITE BY:**

- A long-time LHLC employee has had a lifetime of battling cancer, both herself and her family, including a grandson. She celebrated 16 years of being cancer free this year and our campus came together to celebrate with her.

**MY CAMPUS SHOWED THE IMPORTANCE OF SHOWING HONOR BY:**

- In honor of Hispanic Heritage Month, our classes have been learning about traditional Hispanic celebrations. Our teachers collaborated to teach our oldest Little Hawks a traditional dance.

**MY CAMPUS SHOULD BE RECOGNIZED FOR:**

- As interviews were completed in the previous weeks, a recurring theme emerged when asked why the applicant applied at Little Hawks. Our applicants know employees or parents and our program’s reputation allowed us to fill our vacancies when most childcare centers are struggling for employees. Our center is used by both Childcare Licensing and Texas Rising Star when evaluators need to tour an exceptional facility for training purposes.

**OTHER THINGS I WOULD LIKE TO SHARE WITH YOU ABOUT OUR CAMPUS ARE:**

- Students on LHLC waitlist: 4
- Students on ATB waitlist: 20
  - Currently no single campus has enough student on the waitlist to justify a new teacher
- LHLC open staffing positions: 0
- ATB open staffing positions: 0



# **Red Oak Independent School District**

## **District Improvement Plan**

**2021-2022**



# Mission Statement

## The Mission of Red Oak ISD

### 4 Talons of the Hawk:

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

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

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

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

### The Vision of Red Oak ISD:

**"Realizing Our Individual Students' Dreams"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Ellis County Texas towns of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill combined in 1912 to found Red Oak ISD. There are seven campuses: One 5A high school, one middle school (grades 6-8), and 5 elementary schools (PK-5). Red Oak consists of both rural and neighborhood populations. The 5 elementary campuses receive Title I federal funds.

### TOTAL STUDENT ENROLLMENT 21-22

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6,307

### STUDENT ENROLLMENT BY RACE/ETHNICITY 21-22

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AFRICAN AMERICAN- 30.33%  
ASIAN- 0.94%  
HISPANIC- 40.34%  
AMERICAN INDIAN- 0.35%  
PACIFIC ISLANDER- 0.06%  
TWO OR MORE RACES- 3.46%  
WHITE- 24.53%

### STUDENT ENROLLMENT BY TYPE

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Economically Disadvantaged- 52.10%  
English Language Learner- 12.56%  
Students Receiving Special Education Services- 11.56%

Source: <https://txschools.gov/districts/070911/profile>

### Demographics Strengths

Red Oak ISD continues to become more diverse and provides our students with the opportunity to develop an understanding for others on a local, state, national and global level. The overall district report card grade of "B" from the 2019 School Report card indicates there are academic strengths exhibited by

our students as a whole.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Forty-eight percent of Red Oak ISD students qualify as economically disadvantaged, 11.9% receive special education services, and 12.1% are English Language Learners. Research reports that these three indicators correlate with academic performance. **Root Cause:** ROISD is part of a major metropolitan area where poverty has become evident by Title I, II, and III assistance and includes increased numbers of English as a second language students. Our staff training to assist students in these groups is being evaluated and revised to meet the needs of these students.

# Student Learning

## Student Learning Summary

Red Oak ISD is pleased to report that in 2019 the district received the rating of B (88) with 5 campuses receiving a rating of B and 2 campuses receiving a rating of C on the TEA Accountability rating for 2019. Our "C" campuses had scores of 77 and 78. Accountability reporting was suspended in 2020 due to COVID-19.

District Overall Score: 88 B

Student Achievement: 89

School Progress: 88

Closing the Gaps: 84

## Student Learning Strengths

Campuses in Red Oak ISD received a total of twelve distinctions on the TEA Accountability Summary for 2019.

Red Oak High School: Mathematics, Science, Social Studies

Red Oak Middle School: Mathematics

Red Oak Elementary: Science

Eastridge Elementary: ELA/Reading, Mathematics, Academic Growth, Postsecondary Readiness, Closing the Gaps

Schupmnn Elementary: Academic Growth, Closing the Gaps

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Red Oak Middle School is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: ELL Students: STAAR Academic Achievement in Reading and Growth in Reading. White Students: Academic Achievement in Reading. Academic Growth in Reading, Mathematics, and Student Success.

**Problem Statement 2:** Red Oak High School is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: Special Education Students: EOC Academic Achievement in Reading, Mathematics, and the Federal Graduation Rate. ELL Students: EOC Academic Achievement in Reading. White Students: EOC Academic Achievement in Reading and Mathematics.

**Problem Statement 3:** Russell P. Shupmann Elementary is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Mathematics and Student Success.

**Problem Statement 4:** Shields Elementary is identified for Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below the ESSA target scores: White Students: Academic Achievement in Reading, Growth in Mathematics, and Student Success.

**Problem Statement 5:** Red Oak Elementary is identified for Additional Targeted Support (Federal Accountability). **Root Cause:** The following areas scored below or met the percentage ESSA score used to identify a campus for Comprehensive Support: Special Education Students: Academic Achievement in Reading and Math.

**Problem Statement 6:** TEA Results Driven Accountability (RDA) intervention plans are required because of the Red Oak ISD Discipline Removal Rate. **Root Cause:** The following RDA Performance Levels (PL) require intervention plans: Special Education Total Disciplinary Removal Rate.

## District Processes & Programs

### District Processes & Programs Summary

ROISD staff members have been formally trained and receive ongoing support on how to operate as professional learning communities with a on focus collaboration, student learning, and results in order to increase student achievement. The ROISD teaching/learning model has been developed to assist with the PLC process. ROISD uses the TEKS Resource System as its curriculum management system.

ROISD adopted an asynchronous learning model during COVID-19. This model uses CANVAS and GOOGLE Classroom as learning platforms. Time is scheduled to provide students synchronous instruction and support for special programs.

### District Processes & Programs Strengths

The asynchronous learning model has begun the year successfully educating ROISD students.

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Indicators show that training for the use and implementation of the TEKS Resource System has to improve. **Root Cause:** Interviews and observations indicate that teachers and administrators do not understand the importance of maintaining the fidelity of the curriculum management system.

# Perceptions

## Perceptions Summary

Our Vision in Red Oak ISD is to **Realize Our Individual Students' Dreams (ROISD)** and our Mission is to incorporate and instill the 4 Talons of the Hawk for each and every one of our students.

Our measure of success does not solely lie on how we grade on a standardized test, but on how we work to instill the 4 Talons of the Hawk in our students and who they become because of that. Seeing evidence of how our students live it out not only in their time as a student with us, but as an adult and a great contributor to our community and society as a whole is our measure of success. We have high expectations for all our students and our commitment is to do all we can to help them reach their fullest potential.

Four Talons of the Hawk are 1) exhibits academic readiness, 2) seeks challenges of learning, 3) strives to be fair, respectful & well rounded, and 4) leaves a legacy through service.

We are on a mission for our students' success.

## Perceptions Strengths

Our strength is our belief and commitment to all student's academic and social-emotional growth and development.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** ROISD does not have a reliable system to measure stakeholder perceptions. **Root Cause:** ROISD will need to identify key metrics and tools to measure stakeholder perceptions.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data

### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

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





**Performance Objective 1:** District-wide performance on STAAR testing by reporting category will meet 2019 overall results and be used as a baseline data point moving forward during the COVID-19 academic environment and until the Texas Education Agency requires STAAR testing.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 Spring Interim Assessment  
Curriculum-Based Assessments  
TAPR Report  
School report card

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand the current use of instructional technology through the use of CANVAS in grades 3-12 and modeling best practices for its integration as a learning tool.</p> <p><b>Evidence that Demonstrates Success:</b> Training Sessions, Meetings, Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Curriculum Coordinators Instructional Coaches Librarians and Lab Managers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement district-wide TEKS Resource System training &amp; monitoring of TRS curriculum implementation fidelity.</p> <p><b>Evidence that Demonstrates Success:</b> Teachers use of the TRS and tracking the Year at a Glance (YAG). Coordinator PLC meeting observations. Teacher lesson plans. Campus-wide classroom T-TESS observations. Training logs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus T-TESS administrators Curriculum &amp; Instruction Coordinators &amp; Directors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide additional academic support in the elementary classroom for students.</p> <p><b>Evidence that Demonstrates Success:</b> Assigned schedule to provide support.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Campus Administrators</p> <p><b>Funding Sources:</b> Title I - 211 Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize Title III funds to supplement the available resources for advancing the academic achievement of English Language Learners (ELL) students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/ Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used.</p> <p>Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison.</p> <p><b>Evidence that Demonstrates Success:</b> TAPR Report  ESSA Report  Aware Reports  TELPAS Results  LPAC Reports</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of C&amp;I  Executive Director of Assessment and Accountability  Director of C&amp;I  Director of Specialized Learning  Administrators  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p> <p><b>Funding Sources:</b> - 263 Title III</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Bilingual programs at Wooden and Schuppman Elementary schools in order to improve English language proficiency.</p> <p><b>Evidence that Demonstrates Success:</b> Student enrollment, TELPAS improvement, STAAR improvement for elementary students and include:  Title III funds to supplement the available resources for advancing the academic achievement of EL students. Rosetta Stone, Soluciones Grades K-2, Fonetica y Gramatica Grade K-2 and English/ Spanish Sound-Spelling Training are examples of supplemental programs / materials to be used.  Title III funds will also be utilized to split-fund a paraprofessional to assist at Wooden Elementary in the Bilingual classrooms and as a parent liaison.</p> <p>Provide classroom instructional practices using the Gomez &amp; Gomez model.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of C&amp;I  Executive Director of Accountability  Director of Specialized Learning  Campus principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Gifted and Talented students will receive: GT pullout instruction at the elementary schools GT trained teachers on secondary campuses Accelerated classes on secondary campuses Outside of school enrichment- Destination Imagination Program <b>Evidence that Demonstrates Success:</b> Campus schedules and rosters <b>Staff Responsible for Monitoring:</b> Director of C&I Elementary and Secondary GT Coordinators Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** The percentage of graduates that meet the criteria for CCMR will increase from 67% to 80% by August 2024.





2020	2021	2022	2023	2024
67%	69%	72%	76%	80%

The percent of 12th graders that meet criteria for College, Career, Military Readiness will increase from 67% to 70%, the percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Economically Disadvantaged students will increase from 89% to 90%, the percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Non-Economically Disadvantaged students will increase from 76% to 80%, and the percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for Special Populations students will increase from 19% to 21% by June 2022.

- 62% to 66% --African American
- 63% to 67%--Hispanic
- 75% to 76%--White
- 70% to 72%--Two or More Races
- 80% to 80%--Special Ed
- 59% to 64%--Economically Disadvantaged
- 57% to 62%--English Learners

**HB3 Goal**

- Evaluation Data Sources:** TAPR Report  
SAT/ACT/TSIA  
Associates Degree Earned  
College Prep English  
College Prep Math  
Industry Based Certifications  
Level 1 or Level 2 Certificate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review data of student groups needing to have additional guidance for CCMR and address these groups with more opportunities to take SAT or TSIA and for ROISD to cover the costs of these college entrance exams. ROISD will also enroll students below the meets standards on TSIA into a College Prep English and/or Math class.</p> <p><b>Evidence that Demonstrates Success:</b> Increase in percentage of students in all groups who take and meet the passing score levels for all college entrance exams or take and pass a College Prep English or Math class, including College Bridge.</p> <p><b>Staff Responsible for Monitoring:</b> ROHS Principal ROHS College and Career Coordinator Advanced Academics Coordinator CTE Director</p> <p><b>Funding Sources:</b> TSIA Tests - 461 Campus Activity - \$7,000, SAT Tests - 199 31 Counselors - \$18,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review data of student groups needing to have additional guidance for CCMR and address these groups with more opportunities to take industry-based certifications and for ROISD to cover the costs of these certifications.</p> <p><b>Evidence that Demonstrates Success:</b> Increase in percentage of students in all groups who take and meet the passing score levels for all industry-based certifications.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director</p> <p><b>Funding Sources:</b> Industry-Based Certifications - 199 22 CTE - \$38,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** The percentage of 3rd graders that score meets grade level or above on STAAR Reading will increase from 40% to 50% by August 2024.

2020	2021	2022	2023	2024
40%	42%	44%	47%	50%

Using the CIRCLE assessment, the percent of PreK students that score on grade level or above in Reading will increase from 75% to 77%, the percent of K students that score on grade level or above in Reading on the TPRI assessment will increase from 83% to 84%, (English) and 94% to 95% (Spanish), the percent of 1st graders that score on grade level or above will increase from 59% to 61% (English) and 71% to 72% (Spanish), the percent of 2nd graders that score on grade level or above will increase from 65% to 77% (English) and 60% to 62% (Spanish), and 3rd grade students that score on grade level or above in Reading on the STAAR assessment will increase from 40% to 44% (English) and 15% to 20% (Spanish) by June 2022.

- 40% to 42% --African American
- 37% to 39%--Hispanic
- 50% to 52%--White
- 57% to 58%--Two or More Races
- 31% to 33%--Special Ed
- 35% to 37%--Economically Disadvantaged
- 33% to 35%--Special Ed (Former)
- 28% to 30%--English Learners
- 41% to 43%--Continuously Enrolled
- 45% to 47%--Non-Continuously Enrolled

**HB3 Goal**





**Evaluation Data Sources:** CIRCLE

- TPRI
- STAAR
- Interim Assessments
- Curriculum Bases Assessments

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

**Performance Objective 4:** Utilize a variety of processes to monitor and foster student/ teacher achievement and growth.





**Evaluation Data Sources:** 2021 Spring Interim Assessment  
 Curriculum-Based Assessments  
 TAPR Report  
 School report card

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide a comprehensive intervention and enrichment plan for identified students designed to close the achievement gap through a Multi-Tiered System of Supports (MTSS).</p> <p><b>Evidence that Demonstrates Success:</b> Completed Intervention Plans, Student Data from Aware, etc.                      Summer Intervention                      Response To Intervention (RTI)</p> <p>Talon/Target Time,                      Tutoring                      Snap and Read access,                      Co-Writer access,</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director C&amp;I                      Director of Specialized Learning                      Director of C&amp;I                      Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support and intervene with identified struggling readers. Utilize Title I campus-level allocation at elementary schools to provide a Reading Support / Literacy Strategist at each campus.</p> <p><b>Evidence that Demonstrates Success:</b> Implementation of Leveled Literacy Intervention, observations, feedback from trained teachers, reading assessment growth at the local and state level. Running Records, DRA Reports                      Diagnostic Screener Reports.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Accountability                      Director of C&amp;I                      Director of Specialized Learning                      Campus Administrators                      Teachers</p> <p><b>Funding Sources:</b> Literacy Strategist - 211 Title I - \$182,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 5:** Recruit, support, retain and reward quality personnel while providing ongoing and relevant professional development that translates to student engagement and success.

**Evaluation Data Sources:** Staff Retention Rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Title II funds used for Masters Degree stipends.  <b>Evidence that Demonstrates Success:</b> Staff retention                      Number of staff with Masters Degrees  <b>Staff Responsible for Monitoring:</b> Director of Human Resources  <b>Funding Sources:</b> - 255 Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Title II funds to provide high quality professional development for staff members.  <b>Evidence that Demonstrates Success:</b> Staff retention rate; staff evaluations  <b>Staff Responsible for Monitoring:</b> Campus principals, ESC directors and executive directors in the C&amp;I department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Gifted and Talented teachers and leadership staff access to GT professional development to meet state requirements and enhance the delivery of GT services.  <b>Evidence that Demonstrates Success:</b> Training records  <b>Staff Responsible for Monitoring:</b> Director of C&amp;I                      GT Coordinators  <b>Funding Sources:</b> Professional Development for GT service providers - 199 PIC 21 GT - 199-13-6400 - \$8,000, Contracted Professional Development for GT service providers - 199 PIC 21 GT - 199-13-62... - \$3,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Support elementary teachers with 2 Instructional Coaches per campus to provided job-embedded professional development. Coaches will be supported with ongoing training throughout the year.  <b>Evidence that Demonstrates Success:</b> Instructional Coaching activity tracking, IC professional development schedule and sign ins  <b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

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

**Performance Objective 6:** The percentage of 3rd graders that score meets grade level or above on STAAR Math will increase from 42% to 52% by August 2024.

2020	2021	2022	2023	2024
42%	44%	46%	49%	52%

Using the CIRCLE measure, the percent of PreK students that score on grade level or above in Math will increase from 90% to 91%, the percent of K students that score on grade level or above in Math on the MAP assessment will increase from 47% to 49%, the percent of 1st grade students that score on grade level or above in Math on the MAP assessment will increase from 47% to 48%, and the percent of 2nd grade students that score on grade level or above in Math on the MAP assessment will increase from 49% to 50%, and the 3rd grade students that score on grade level or above in Math on the STAAR assessment will increase from 42% to 44% by June 2022.

- 35% to 38% --African American
- 36% to 39%--Hispanic
- 52% to 55%--White
- 57% to 59%--Two or More Races
- 10% to 16%--Special Ed
- 35% to 37%--Economically Disadvantaged
- 33% to 35%--Special Ed (former)
- 31% to 33%--English Learners
- 43% to 45%--Continuously Enrolled
- 48% to 50%--Non-Continuously Enrolled

**HB3 Goal**





**Evaluation Data Sources:** CIRCLE

- MAP
- STAAR
- Interim Assessments
- Curriculum Based Assessments

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

**Performance Objective 1:** Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)].

**Evaluation Data Sources:** Naviance usage  
Master Schedules  
Counselors schedules

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students the opportunity to explore a variety of career opportunities to build interest and explore strengths through the use of the Naviance career software program.</p> <p><b>Evidence that Demonstrates Success:</b> Naviance logs</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE College &amp; Career Readiness Coordinator Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide ROMS and ROHS students, teachers, parents and counselors information about: Higher education admissions and financial aid opportunities; such as TEXAS and TEACH for TEXAS grant programs; Individual Graduation Plan advisement; Sources of information on higher education admissions and financial aid [TEC 11.252(a)(4)(A-D)].</p> <p><b>Evidence that Demonstrates Success:</b> College &amp; Career Counselor program records Skyward completion of IGP's</p> <p><b>Staff Responsible for Monitoring:</b> Director of School and Family Services ROHS College and Career Readiness Coordinator Secondary Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to strengthen Career and Technical course offerings to meet the needs of the job market.</p> <p>Utilize TSTC course options, certification pathways, and supplemental activities as permitted by Perkins Grant guidelines</p> <p><b>Evidence that Demonstrates Success:</b> Course Enrollment, Workforce Data showing market demand Student certifications Perkins Fund Compliance Report Staff Development records</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 2:** Execute drop out prevention strategies [TEC 11.255].

**Evaluation Data Sources:** Drop out records

Campus information related to:





graduation rates

HS equivalency certificate rates, enrolled, drops, complete but do not take the exam, complete but cannot pass the exam

4+ years graduates

9th and 10th grade students academic hours earned, retention rates, placements in DAEP, expulsions

Annual review of ROHS drop out prevention program





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Compile data from ROHS to assess the strategies. <b>Evidence that Demonstrates Success:</b> A report that can be used to execute effective strategies. <b>Staff Responsible for Monitoring:</b> Executive Director of Assessment and Accountability Director of PEIMS	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Implementation of a comprehensive school counseling program [TEC 11.252(a)(3)(I)], [TEC 33.005].





**Evaluation Data Sources:** Audit of ROISD's alignment with the Texas Comprehensive School Counseling Program.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase awareness of substance abuse and healthy choices across the district by participation in Red Ribbon Week in order to reduce drug related disciplinary offenses on campuses.</p> <p><b>Evidence that Demonstrates Success:</b> PEIMS 425 report  <b>Staff Responsible for Monitoring:</b> Campus Administrators  Campus Counselors  Director of School and Family Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase awareness of bullying and harassment and promote positive behavior to reduce reports of bullying and harassment through the implementation of Leadership classes (from Capturing Kids Hearts) at ROMS , trained staff in Capturing Kids Hearts at ROHS, Connect With Kids Network Character Education Program, restorative practices, and campus guidance plans at ROISD elementary schools [TEC 37.0832]</p> <p><b>Evidence that Demonstrates Success:</b> Participation Records, PEIMS 425 Report, counselor reports.  <b>Staff Responsible for Monitoring:</b> Campus Administration  Campus Counselors  Director of School and Family Services  <b>Funding Sources:</b> Capturing Kids Hearts programs and support materials - 289 Title IV - \$32,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate with students, parents, staff, and community in a consistent and timely manner, including maintaining district and campus websites, mobile app, and continuation of the community advisory group. Continue increasing social media connections through Twitter, FaceBook, and Instagram.</p> <p><b>Evidence that Demonstrates Success:</b> Likes, followers, posts, etc. (Social Media, app, and website analytics)  Advisory group attendance records.  <b>Staff Responsible for Monitoring:</b> Communications Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Establish a systematic procedure to identify and support students in need of resources and services (ie. homeless, family loss, illness, etc.)</p> <p><b>Evidence that Demonstrates Success:</b> Program Reports School and Family Services</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Homeless/Foster Liaison</p> <p><b>Funding Sources:</b> Transportation for Homeless and Foster Students in some circumstances, tutoring for foster / homeless students, other obstacles removed such as supplies for homeless students. - 211 Title I - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Complete 100% participation relative to lockdown training, secure the building training, fire & tornado drills. <b>Evidence that Demonstrates Success:</b> District Safety Audit ROISD PD Training Documents <b>Staff Responsible for Monitoring:</b> Red Oak ISD Police Chief	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation and on-going evaluation of the District Emergency Operation Plan. <b>Evidence that Demonstrates Success:</b> District Safety Audit/ Plan Notes ROISD PD Emergency Reponse Protocol <b>Staff Responsible for Monitoring:</b> Red Oak ISD Police Chief	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Support ethical uses of technology including Internet Safety, Acceptable Use, Social Networking, Digital Footprint and Copyright issues for teachers and students.  <b>Evidence that Demonstrates Success:</b> Training Session Feedback <b>Staff Responsible for Monitoring:</b> Executive Director of Technology Education Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Establish a dating violence policy and adopt/implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children [TEC 11.252(3)(E)], [TEC 37.083(a)] <b>Evidence that Demonstrates Success:</b> School Board Policy FFG Local and FFH Local. The policies are also located in the Student Handbook. <b>Staff Responsible for Monitoring:</b> Director of Student and Family Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide trauma-informed care training to district and campus staff . <b>Evidence that Demonstrates Success:</b> Required Suicide Prevention Training for employees <b>Staff Responsible for Monitoring:</b> Director of School and Family Services	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				405

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





**Performance Objective 3:** Prevention program of unwanted physical or verbal aggression and sexual harassment [TEC 11.252(3)(E)], [TEC 37.083(a)]; dating violence [TEC 37.0831], sexual abuse, sex trafficking, and other maltreatment of children [TEC 38.0041(a)], [TEC 11.252(c)(9)].

**Evaluation Data Sources:** Training records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff and students will receive training to prevent unwanted physical and verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children.</p> <p><b>Evidence that Demonstrates Success:</b> Training records. Incident reports.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents of HR and Operations Director of Student Services Director of School and Family Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities to foster positive relationships between parents, community, and schools to include: Grandparent's Day, Community Partners Academy, District Advisory Committee, Education Foundation events, Senior Citizen Luncheon, Community Advisory Council, and Family Movie Night.</p> <p><b>Evidence that Demonstrates Success:</b> Local Partnerships Increased number of community events and community/parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Communications Department Red Oak Education Foundation</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enhance and strengthen partnerships with institutions of Higher Education.</p> <p><b>Evidence that Demonstrates Success:</b> Memorandums of Understanding (MOU) with colleges Dual Credit Crosswalks Graduate School Offerings for staff</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of C&amp;I Director of CTE Advanced Academics Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue internships at Baylor Medical Center, and build partnerships that create student internships, mentorships, and job-shadow opportunities.</p> <p><b>Evidence that Demonstrates Success:</b> Student experiences and business partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create and expand reciprocal relationships with existing businesses; such as Hawks Perks.</p> <p><b>Evidence that Demonstrates Success:</b> Local Partnerships Increased number of community events and community/parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Communications Department Red Oak Education Foundation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

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

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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

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

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

### **2.2: Regular monitoring and revision**

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

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

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

## **2.4: Opportunities for all children to meet State standards**

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

## **2.5: Increased learning time and well-rounded education**

Time is included in the daily schedule to enrich and accelerate curriculum and increase the amount and quality of learning time.

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

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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

### **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings are traditionally held in the evenings, but campuses also offer opportunities for families to be involved during the day through our volunteer program and field trips, as well as parent meetings.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Saundra King	Accountant	Title I	.2

# District Funding Summary

199 22 CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Industry-Based Certifications		\$38,000.00
<b>Sub-Total</b>					\$38,000.00
<b>Budgeted Fund Source Amount</b>					\$38,000.00
<b>+/- Difference</b>					\$0.00
461 Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	TSIA Tests		\$7,000.00
<b>Sub-Total</b>					\$7,000.00
<b>Budgeted Fund Source Amount</b>					\$7,000.00
<b>+/- Difference</b>					\$0.00
199 31 Counselors					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SAT Tests		\$18,000.00
<b>Sub-Total</b>					\$18,000.00
<b>Budgeted Fund Source Amount</b>					\$18,000.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$63,000.00

# Addendums

# RED OAK ISD GRADUATE PROFILE

## 4 TALONS OF THE HAWK



### EXHIBITS ACADEMIC READINESS

1% Better Daily  
Loving Tough

### SEEKS OPPORTUNITIES AND CHALLENGES OF LEARNING

Growth  
Resilience  
Integrity  
Tenacity

### DEMONSTRATES FAIR, RESPECTFUL, & WELL-ROUNDED CHARACTERISTICS

Respect  
Encourage  
Appreciate  
Communicate  
Honor

### LEAVES A LEGACY THROUGH SERVICE

"We Before Me"

# RED OAK ISD EDUCATOR PROFILE 4 TALONS OF THE HAWK



# 2019 Data compared to 2018 (TAPR)

Preliminary Accountability from Data Tables 2019	2018 Approaches TAPR	2019 Approaches	2018 Meets TAPR	2019 Meets	2018 Masters TAPR	2019 Masters
ROISD ALL STUDENTS - ELA/ READING	74%	75%	44%	47%	16%	19%
ROISD ALL STUDENTS - MATH	82%	82%	52%	53%	23%	26%
ROISD ALL STUDENTS - WRITING	60%	66%	34%	34%	8%	41%
ROISD ALL STUDENTS- SOCIAL STUDIES	83%	82%	61%	59%	38%	36%
ROISD ALL STUDENTS - SCIENCE	82%	84%	52%	55%	19%	23%

RED OAK ISD

Daily Enrollment & Attendance Analysis for the Day ending: 9-30-2021

RED OAK HIGH SCHOOL - 001		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
12th Grade	485	423	468	444	455
11th Grade	514	477	432	458	439
10th Grade	448	529	511	438	458
9th Grade	592	475	540	511	456
<b>Total Enrollment</b>	<b>2039</b>	<b>1904</b>	<b>1951</b>	<b>1851</b>	<b>1808</b>

<b>Total Absences:</b>	<b>117</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
1919.50	94.25
<b>2ND SW ADA</b>	<b>% of Attendance</b>
1916.50	94.17
<b>Yearly ADA</b>	<b>% of Attendance</b>
1845.70	91.48

2nd SW ADA Percentage Breakdown		
ROHS	9-30 Only	9-28 THRU 11-5
12th Grade	93.80	93.25
11th Grade	95.71	94.93
10th Grade	94.42	94.74
9th Grade	93.24	93.83

RED OAK MIDDLE SCHOOL - 041		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
8th Grade	586	498	470	503	478
7th Grade	502	544	514	447	480
6th Grade	488	486	529	487	433
<b>Total Enrollment</b>	<b>1576</b>	<b>1528</b>	<b>1513</b>	<b>1437</b>	<b>1391</b>

<b>Total Absences:</b>	<b>73</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
1503.00	95.37
<b>2ND SW ADA</b>	<b>% of Attendance</b>
1510.67	95.92
<b>Yearly ADA</b>	<b>% of Attendance</b>
1439.00	92.04

2nd SW ADA Percentage Breakdown		
ROMS	9-30 Only	9-28 THRU 11-5
8th Grade	94.71	95.56
7th Grade	94.82	95.88
6th Grade	96.72	96.38

ELLIS COUNTY JJAEP - 009		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
12th Grade	0				
11th Grade	0				
10th Grade	0				
9th Grade	1				
8th Grade	0				
7th Grade	0				
6th Grade	0				
5th Grade	0				
<b>Total Enrollment</b>	<b>1</b>				

<b>Total Absences:</b>	<b>-</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
-	-
<b>2ND SW ADA</b>	<b>% of Attendance</b>
-	-
<b>Yearly ADA</b>	<b>% of Attendance</b>
-	-

2nd SW ADA Percentage Breakdown		
ROE	9-30 Only	9-28 THRU 11-5
12th Grade		
11th Grade		
10th Grade		
9th Grade		
8th Grade		
7th Grade		
6th Grade		
5th Grade		

RED OAK ELEMENTARY - 101		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
5th Grade	109	107	98	113	113
4th Grade	74	108	116	100	106
3rd Grade	99	73	103	101	91
2nd Grade	65	95	78	94	101
1st Grade	89	72	94	81	90
Kinder	59	85	72	79	71
Pre-K	35	19	46	36	34
EE	14	24	15	15	14
<b>Total Enrollment</b>	<b>544</b>	<b>583</b>	<b>622</b>	<b>619</b>	<b>620</b>

<b>Total Absences:</b>	<b>24</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
<b>502.00</b>	<b>95.44</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>500.16</b>	<b>94.85</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>480.40</b>	<b>91.08</b>

2nd SW ADA Percentage Breakdown		
ROE	9-30 Only	9-28 THRU 11-5
5th Grade	95.41	96.33
4th Grade	95.95	96.40
3rd Grade	94.95	93.98
2nd Grade	100.00	97.44
1st Grade	93.26	92.51
Kinder	96.61	94.35
Pre-K	94.29	96.19
EE	85.19	84.71

WOODEN ELEMENTARY - 102		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
5th Grade	96	85	118	97	93
4th Grade	82	85	97	112	94
3rd Grade	75	71	96	96	100
2nd Grade	83	79	83	98	91
1st Grade	61	88	85	78	91
Kinder	71	54	98	73	67
Pre-K	37	22	0	29	17
EE	2	3	1	3	4
<b>Total Enrollment</b>	<b>507</b>	<b>487</b>	<b>578</b>	<b>586</b>	<b>557</b>

<b>Total Absences:</b>	<b>30.5</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
<b>457.00</b>	<b>93.74</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>460.34</b>	<b>94.75</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>442.50</b>	<b>91.62</b>

2nd SW ADA Percentage Breakdown		
HAW	9-30 Only	9-28 THRU 11-5
5th Grade	95.83	95.14
4th Grade	93.90	95.93
3rd Grade	97.33	96.89
2nd Grade	91.57	94.35
1st Grade	91.80	92.31
Kinder	91.55	94.37
Pre-K	92.31	90.09
EE	0.00	0.00

EASTRIDGE ELEMENTARY - 103		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
5th Grade	68	88	67	89	80
4th Grade	75	61	75	61	91
3rd Grade	86	76	56	79	67
2nd Grade	65	72	70	62	73
1st Grade	88	61	78	76	65
Kinder	67	67	64	64	63
Pre-K	20	14	32	14	21
EE	1	3	2	1	3
<b>Total Enrollment</b>	<b>470</b>	<b>442</b>	<b>444</b>	<b>446</b>	<b>463</b>

<b>Total Absences:</b>	<b>30.5</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
<b>428.50</b>	<b>93.36</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>427.17</b>	<b>93.40</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>415.08</b>	<b>91.82</b>

2nd SW ADA Percentage Breakdown		
EES	9-30 Only	9-28 THRU 11-5
5th Grade	94.12	93.56
4th Grade	96.00	94.67
3rd Grade	90.70	93.39
2nd Grade	96.92	94.87
1st Grade	92.05	94.66
Kinder	95.52	92.04
Pre-K	65.00	71.67
EE	0.00	0.00

<b>SHIELDS ELEMENTARY - 105</b>		<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>
	<b>CY</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
5th Grade	96	88	104	116	106
4th Grade	106	86	91	95	111
3rd Grade	78	88	85	88	90
2nd Grade	73	73	93	75	84
1st Grade	79	75	73	89	70
Kinder	72	67	78	70	83
Pre-K	37	16	35	25	16
EE	17	17	10	15	11
<b>Total Enrollment</b>	<b>558</b>	<b>510</b>	<b>569</b>	<b>573</b>	<b>571</b>

<b>Total Absences:</b>	<b>34.5</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
<b>493.50</b>	<b>93.47</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>490.00</b>	<b>92.80</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>485.46</b>	<b>93.07</b>

<b>2nd SW ADA Percentage Breakdown</b>		
<b>DTS</b>	<b>9-30 Only</b>	<b>9-28 THRU 11-5</b>
5th Grade	92.71	92.36
4th Grade	96.23	95.91
3rd Grade	89.61	93.07
2nd Grade	97.26	95.89
1st Grade	91.14	91.56
Kinder	93.06	87.04
Pre-K	94.59	92.79
EE	92.31	89.74

<b>SCHUPMANN - 107</b>		<b>EOY</b>	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>
	<b>CY</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
5th Grade	99	90	74	75	82
4th Grade	93	81	75	60	69
3rd Grade	93	83	68	71	61
2nd Grade	94	90	69	63	63
1st Grade	101	85	62	65	63
Kinder	90	88	68	49	61
Pre-K	35	27	22	11	19
EE	2	5	3	2	5
<b>Total Enrollment</b>	<b>607</b>	<b>549</b>	<b>441</b>	<b>396</b>	<b>423</b>

<b>Total Absences:</b>	<b>37.5</b>
<b>Daily ADA</b>	<b>% of Attendance</b>
<b>550.00</b>	<b>93.62</b>
<b>2ND SW ADA</b>	<b>% of Attendance</b>
<b>541.33</b>	<b>92.35</b>
<b>Yearly ADA</b>	<b>% of Attendance</b>
<b>505.35</b>	<b>87.30</b>

<b>2nd SW ADA Percentage Breakdown</b>		
<b>RPS</b>	<b>9-30 Only</b>	<b>9-28 THRU 11-5</b>
5th Grade	95.96	95.29
4th Grade	93.55	93.55
3rd Grade	96.77	89.17
2nd Grade	93.62	92.20
1st Grade	91.09	91.36
Kinder	91.11	92.22
Pre-K	91.43	93.33
EE	0.00	0.00

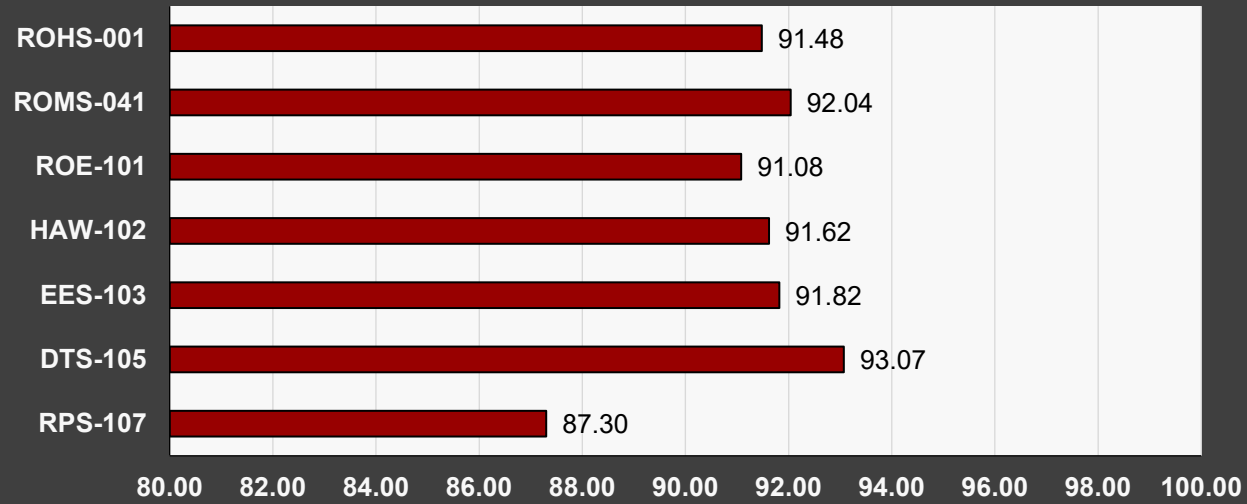
ROISD Enrollment/Grade Level		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
12th Grade	485	423	468	444	455
11th Grade	514	477	432	458	439
10th Grade	448	529	511	438	458
9th Grade	593	475	540	511	456
8th Grade	586	498	470	503	478
7th Grade	502	544	514	447	480
6th Grade	488	486	529	487	433
5th Grade	468	458	461	490	474
4th Grade	430	421	454	428	471
3rd Grade	431	391	408	435	409
2nd Grade	380	409	393	392	412
1st Grade	418	381	392	389	379
Kinder	359	361	380	335	345
Pre-K	164	98	135	115	107
EE	36	52	31	36	37
<b>Total Enrollment</b>	<b>6302</b>	<b>6003</b>	<b>6118</b>	<b>5908</b>	<b>5833</b>

Total Absences:	347
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Daily ADA	% of Attendance
5853.00	94.40
2ND SW ADA	% of Attendance
5846.00	94.37
Yearly ADA	% of Attendance
5613.48	91.37

ROISD Campus YRLY SUM		EOY	EOY	EOY	EOY
	CY	2020-21	2019-20	2018-19	2017-18
ROHS-001	2039	1904	1951	1851	1808
ROMS-041	1576	1528	1513	1437	1391
ROE-101	544	583	622	619	620
HAW-102	507	487	578	586	557
EES-103	470	442	444	446	463
DTS-105	558	510	569	573	571
RPS-107	607	549	441	396	423
<b>Total Enrollment</b>	<b>6301</b>	<b>6003</b>	<b>6118</b>	<b>5908</b>	<b>5833</b>

### CAMPUS ADA PERCENTAGE - YTD



YEAR TO DATE	
ROHS-001	91.48
ROMS-041	92.04
ROE-101	91.08
HAW-102	91.62
EES-103	91.82
DTS-105	93.07
RPS-107	87.30



# Monthly Financial Report

October 2021

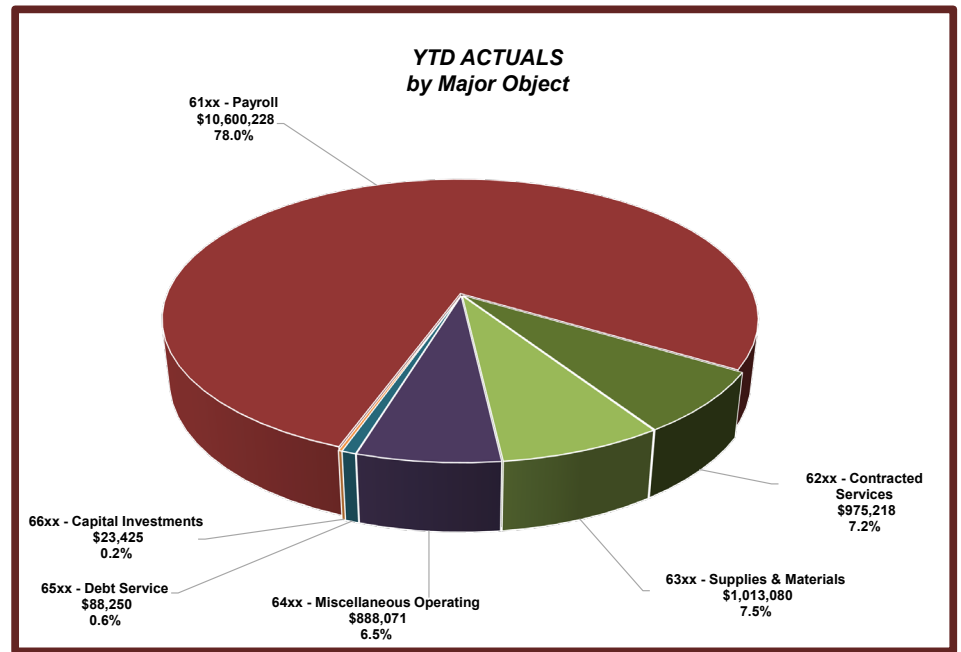
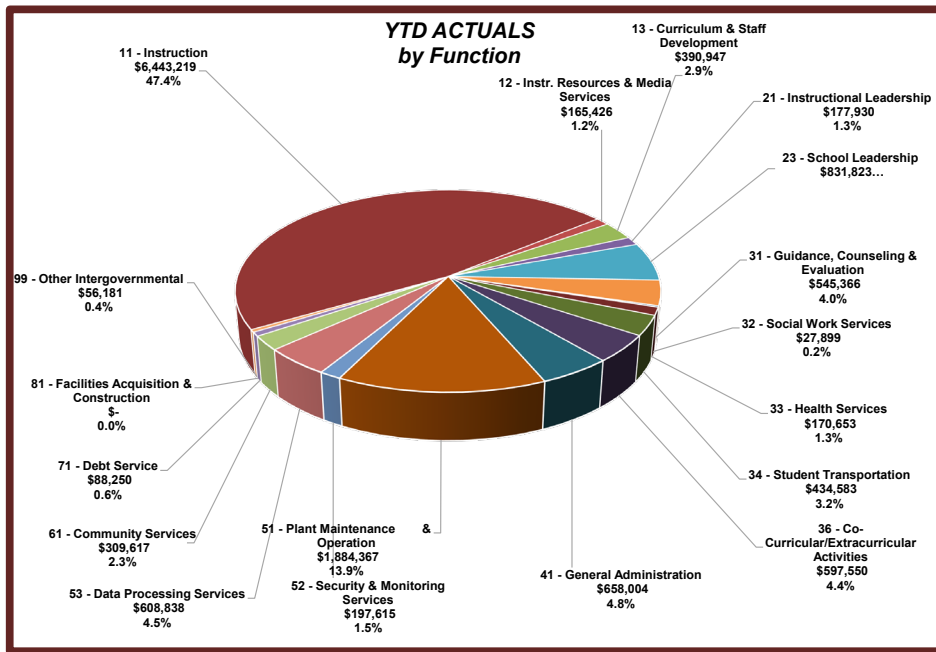
**Red Oak ISD - General Fund**  
**Revenue/Expenditure Detail**  
**As of September 30, 2021**

	Amended Budget	2021-2022 YTD Actuals (Unaudited)	Outstanding Encumbrances	Balance	% Expended to Budget	2020-2021 YTD Actuals (Unaudited)	YTD Actuals Variance
<b>Revenues</b>							
57xx Local	\$ 26,633,168	\$ 793,363	\$ -	\$ 25,839,805	2.98%	\$ 394,905	\$ 398,458
58xx State	36,917,594	7,747,578		29,170,016	20.99%	7,831,017	(83,440)
59xx Federal	950,000	-		950,000	0.00%	6,060	(6,060)
<b>TOTAL</b>	<b>\$ 64,500,762</b>	<b>\$ 8,540,940</b>	<b>\$ -</b>	<b>\$ 55,959,822</b>	<b>13%</b>	<b>\$ 8,231,982</b>	<b>\$ 308,958</b>
<b>Expenditures</b>							
11 Instruction	\$ 32,559,034	\$ 6,443,219	\$ 346,200	\$ 25,769,614	20.85%	\$ 6,141,325	\$ 301,894
12 Instr. Resources & Media Services	949,806	165,426	32,084	752,296	20.79%	195,850	(30,424)
13 Curriculum & Staff Development	1,679,474	390,947	40,092	1,248,435	25.67%	321,804	69,142
21 Instructional Leadership	746,804	177,930	40	568,834	23.83%	196,571	(18,641)
23 School Leadership	3,842,691	831,823	6,399	3,004,470	21.81%	810,763	21,060
31 Guidance, Counseling & Evaluation	2,634,158	545,366	75,474	2,013,317	23.57%	578,046	(32,680)
32 Social Work Services	121,483	27,899	375	93,209	23.27%	29,920	(2,021)
33 Health Services	803,254	170,653	407	632,194	21.30%	155,953	14,700
34 Student Transportation	3,261,420	434,583	390,592	2,436,245	25.30%	756,185	(321,602)
36 Co-Curricular/Extracurricular Activities	2,418,606	597,550	111,252	1,709,804	29.31%	517,277	80,272
41 General Administration	2,765,020	658,004	69,555	2,037,461	26.31%	622,582	35,423
51 Plant Maintenance & Operation	7,196,881	1,884,367	1,427,286	3,885,228	46.02%	1,966,438	(82,070)
52 Security & Monitoring Services	1,070,391	197,615	47,544	825,232	22.90%	197,581	34
53 Data Processing Services	1,640,749	608,838	114,502	917,409	44.09%	775,649	(166,811)
61 Community Services	1,992,670	309,617	20,926	1,662,127	16.59%	360,069	(50,452)
71 Debt Service	475,000	88,250	-	386,750	18.58%	94,743	(6,493)
81 Facilities Acquisition & Construction	113,321			113,321	0.00%	152,973	(152,973)
99 Other Intergovernmental	230,000	56,181	172,998	821	99.64%	54,117	2,064
<b>TOTAL</b>	<b>\$ 64,500,762</b>	<b>\$ 13,588,269</b>	<b>\$ 2,855,726</b>	<b>\$ 48,056,767</b>	<b>25%</b>	<b>\$ 13,927,847</b>	<b>\$ (339,578)</b>
<b>Other Resources/(Uses)</b>							
Sale of Property	\$ 0	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -
	<b>\$ 0</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 0</b>	<b>0%</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Revenue Over (Under) Expenditures</b>	<b>\$ 0</b>	<b>\$ (5,047,329)</b>	<b>\$ (2,855,726)</b>	<b>\$ 7,903,055</b>		<b>\$ (5,695,865)</b>	<b>\$ 648,536</b>

\*The District reports on the modified accrual basis.

\*\*State Revenue includes an estimated total of \$9,670,230 for the July, August and end of year payment.

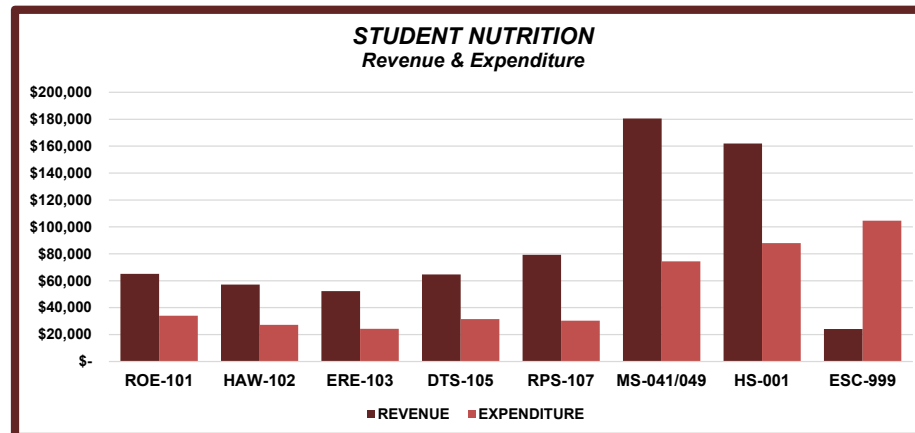
**Red Oak ISD - General Fund**  
**Revenue / Expenditure Detail**  
**As of September 30, 2021**



**Red Oak ISD - Student Nutrition**  
*Revenue / Expenditure Detail*  
*As of September 30, 2021*

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL
<b>Average Daily Participation (ADP):</b>									
<b>Breakfast</b>	156	108	142	195	232	327	124	0	1,284
<b>Lunch</b>	379	352	306	360	433	1130	952	0	3,912
<b>Afterschool</b>	21	13	23	23	23	0	0	0	103

	ROE-101	HAW-102	ERE-103	DTS-105	RPS-107	MS-041/049	HS-001	ESC-999	TOTAL	ORIGINAL BUDGET	% EXP TO BUDGET
57xx Local Revenue	\$ 5,087	\$ 5,171	\$ 3,509	\$ 4,691	\$ 6,736	\$ 17,700	\$ 34,053	\$ 9,774	\$ 86,722	\$ 848,500	10%
58xx State Matching	-	-	-	-	-	-	-	14,377	\$ 14,377	80,000	18%
5921 Federal - Breakfast	11,372	7,685	9,902	14,157	16,696	21,084	8,318	-	\$ 89,214	260,000	34%
5922 Federal - Lunch	48,676	44,334	38,946	45,831	55,890	141,696	119,590	-	\$ 494,964	1,330,205	37%
5923 USDA Commodities	-	-	-	-	-	-	-	-	\$ -	120,000	0%
<b>TOTAL REVENUE</b>	<b>\$ 65,135</b>	<b>\$ 57,190</b>	<b>\$ 52,357</b>	<b>\$ 64,680</b>	<b>\$ 79,322</b>	<b>\$ 180,480</b>	<b>\$ 161,962</b>	<b>\$ 24,152</b>	<b>\$ 685,277</b>	<b>\$ 2,638,705</b>	<b>26%</b>
61xx Payroll	\$ 20,881	\$ 17,669	\$ 13,997	\$ 18,992	\$ 17,238	\$ 39,679	\$ 58,697	\$ 88,615	\$ 275,769	\$ 1,476,355	19%
62xx Contracted Services	562	461	375	506	651	678	4,552	802	\$ 8,588	41,793	21%
63xx Supplies	12,510	9,066	9,909	11,953	12,455	27,622	24,770	14,007	\$ 122,293	1,102,992	11%
64xx Travel / Miscellaneous	-	-	-	-	-	-	-	1,232	\$ 1,232	11,065	11%
66xx Capital Outlay	-	-	-	-	-	6,469	-	-	\$ 6,469	6,500	100%
<b>TOTAL EXPENDITURES</b>	<b>\$ 33,953</b>	<b>\$ 27,195</b>	<b>\$ 24,281</b>	<b>\$ 31,451</b>	<b>\$ 30,345</b>	<b>\$ 74,448</b>	<b>\$ 88,019</b>	<b>\$ 104,656</b>	<b>\$ 414,349</b>	<b>\$ 2,638,705</b>	<b>16%</b>
<b>Other Sources (Uses)</b>											
Operating Transfers In											
<b>Revenue Over (Under) Expenditures</b>	<b>\$ 31,181</b>	<b>\$ 29,995</b>	<b>\$ 28,076</b>	<b>\$ 33,228</b>	<b>\$ 48,977</b>	<b>\$ 106,032</b>	<b>\$ 73,943</b>	<b>\$ (80,505)</b>	<b>\$ 270,928</b>	<b>\$ -</b>	



\*The District reports on the modified accrual basis.

**Red Oak ISD - Debt Service Fund**  
*Revenue / Expenditure Detail*  
*As of September 30, 2021*

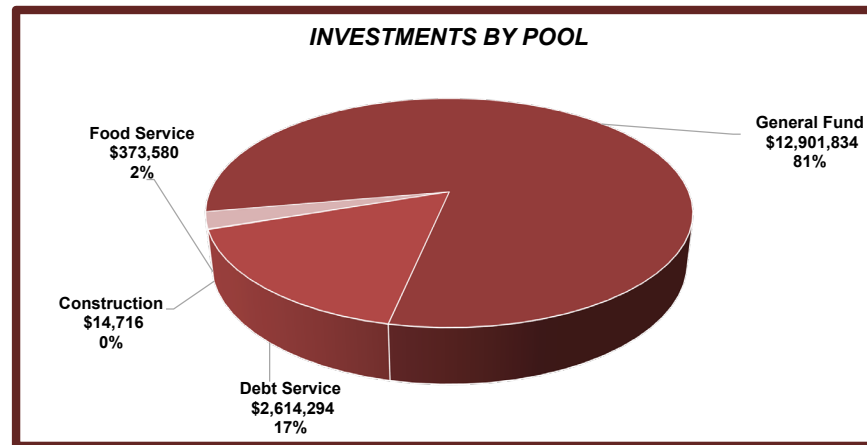
	Original Budget	YTD Actuals	Outstanding Encumbrances	Balance	% Expended to Budget
<b>Revenues</b>					
57xx Local	\$ 9,426,870	\$ 70,198	\$ -	\$ 9,356,672	0.74%
58xx State	239,183	-	-	239,183	0.00%
<b>TOTAL</b>	<b>\$ 9,666,053</b>	<b>\$ 70,198</b>	<b>\$ -</b>	<b>\$ 9,595,855</b>	<b>0.73%</b>
<b>Expenditures</b>					
71 Debt Service	\$ 10,592,054	4,861,139	\$ -	\$ 5,730,915	45.89%
<b>TOTAL</b>	<b>\$ 10,592,054</b>	<b>\$ 4,861,139</b>	<b>\$ -</b>	<b>\$ 5,730,915</b>	<b>45.89%</b>
<b>Other Resources/(Uses)</b>					
Issuance of Bonds	\$ -	\$ -	\$ -	\$ -	0.00%
Premium/Discount	-	-	-	-	0.00%
Escrow	-	-	-	-	0.00%
<b>TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0.00%</b>
<b>Revenue Over</b>					
<b>(Under) Expenditures</b>	<b>\$ (926,001)</b>	<b>\$ (4,790,942)</b>	<b>\$ -</b>	<b>\$ 3,864,941</b>	

**Red Oak Independent School District**  
**Investment Summary Report**  
**As of September 30, 2021**

INVESTMENT POOL ACCOUNTS	BEGINNING BALANCE 09/01/2021	DEPOSITS	WITHDRAWALS	INTEREST FOR MONTH	ENDING BALANCE 09/30/2021	INTEREST RATE	INTEREST YEAR TO DATE
<b>TEXSTAR</b>							
General Fund	\$ 9,730.57	\$ -	\$ -	0.04	\$ 9,730.61	0.0100%	\$ 0.13
<b>TEXPOOL</b>							
General Fund	2,462.75	-	-	-	2,462.75	0.0374%	-
Money Market	1,420.74	-	-	-	1,420.74	0.0374%	-
<b>FIRST PUBLIC-GOV.OVERNIGHT</b>							
General Fund	15,976,565.57	1,754,564.96	4,842,978.48	68.23	12,888,220.28	0.0051%	213.11
Debt Service	2,595,350.64	18,932.40	-	10.95	2,614,293.99	0.0051%	61.89
Construction	14,716.39	-	-	0.06	14,716.45	0.0051%	0.20
Food Service	309,345.45	244,232.93	180,000.00	1.52	373,579.90	0.0051%	4.89
<b>TOTAL INVESTMENT POOLS</b>	<b>\$ 18,909,592</b>	<b>\$ 2,017,730</b>	<b>\$ 5,022,978</b>	<b>\$ 81</b>	<b>\$ 15,904,425</b>		<b>280.22</b>

We, the approved Investment Officers of Red Oak ISD, hereby certify the Investment Report represents the investment portion of the District as of the above date in compliance with the Texas Public Funds Investment Act and Red Oak ISD Policy CDA

_____ (signature on file) William Johnston, Ed.D., CPA Assistant Superintendent of Business Services/CFO	_____ (signature on file) Saundra King, RTSBA Finance Coordinator
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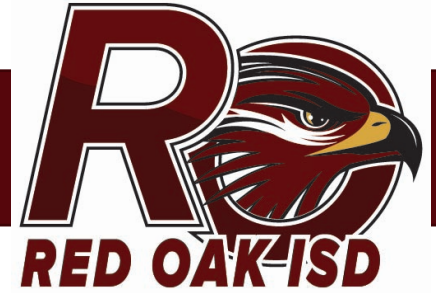
## RED OAK ISD-TAX COLLECTIONS

### *Monthly Tax Collections*

*As of September 30, 2021*

<b>GENERAL FUND</b>				
	<b>MONTHLY</b>	<b>YEAR TO DATE</b>	<b>BUDGET</b>	<b>YTD % OF BUDGET</b>
CURRENT TAXES COLLECTED	13,501	137,546	24,349,720	0.56%
DELINQUENT TAX COLLECTED	10,399	29,589	200,000	14.79%
PENALTIES AND INTEREST COLLECTED	4,806	27,391	150,000	18.26%
<b>TOTAL FUNDS COLLECTED</b>	<b>28,706</b>	<b>194,527</b>	<b>24,699,720</b>	<b>0.79%</b>
 <b>DEBT SERVICE</b>				
	<b>MONTHLY</b>	<b>YEAR TO DATE</b>	<b>BUDGET</b>	<b>YTD % OF BUDGET</b>
CURRENT TAXES COLLECTED	4,962	50,554	9,286,870	0.54%
DELINQUENT TAX COLLECTED	3,384	9,769	50,000	19.54%
PENALTIES AND INTEREST COLLECTED	1,704	9,811	30,000	32.70%
<b>TOTAL FUNDS COLLECTED</b>	<b>10,050</b>	<b>70,134</b>	<b>9,366,870</b>	<b>0.75%</b>
 <b>TOTAL TAX COLLECTIONS</b>	 <b>38,756</b>	 <b>264,661</b>	 <b>34,066,590</b>	 <b>0.78%</b>

# Questions



**Bill Johnston**

**Chief Financial Officer**

**972-617-4005**

**[bill.johnston@redoakisd.org](mailto:bill.johnston@redoakisd.org)**



## MONTHLY BOARD REPORT

### FINE ARTS

**Date: October 2021**

**Red Oak High School**

**Band:**

The band has placed in the finals at every competition, and won Grand Champions at Desoto Marching Classic. The band has UIL on Oct. 14<sup>th</sup>. The students are preparing for All Region in December.

**Choir:**

Selected students are preparing for the first round of the Texas All-State Choir Auditions and the Southwest American Choral Directors Association Honor Choir Auditions.

**Theater:**

Four Varsity Production students were awarded grants to attend this year's Texas Thespians State Festival! This festival gives our students the opportunity to take workshops, learn new skills, meet with other theatre troupes across the state, and network with colleges from across the country to continue their artistic educations.

Theatre season starts October 28 and 30 on the PAC stage with "The Yellow Wallpaper". On November 9, students will perform "12 Angry Jurors" in the Black Box Theatre.

"Matilda The Musical" will take place in the PAC January 27-29th, and the One Act Play public performance is March 31.

Hawk Theatre will be hosting UIL One Act Play District Contest on Friday, March 4th.

**Drill Team:**

The teams are working on football routines as well as contest routines. Dance Officers performed a hip-hop routine at the pep rally. Varsity and JV both will be performing a field pom at the upcoming football game.



Red Oak ISD  
 Recommendations for Proclamation 2022  
 Health Education Materials  
 IMA Committee

Campus	Subject	Committee Recommendations
Donald T. Shields Elementary	Health Education Materials	<ul style="list-style-type: none"> <li>● Teresa Kent</li> </ul>
Eastridge Elementary	Health Education Materials	<ul style="list-style-type: none"> <li>● Cassi Countryman</li> </ul>
H. A. Wooden Elementary	Health Education Materials	<ul style="list-style-type: none"> <li>● Randa Richardson</li> </ul>
Red Oak Elementary	Health Education Materials	<ul style="list-style-type: none"> <li>● Brittni Garcia-King</li> </ul>
Russell P. Schupmann Elementary	Health Education Materials	<ul style="list-style-type: none"> <li>● Matt Northcutt</li> </ul>
Red Oak Middle School	Health Education Materials	<ul style="list-style-type: none"> <li>● Elizabeth Harris</li> <li>● Heather Martin</li> </ul>
SHAC Committee	Health Education Materials	<ul style="list-style-type: none"> <li>● Sue Brown</li> <li>● Sherrelle Shaw</li> </ul>
Curriculum Department	Health Education Materials	<ul style="list-style-type: none"> <li>● Brenda Sanford</li> <li>● Melissa Sulak</li> <li>● Lynn Dockery</li> <li>● Susanna Campbell</li> <li>● Lisa Menton</li> <li>● LaKesha Bass</li> <li>● Megan Whitford</li> </ul>

Red Oak ISD  
 Recommendations for Proclamation 2022  
 Physical Education Materials  
 IMA Committee

Campus	Subject	Committee Recommendations
Donald T. Shields Elementary	Physical Education Materials	<ul style="list-style-type: none"> <li>● Dorthea Herndon</li> </ul>
Eastridge Elementary	Physical Education Materials	<ul style="list-style-type: none"> <li>● Rob Hampton</li> </ul>
H. A. Wooden Elementary	Physical Education Materials	<ul style="list-style-type: none"> <li>● Deb Harner</li> </ul>
Red Oak Elementary	Physical Education Materials	<ul style="list-style-type: none"> <li>● Brittni Garcia-King</li> </ul>
Russell P. Schupmann Elementary	Physical Education Materials	<ul style="list-style-type: none"> <li>● Brent Vincent</li> </ul>
Red Oak Middle School	Physical Education Materials	<ul style="list-style-type: none"> <li>● Ben Pulver</li> <li>● Monique Austin</li> </ul>
Red Oak High School	Physical Education Materials	<ul style="list-style-type: none"> <li>● Arielle Edwards</li> <li>● Adrea Fanning</li> </ul>
Curriculum Department	Physical Education Materials	<ul style="list-style-type: none"> <li>● Brenda Sanford</li> <li>● Melissa Sulak</li> <li>● Lynn Dockery</li> <li>● Susanna Campbell</li> <li>● Lisa Menton</li> <li>● LaKesha Bass</li> <li>● Megan Whitford</li> </ul>

## Red Oak ISD

### Proclamation 2022 Instructional Materials Adoption Timeline

#### September/October 2021:

- School Board presentation of district committee(s) recommendations and timeline
- ROISD website opens materials adoption webpage including links to publishers' materials for community viewing and input through online comment form

#### October/November 2021:

- District committee(s) initial meeting
- Campuses begin reviewing materials on-site
- Publicize ROISD materials adoption webpage to community
- District committee members meet to discuss voting procedures

#### December/January 2021/2022:

- Publisher's presentations scheduled for district staff\*

#### January/February 2022:

- Open lab nights held for community to view print and digital materials from the top district choices for each subject\*
- District committee meets to discuss publishers' presentations and community input from open lab nights

#### February/March 2022:

- Decision is made on adoption materials that district committee recommends for each subject
- Recommendation presented to other committees for approval

#### April 2022:

- District committee decision finalized and submitted to School Board
- School Board approval of final choices for each subject
- Board Secretary 7 president sign the TEA Board of Trustee Certification Form

#### May 2022:

- Contact publisher of materials chosen by District for each subject/course to begin order procedures

\*Due to limitations caused by COVID19, demonstrations, product presentations, and community viewing may be done virtually only. Dates are subject to vendor and demo product availability.