

**Killeen Independent School District**

**Union Grove Middle School**

**2024-2025**



# Table of Contents

- Comprehensive Needs Assessment ..... 3
  - Needs Assessment Overview ..... 3
  - Student Success ..... 4
  - Human Capital ..... 11
  - Financial Stewardship ..... 15
- Priorities ..... 18
  - Priority 1: Student Success ..... 18
  - Priority 2: Human Capital ..... 30
  - Priority 3: Financial Stewardship ..... 37
- SBDM & Title I Stakeholders (SEC) ..... 42

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

[Not required but can include the history of the campus.]

# Student Success

## Student Success Summary

### Goal 1.1: Pathways for All students to build connections.

UGMS fosters a positive culture and climate where students have a sense of belonging and community which supports their academic and social and emotional development.

#### Strategies:

**Mentorship Programs:** Establish peer and teacher mentorship programs to help students build positive relationships. Every staff member will be assigned a student for whom they will mentor. If a student who was assigned a mentor moves during the school, the staff member will then have a new student to continue to help the student build connections.

**Counseling Department:** SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students. Lessons on bullying and violence will be provided through classroom guidance lessons.

**Capturing Kids' Hearts Training:** Provide training for teachers and staff on the Capturing Kids' Hearts program to build positive, productive relationships with students.

**Social Contracts:** Develop social contracts in classrooms to establish norms and expectations collaboratively with students.

**GT Program:** GT students attend a Gifted and Talented Conference where they can gain a deeper understanding of academic and social emotional areas of interest.

#### Parent Engagement

**Parent Liaison:** Foster collaboration between the community, parents, students, and staff. The liaison will support a positive campus culture by providing parent support, community outreach, and organizing cultural events.

**Community Events:** Organize regular events such as Back to School Bash, Cultural Nights, Holiday Nights, Open House, and Athletic Events to bring together students, parents, and staff.

**Communication:** Provide information in the weekly newsletter regarding the importance of regular attendance and the support available for families.

**Curriculum Nights:** Host Curriculum Nights (2 to 4 nights per year) to inform parents about all campus programs and enhance their ability to support their child's academic achievement.

**Extracurricular Activities:** Expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche. We offer clubs such as: Art Club, Dungeons & Dragons, Gaming Club, National Junior Honor Society, and No Place for Hate.

**What I Need (WIN) Time Advisory Period:** Toolbox Tuesday, Reading and Math online programs, creative time through activity periods, time to review their calendar for upcoming tests in classes, time management, review of content learned from the week, SEL lessons with counselors.

#### Measurement:

- Surveys assess students' sense of belonging and connectedness.
- Participation rates in extracurricular activities and community events.
- Feedback from teachers and students on the impact of the program.

- Parent engagement metrics, such as attendance at meetings and events.

**Goal 1.2: All students meet or exceed the Texas grade-level standards in reading and writing**

Improve literacy skills to ensure all students meet or exceed state standards in reading and writing.

Students who need academic support can attend various core content area tutoring opportunities throughout the school year. Students may utilize Union Grove MS tutoring which we have Monday – Thursday in teacher’s classrooms and a computer lab for additional tutoring from 3:30 pm to 4:30 pm. We also offer Grizzly Tutoring Labs and lunchtime counselor meetings to support their academic and emotional needs.

**Strategies:**

**Cross-Curricular Connections:** Integrate ELA into other subjects to show real-world applications and relevance through Campus PLC.

**Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.

**Reading Programs:** Implement school-wide reading programs, including reading challenges. Teachers will use a variety of strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.

**Writing Workshops:** Conduct CTWP writing workshops as part of the curriculum focusing on different genres and purposes of writing.

**Professional Development:** Provide teachers with ongoing professional development on effective literacy instruction strategies.

**Staff and Student Professional Development:** Staff and students learn how to use Writable. The program will offer feedback on writing and lesson plan development to meet or exceed grade-level standards.

**Parental Involvement:** Engage parents in literacy activities and provide resources to support reading and writing at home.

**Campus Planning:** Departmental planning, PLC, Analyzing student data for enrichment/intervention, and Tutorials at Grizzly Lab.

Student Achievement Table 1-STAAR Results				
		Meets Grade Level (%)		
		2023	2024	Difference
Reading	Gr 6	48	58	10
	Gr 7	53	51	-2
	Gr 8	59	61	2
Science	Gr 8	50	41	-9
Social Studies	Gr 8	35	34	-1

Percent of Special Populations that Meets Grade Level on STAAR Performance										
6th Grade										
	At-Risk		EB		GT		SPED		Econ Dis	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Reading	24		50	58.6	94		18	21.3	44	44.1
7th Grade										
	At-Risk		EB		GT		SPED		Econ Dis	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Reading	29		50	53.5	82		12	23.5	40	46.1
8th Grade										
	At-Risk		EB		GT		SPED		Econ Dis	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Reading	45		60	76.9	100		32	13.6	53	54.9
Science	21		30	61.5	100		18	9.1	32	32.9
Social Studies	12		30	38.5	100		14	4.6	19	30.5

**Measurement:**

- Standardized test scores in reading, writing, science, and social studies.
- Progress monitoring through formative assessments.
- Student interactive writing notebooks showcasing their writing progress over time, utilizing scaffolded writing strategies.

**Goal 1.3: All student meet or exceed the Texas grade level standards in math**

Enhance mathematical understanding and problem-solving skills to ensure all students meet or exceed state standards in math.

Students who need academic support can attend various core content area tutoring opportunities throughout the school year. Students may utilize Union Grove MS tutoring which we have Monday – Thursday in teacher’s classrooms and a computer lab for additional tutoring from 3:30 pm to 4:30 pm. We also offer Grizzly Tutoring Labs and lunchtime counselor meetings to support their academic and emotional needs.

**Strategies:**

**Math Intervention Programs:** Implement targeted intervention programs for students struggling in math.

**Differentiated Instruction:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.

**Professional Development:** Provide teachers with ongoing professional development on effective math instruction strategies (TCEA, Best Practices), as well as utilizing Lead4Ward resources.

**Parental Involvement:** Engage parents in Math Night activities and provide resources to support learning at home at home.

**Campus Planning:** Departmental planning, PLC, Analyzing student data for enrichment/intervention, 10-week STAAR tutoring, STAAR academies, bi-weekly after school targeted tutoring for low performing students in math and reading.

<b>Student Achievement Table 1-STAAR Results</b>				
		Meets Grade Level (%)		
		2023	2024	Difference
Math	Gr 6	42	36	-6
	Gr 7	48	29	-19
	Gr 8	47	24	-23

Percent of Special Populations that Meets Grade Level on STAAR Performance										
6th Grade										
	At-Risk		EB		GT		SPED		Econ Dis	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Math	15		20	34.5	100		10	14.9	29	27.3
7th Grade										
	At-Risk		EB		GT		SPED		Econ Dis	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Math	21		25	26.7	100		12	11.8	45	17.7
8th Grade										
	At-Risk		EB		GT		SPED		Econ Dis	
	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
Math	29		17	18.2	N/A	N/A	14	9.1	33	26.8

**Measurement:**

- Standardized test scores in math.
- Formative assessments to track progress.
- Student participation attendance at Grizzly Lab and after school tutoring.

**Goal 1.4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.**

Prepare students for successful transitions to high school, whether they choose to pursue higher education, join the military, or enter the workforce.

**Strategies:**

**College and Career Readiness Class:** Will expose students to various career paths and postsecondary education options.

Provide students with Career Nights, Career Exploration and guest speakers in the classroom.

Counselors work with students on their 4-year plans.

**AVID Program:** Will prepare students for the rigor of high school and post-secondary success.



AVID hosts a Career Fair where students interface with local professionals to see career possibilities.

AVID presentations during WIN time to share Writing, Inquiry, Collaboration, Organization, and Reading strategies with students.

AVID students will take the PSAT during their 8<sup>th</sup> grade year.

**Academic Previews:** Students visit various opportunities available to them in high school. Some of these items include visiting the career center, early college high school, and fine arts.

**Credit Advancement:** Students can take high school courses during middle school. Union Grove offers classes such as Algebra I, Art I, Spanish I & II, and Theatre I.

### **Measurement:**

- Tracking student participation in college and career readiness programs.
- Feedback from students and parents on the effectiveness of Career Nights.
- Tracking Student 4-Year Planning.
- Success data from STAAR, enrollment, and high school credits earned in middle school and 4-year planning

### **Student Success Strengths**

Union Grove MS strongly supports the personal and professional growth of teachers through Professional Learning Communities, aiding them in planning and evaluating rigorous instructional materials for students. We strive each year to maintain our current staff population by building leadership capacity, a strong school culture, and ensuring an intellectual, stimulating, and supportive environment. Students are also provided with many opportunities for continued academic and social growth throughout the school year.

The Back to School Bash builds strong relationships with our community stakeholders and allows parents and students to interface with pillars of the local community.

- Our district-adopted curriculum is aligned vertically across subjects and grade levels and implemented by all teachers.
- Teachers and staff participate in many professional development opportunities to support student success.
- PLC planning within content and grade level
- New teacher mentor program
- Multiple venues for parent communication
- Tutoring is available until 4:00 pm.

- A computer lab is available until 4:30 pm.
- Faculty/Staff and PLC meeting.
- Wide variety of technology tools
- Strength- Diversity program
- PTO engages in multiple teacher and student appreciation events throughout the year

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** In all grade levels our economically disadvantaged student population did not reach 35% or more at the "meets grade level" standards in STAAR math during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

**Problem Statement 2:** Identified at-risk students scored below the campus average for "meets grade level" standards in Reading and Math tested by STAAR. **Root Cause:** A lack of targeted support in scaffolding and differentiation strategies across grade levels and content areas to ensure that our Tier 1 interventions are supporting our at risk students.

**Problem Statement 3:** As determined by teacher and student feedback, Union Grove MS needs to provide additional opportunities to support our at-risk students emotionally, socially and behaviorally. **Root Cause:** Inadequate training for staff on how they can incorporate social, emotional, and behavioral support into their lessons.

**Problem Statement 4:** On average, in all grade levels, our economically disadvantaged student population did not reach 50% or more at the "meets grade level" standard in STAAR reading during the 2023-2024 SY. **Root Cause:** Teachers struggle with incorporating more reading experiences in their lessons across all content areas to support reading skills for our students.

**Problem Statement 5:** Attendance for after school academic events such as EB parent meetings, AVID workshops, Book Fairs, academic awards and informational meetings reflect poor parent involvement. **Root Cause:** Not all parents fully understand the importance, relevance, or benefits of attending these events, leading to a perception that their attendance is not crucial.

**Problem Statement 6:** Our GT student population in 7th Grade Math showed a decrease in "meets/masters grade level" performance on the STAAR. **Root Cause:** Differentiation is more focused on interventions rather than enrichment for our GT population.

**Problem Statement 7:** In all grade levels our EB and SPED student population did not reach 50% or more at the "meets grade level" standards in STAAR math during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

**Problem Statement 8:** On average, in all grade levels our EB student population did not reach 60% or more at the "meets grade level" standards in STAAR reading during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

**Problem Statement 9:** On average, in all grade levels our SPED student population did not reach 20% or more at the "meets grade level" standards in STAAR math/reading during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

**Problem Statement 10:** Our "meets grade level" performance in most grade level subjects was less than 50%, indicating that many of our students are not ready for next grade level course work. **Root Cause:** Some students have experienced gaps in learning due to previous remote learning. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

# Human Capital

## Human Capital Summary

### **Goal 2.1: To Recruit and Retain Staff, the District Will Promote a Positive Work Environment and Provide a Competitive Compensation and Benefits Plan**

Create a supportive and attractive work environment to recruit and retain high-quality staff.

#### **Strategies:**

**Work Environment:** Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.  
**Employee Recognition:** celebrate staff achievements and milestones.

#### **Measurement:**

- Staff retention rates and turnover statistics.
- Surveys assessing staff satisfaction with work environment and compensation.
- Participation rates in wellness programs and team-building activities.
- Feedback from staff on recognition programs.

### **Goal 2.2: The District Will Implement Effective Standards and Practices That Will Consistently and Strategically Staff Campuses and Departments**

Ensure all campuses and departments are adequately staffed with qualified personnel.

#### **Strategies:**

**Strategic Staffing Plan:** Develop and implement a staffing plan that anticipates future needs based on student enrollment trends and program growth.  
**Diversity and Inclusion:** Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.

#### **Measurement:**

- Time taken to fill vacancies.
- Diversity metrics of the staff.
- Feedback from hiring managers on the efficiency of the hiring process.
- Analysis of staffing levels relative to student enrollment and program needs.

### Goal 2.3: The District Will Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity

Enhance staff skills and knowledge through continuous professional development.

#### Strategies:

**Technology Training:** Provide training on the latest educational technologies to ensure staff are equipped to integrate these tools into their teaching.

**Mentoring Program:** Provide mentoring of all new to Union Grove MS and new teachers throughout the year. Supported through morning, after-school, WIN Time, and classroom visits.

**New to Teaching:** All new teachers will attend specific WIN Time and after school sessions to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.

**Professional Development:** Ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on CUAs, MAP, and STAAR through best practices and DOK learning progression within the PLC framework.

**PLC/Planning:** Provide extra planning time for each PLC area. Engage in effective PLC planning, with a focus on Depth of Knowledge (DOK) learning progression. Additionally, target supplemental focus on building lessons to engage all learners in each student group.

#### *The Focus:*

- *Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs and*
- *Plan collectively, implement strategies, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.*
- *Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.*
- *Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.*

#### Measurement:

- Participation rates in professional development programs.
- Staff feedback on the quality and relevance of training sessions.
- Surveys assessing staff confidence in using new technologies.
- Feedback from staff on professional development
- Participation rates in feedback initiatives and PLCs.
- Data reviews and reflections on the learning process.

## Goal 2.4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance

Create a culture of open communication and continuous improvement through regular feedback.

### Strategies:

**Performance Evaluations:** Conduct regular performance evaluations that provide constructive feedback and identify areas for growth.

**Staff Surveys:** Administer regular surveys to gather feedback on job satisfaction, work environment, and school leadership.

### Measurement:

- Results from staff satisfaction surveys.
- Feedback from performance evaluations.
- Analysis of feedback trends to inform school improvement plans.

### Human Capital Strengths

Through Professional Learning Communities Union Grove MS supports the personal and professional growth of teachers in planning and evaluating rigorous instructional materials for students. We strive each year to maintain our current staff population by building leadership capacity, a strong school culture, and insuring an intellectual, stimulating, and supportive environment.

- Our district adopted curriculum is aligned vertically across subjects and grade levels and implemented by all teachers.
- Teachers and staff participate in many professional development opportunities to support student success.
- PLC planning within content and grade level.
- Celebrations
- Classroom Visits
- New teacher mentor program.
- Faculty/Staff and PLC meetings.
- Wide variety of technology tools.

### Problem Statements Identifying Human Capital Needs

**Problem Statement 1:** 34% of Union Grove MS teaches have less than 5 years of teaching experience, there is a need to build the instructional capacity of teachers. **Root Cause:** Union Grove MS is situated in a town where mobility for students and teachers is high.

**Problem Statement 2:** Walkthrough data indicates that teachers are not fully integrating all technology tools available to them to develop engaging interactive lessons during instruction. **Root Cause:** Teachers might not feel confident or comfortable using technology tools, feel they do not have enough time to incorporate technology in their plans, leading to limited integration in their lessons.

**Problem Statement 3:** There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next. **Root Cause:** Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

**Problem Statement 4:** Union Grove MS's at-risk student population is 52%. There is a need to build capacity in understanding and responding to the specific needs of this diverse group. **Root Cause:** High turnover rates and a large proportion of inexperienced teachers might impede the development of effective strategies for supporting at-risk students.

**Problem Statement 5:** Coaching walks and PLC observations have identified the need for teachers to spend more time to analyze student assessment data and identify effective interventions to individualize student-learning goals during PLC meetings. **Root Cause:** Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.

# Financial Stewardship

## Financial Stewardship Summary

### Goal 3.1: The District Will Use Data-Driven Planning to Prioritize Resource Allocations

Utilize data to make informed decisions about resource allocation to maximize student success.

#### Strategies:

**Needs Assessment:** Conduct regular needs assessments to identify priorities based on student performance data, enrollment trends, and facility needs.

**Data Analysis:** Use financial data and performance metrics to guide resource allocation decisions.

**Resource Allocation Model:** Develop a transparent model that aligns resources with strategic priorities and educational goals.

**Regular Review:** Implement a cycle of regular review and adjustment based on data insights to ensure optimal resource use.

**Attendance Monitoring:** Implement a robust attendance monitoring system to identify and address attendance issues promptly.

#### Measurement:

- Alignment of resource allocation with strategic priorities.
- Improvement in key performance indicators (KPIs) such as student achievement and attendance.
- Feedback from stakeholders on the effectiveness of resource allocation.
- Periodic audits and reviews of resource allocation processes.
- Regular analysis of attendance data to identify trends and areas for improvement.
- Reduction in the number of attendance-related issues.
- Increased student attendance rates.
- Hero
- I-lit
- Carnegie
- NWEA-MAP

### Goal 3.2: The District Will Prepare Budgets Using Transparent and Open Communication Amongst Stakeholders

Promote transparency and inclusivity in the budgeting process by involving key stakeholders.

#### Strategies:

**Stakeholder Meetings:** Conduct regular meetings with the school secretary, lead teachers, and the Site-Based Decision-Making (SBDM) committee to discuss and prepare budgets.

**Communication:** Maintain open lines of communication with all stakeholders throughout the budgeting process.

**Stakeholder Engagement:** Involve teachers, parents, staff, and community members in the budgeting process through meetings, surveys, and forums.

**Measurement:**

- Feedback from stakeholders on the budgeting process.
- Documentation of budget meetings and decisions made.
- Stakeholder satisfaction with the transparency and inclusivity of the budgeting process.

**Goal 3.3: The District Will Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate**

Ensure that school policies and procedures are regularly reviewed and updated to support a positive school culture and climate.

**Strategies:**

**Regular Meetings:** Hold regular meetings with the SBDM committee, department/grade-level teams, and Title I stakeholders to evaluate and update policies and procedures.

**Parent Engagement:** Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs, and Back to School Bash to involve parents and the community in school activities and decision-making.

**Measurement:**

- Number of policies and procedures reviewed and updated annually.
- Feedback from stakeholders on the effectiveness of the updated policies and procedures.
- Participation rates in Family Engagement Nights and other community events.

**Goal 3.4: District Operational Department Training Will Focus on Effective and Sustainable Use of District Resources and Procedures**

Enhance the efficiency and sustainability of district operations through targeted training programs.

**Strategies:**

**Operational Training:** Provide training for staff on the effective use of district resources and procedures, including tools such as Hero, iLit, Carnegie, Schoology, NWEA MAP, and Eduphoria.

**Training Programs:** Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.

**Best Practices Sharing:** Facilitate the sharing of best practices and successful strategies among departments.

**Sustainability Initiatives:** Implement sustainability initiatives to reduce waste and promote environmentally responsible practices.

**Measurement:**

- Participation rates in operational training programs.
- Staff feedback on the effectiveness and relevance of the training.
- Improvements in the efficient and sustainable use of district resources as observed through periodic audits and reviews.



## Financial Stewardship Strengths

Union Grove MS strives to engage students, parents and community members in all activities that support the emotional and academic growth of our student body. Communication with our stakeholders is key for a successful partnership between school and community. Union Grove MS provides effective communication through weekly principal newsletter, phone messages, marquee, daily school announcements, the school webpage, Twitter, and Facebook.

- Received a rating of “Substantial Compliance” on our activity fund audit
- 72% average attendance at SBDM meetings
- Weekly meetings with leadership team and Lead Teachers
- Monthly staff and SBDM meetings to have open and transparent communication with stakeholders.
- Training and professional development supported throughout the year.
- Volunteer meetings and celebrations
- Parent involvement

## Problem Statements Identifying Financial Stewardship Needs

**Problem Statement 1:** During the 2023-24 school year, Union Grove Received a rating of "Substantial Compliance" on our activity fund audit. We need to maintain this success rate.

**Root Cause:** Providing sufficient resources and support to staff involved in managing activity funds might have contributed to achieving compliance as well as conducting regular internal audits and continuous monitoring of financial activities.

# Priorities

## Priority 1: Student Success

**Goal 1:** Pathways for All students to build connections.

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Establish peer and teacher mentorship programs to help students build positive relationships.

**Progress Measure (Lead):** Every staff member will be assigned a student for whom they will mentor. If a student who was assigned a mentor moves during the school, the staff member will then have a new student to continue to help the student build connections.

**Outcome Measure (Lag):** By May 2025, 100% of staff members will be assigned at least one student whom they are mentoring.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Administrative Staff

**Collaborating Departments:** Teachers

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 3

**Funding Sources:** Mentor Reading Material for Teachers - 211 - ESEA, Title I Part A - 211.13.6329.00.051.30.000 - \$1,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students.

**Progress Measure (Lead):** Lessons on bullying and violence will be provided through classroom guidance lessons each month.

**Outcome Measure (Lag):** Bully reports will reduce by 5% from the 23-24 SY.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Counselors

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 3 - Human Capital 4

**Funding Sources:** Social Emotional Student Supplemental Material - 211 - ESEA, Title I Part A - 211.11.6329.00.051.30.000 - \$1,000, Social Emotional Reading Material for Teachers - 211 - ESEA, Title I Part A - 211.13.6329.00.051.30.000 - \$500

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Provide an opportunity for students to build relationships through the use of Capturing Kids' Hearts and provide opportunities to join various clubs and organizations around campus.

**Progress Measure (Lead):** Encourage staff members to sponsor clubs to offer more diverse club options to students.. Advertise the clubs in announcements, social media and on campus posters to encourage participation.

**Outcome Measure (Lag):** By the end of the 2024-2025 school year, the number of clubs offered and attended on campus will increase from -- to at least --.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Principal/Principal Secretary

**Collaborating Departments:** Administration Team, Teachers of various content areas

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 3 - Human Capital 4

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Increase parent engagement by offering workshops for parents to help them support their student's education at home.

**Progress Measure (Lead):** Stronger connection between school and home life.

**Outcome Measure (Lag):** By May 2025, parent engagement will increase by 20%.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Parent Liaison

**Collaborating Departments:** Administrative Team

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 2, 3, 5

**Funding Sources:** Resources for families - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.051.24.PAR - \$300, Snacks for Parent Program Events and Community Involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.051.24.PAR - \$200

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Gifted and Talented (GT) students attend a Conference where they can gain a deeper understanding of academic and social emotional areas of interest.

**Progress Measure (Lead):** Collect feedback from students about their experiences and what they found most valuable. This can help in understanding their engagement and areas of interest.

**Outcome Measure (Lag):** Observe students during the conference to see how they interact with the material and with each other. This can provide real-time insights into their engagement and social-emotional development.

**Dates/Timeframes:** Yearly

**Staff Responsible for Monitoring:** Administrative Team/GT Teachers

**Collaborating Departments:** Teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6

**Funding Sources:** Location for conference for the GT students - 177 - Gifted/Talented - 177.11.6299.00.051.21.000 - \$2,800, Instructional supplies for the conference for GT students - 177 - Gifted/Talented - 177.11.6399.00.051.21.000 - \$1,000, Travel for GT students to travel to conference - 177 - Gifted/Talented - 177.11.6412.00.051.21.000 - \$200, Substitutes for teachers of GT students so they may escort students to conference - 177 - Gifted/Talented - 177.11.6112.00.051.21.000 - \$500

### Key Strategic Action 6 Details

**Key Strategic Action 6:** At-Risk students attend a Conference where they can gain a deeper understanding of academic and social emotional areas of interest.

**Progress Measure (Lead):** Collect feedback from students about their experiences and what they found most valuable. This can help in understanding their engagement and areas of interest.

**Outcome Measure (Lag):** Observe students during the conference to see how they interact with the material and with each other. This can provide real-time insights into their engagement and social-emotional development.

**Dates/Timeframes:** Yearly-Once a year

**Staff Responsible for Monitoring:** Administrative Team

**ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Success 1, 3, 10

**Funding Sources:** Instructional Supplies for conference - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$3,000, Substitutes for Teachers to Attend Conference - 166 - State Comp Ed - 166.11.6112.00.051.30.AR0 - \$1,000, travel for EB students to conference - 165/ES0 - ELL - 165.11.6494.00.051.25.ES0 - \$200, travel for at-risk students to conference - 166 - State Comp Ed - 166.11.6494.00.051.30.AR0 - \$400, Instructional Supplies for conference - 165/ES0 - ELL - 165.11.6399.00.051.25.ES0 - \$1,000

### Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** In all grade levels our economically disadvantaged student population did not reach 35% or more at the "meets grade level" standards in STAAR math during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

### Student Success

**Problem Statement 2:** Identified at-risk students scored below the campus average for "meets grade level" standards in Reading and Math tested by STAAR. **Root Cause:** A lack of targeted support in scaffolding and differentiation strategies across grade levels and content areas to ensure that our Tier 1 interventions are supporting our at risk students.

**Problem Statement 3:** As determined by teacher and student feedback, Union Grove MS needs to provide additional opportunities to support our at-risk students emotionally, socially and behaviorally. **Root Cause:** Inadequate training for staff on how they can incorporate social, emotional, and behavioral support into their lessons.

**Problem Statement 5:** Attendance for after school academic events such as EB parent meetings, AVID workshops, Book Fairs, academic awards and informational meetings reflect poor parent involvement. **Root Cause:** Not all parents fully understand the importance, relevance, or benefits of attending these events, leading to a perception that their attendance is not crucial.

**Problem Statement 6:** Our GT student population in 7th Grade Math showed a decrease in "meets/masters grade level" performance on the STAAR. **Root Cause:** Differentiation is more focused on interventions rather than enrichment for our GT population.

**Problem Statement 10:** Our "meets grade level" performance in most grade level subjects was less than 50%, indicating that many of our students are not ready for next grade level course work. **Root Cause:** Some students have experienced gaps in learning due to previous remote learning. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

### Human Capital

**Problem Statement 4:** Union Grove MS's at-risk student population is 52%. There is a need to build capacity in understanding and responding to the specific needs of this diverse group. **Root Cause:** High turnover rates and a large proportion of inexperienced teachers might impede the development of effective strategies for supporting at-risk students.

**Priority 1: Student Success**

**Goal 2:** All students meet or exceed the Texas grade level standards in reading and writing.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** All students will be encouraged to attend and participate in after school campus interventions to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.

**Progress Measure (Lead):** Gather feedback from students about the effectiveness of the interventions and the appeal of the healthy snacks provided.

**Outcome Measure (Lag):** Grades in subjects where students had previously shown weaknesses.  
Attendance records for the after-school sessions.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Teachers,/Dean of Instruction/CIC

**Problem Statements:** Student Success 4, 8, 10

**Funding Sources:** Nutritional Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.051.30.000 - \$1,000, Supplies for At-Risk Students during tutoring - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$2,118, Toner for At-Risk student - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$1,500, Student reading materials for tutoring and intervention - 211 - ESEA, Title I Part A - 211.11.6329.00.051.30.000 - \$1,324

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Integrate ELA into other subjects(cross-curricular) to show real-world applications and relevance through Campus PLC.

**Progress Measure (Lead):** The percentage of lesson plans across various subjects that include ELA components to demonstrate real-world applications and relevance.

**Outcome Measure (Lag):** The percentage of lesson plans across the campus which include ELA components go from 0% to 50% by the end of 24-25 school year.

**Dates/Timeframes:** 24-25 school year

**Staff Responsible for Monitoring:** teachers, Principal, Assistant Principals, CIC, DOI

**Problem Statements:** Student Success 4

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Implement school-wide reading programs, including reading challenges. Teachers will use a variety of strategies in the classroom to improve reading and writing comprehension. This cross-curricular approach will continue to support all learners in a systematic way for success.

**Progress Measure (Lead):** View the percentage of classrooms actively participating in school-wide reading programs and challenges.

**Outcome Measure (Lag):** The percentage of students who demonstrate measurable improvement in their reading and writing comprehension skills as a result of the implemented programs and strategies from 0% to 5% for the 24-25 school year.

**Dates/Timeframes:** yearly- check updates monthly

**Staff Responsible for Monitoring:** DOI, CIC, Teachers

**Problem Statements:** Student Success 4, 8, 9, 10

**Funding Sources:** Reading Materials - 211 - ESEA, Title I Part A - 211.11.6329.00.051.30.000 - \$1,000, Purchase I-XL - 211 - ESEA, Title I Part A - 211.11.6299.OL.051.30.000 - \$17,863, Science Kits for at-risk learners to enhance reading - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$3,000, Reading materials to build acquisition skills - 165/ES0 - ELL - 165.11.6329.00.051.25.ES0 - \$1,220

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Engage parents in literacy activities and provide resources to support reading and writing at home.

**Progress Measure (Lead):** The number of literacy events (e.g., workshops, reading nights) and sessions where resources (e.g., books, guides) are distributed to parents.

**Outcome Measure (Lag):** The percentage of parents who actively participate in school-organized literacy activities and utilize provided resources to support their children's reading and writing at home increase by 2% for the 2024-2025 school year.

**Dates/Timeframes:** yearly-

**Staff Responsible for Monitoring:** DOI/CIC/Parent Liaison

**Problem Statements:** Student Success 4, 5

**Funding Sources:** Parenting Resources such as books, pamphlets and print shop - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.051.24.PAR - \$500, Parenting Resources such as books, pamphlets and print shop - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.051.24.PAR - \$200

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Provide teachers with ongoing professional development on effective reading instruction strategies (THINK), as well as utilizing Lead4Ward resources.

**Progress Measure (Lead):** Integrate Lead4Ward resources into the training curriculum. This could include using their instructional strategies, data tools, and planning guides to enhance teachers' understanding and application of reading instruction techniques.

**Outcome Measure (Lag):** Regularly observe classrooms to assess the application of new strategies.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** DOI/CIC/Principal

**Problem Statements:** Student Success 4, 8 - Human Capital 1, 3

**Funding Sources:** Professional Development Registration and Fees-Teachers (Ex. THINK Conference) - 166 - State Comp Ed - 166.13.6411.00.051.30.AR0 - \$4,500, Substitutes for Teachers to Attend Conference - 166 - State Comp Ed - 166.13.6299.SB.051.30.AR0 - \$1,100

## Goal 2 Problem Statements:

## Student Success

**Problem Statement 4:** On average, in all grade levels, our economically disadvantaged student population did not reach 50% or more at the "meets grade level" standard in STAAR reading during the 2023-2024 SY. **Root Cause:** Teachers struggle with incorporating more reading experiences in their lessons across all content areas to support reading skills for our students.

**Problem Statement 5:** Attendance for after school academic events such as EB parent meetings, AVID workshops, Book Fairs, academic awards and informational meetings reflect poor parent involvement. **Root Cause:** Not all parents fully understand the importance, relevance, or benefits of attending these events, leading to a perception that their attendance is not crucial.

**Problem Statement 8:** On average, in all grade levels our EB student population did not reach 60% or more at the "meets grade level" standards in STAAR reading during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

**Problem Statement 9:** On average, in all grade levels our SPED student population did not reach 20% or more at the "meets grade level" standards in STAAR math/reading during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

**Problem Statement 10:** Our "meets grade level" performance in most grade level subjects was less than 50%, indicating that many of our students are not ready for next grade level course work. **Root Cause:** Some students have experienced gaps in learning due to previous remote learning. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

## Human Capital

**Problem Statement 1:** 34% of Union Grove MS teachers have less than 5 years of teaching experience, there is a need to build the instructional capacity of teachers. **Root Cause:** Union Grove MS is situated in a town where mobility for students and teachers is high.

**Problem Statement 3:** There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next. **Root Cause:** Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.



**Priority 1: Student Success**

**Goal 3:** All students meet or exceed the Texas grade level standards in math.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Provide teachers with ongoing professional development on effective instructional strategies ( Best Practices), as well as utilizing Lead4Ward resources.

**Progress Measure (Lead:** Integrate Best Practice resources into the training curriculum. This could include using their instructional strategies, data tools, and planning guides to enhance teachers' understanding and application of reading instruction techniques.

**Outcome Measure (Lag):** Regularly observe classrooms to assess the application of new strategies.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** DOI/CIC/Principal

**Problem Statements:** Student Success 1, 7 - Human Capital 1

**Funding Sources:** Professional Development Registration and Fees-Teachers (Ex. National Best Practices Conference) - 165/ES0 - ELL - 165.13.6411.00.051.25.ES0 - \$800, Substitutes for teachers so teachers can attend PD - 166 - State Comp Ed - 166.13.6299.SB.051.30.AR0 - \$150, Professional Development Registration and Fees-Teachers (Ex. National Best Practices Conference) - 211 - ESEA, Title I Part A - 211.13.6411.00.051.30.000 - \$10,000, Substitutes for teachers so teachers can attend PD - 211 - ESEA, Title I Part A - 211.13.6299.00.051.30.SUB - \$2,000, Professional Development Registration and Fees-Teachers (Ex. National Best Practices Conference) - 177 - Gifted/Talented - 177.13.6411.00.051.21.000 - \$2,000, Substitutes for teachers so teachers can attend PD - 177 - Gifted/Talented - 177.11.6116.00.051.21.000 - \$600, Professional Development - Admin - 211 - ESEA, Title I Part A - 211.23.6411.00.051.30.000 - \$3,500

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Engage parents in Math Night activities and provide resources to support learning at home at home.

**Progress Measure (Lead:** The number of math events (e.g., workshops, math nights) and sessions where resources (e.g., books, guides) are distributed to parents.

**Outcome Measure (Lag):** The percentage of parents who actively participate in school-organized math activities and utilize provided resources to support their children's math at home increase by 2% for the 2024-2025 school year.

**Dates/Timeframes:** yearly

**Staff Responsible for Monitoring:** DOI/CIC/Parent Liaison

**Problem Statements:** Student Success 1, 6, 7, 9

**Funding Sources:** Supplies for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.051.24.PAR - \$500, Snacks for parent meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.051.24.PAR - \$298

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.

**Progress Measure (Lead):** Schedule regular training sessions focused on differentiated instruction techniques. Ensure these sessions are practical and provide teachers with actionable strategies.

**Outcome Measure (Lag):** Analyze changes in students' standardized test scores over time.- 2023-2024 to 2024-2025 SY

**Dates/Timeframes:** Yearly

**Staff Responsible for Monitoring:** DOI/CIC/Teachers

**Problem Statements:** Student Success 1, 10 - Human Capital 1, 4

**Funding Sources:** Instructional supplies - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$1,100

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Implement targeted intervention programs for students struggling in math.

**Progress Measure (Lead):** Implement a system for regularly monitoring students' progress. Use formative assessments and data tracking tools to adjust interventions as needed.

**Outcome Measure (Lag):** Use periodic benchmark assessments/MAP scores to track the number of students who move from below proficiency to at or above proficiency levels.

**Dates/Timeframes:** 9 weeks

**Staff Responsible for Monitoring:** DOI/CIC/Teachers

**Problem Statements:** Student Success 1, 7, 10

**Funding Sources:** Instructional Supplies for At-Risk students - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$2,000, Technology needed for at-risk students during interventions - 166 - State Comp Ed - 166.11.6398.00.051.30.AR0 - \$25,000

### Key Strategic Action 5 Details

**Key Strategic Action 5:** All students will be encouraged to attend and participate in after school campus interventions and tutoring to address student weakness and gaps in learning. Healthy snacks will be provided in tutorials.

**Progress Measure (Lead):** Create incentive programs to motivate students to attend and participate. This could include rewards for consistent attendance or improvement in performance.

**Outcome Measure (Lag):** Analyze changes in students' grades and test scores to see if there is a correlation between attendance at after-school programs and academic improvement.

**Dates/Timeframes:** monthly

**Staff Responsible for Monitoring:** DOI/CIC/Principal

**Problem Statements:** Student Success 10

**Funding Sources:** Math Supplies for student tutoring and intervention - 211 - ESEA, Title I Part A - 211.11.6399.00.051.30.000 - \$3,500, Nutritional Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.051.30.000 - \$1,000, Supplies for GT Students during tutoring - 177 - Gifted/Talented - 177.11.6399.00.051.21.000 - \$1,100, Headphones for intervention time for at-risk students - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$750, Toner for At-Risk students work - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$1,500

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 1:** In all grade levels our economically disadvantaged student population did not reach 35% or more at the "meets grade level" standards in STAAR math during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

**Problem Statement 6:** Our GT student population in 7th Grade Math showed a decrease in "meets/masters grade level" performance on the STAAR. **Root Cause:** Differentiation is more focused on interventions rather than enrichment for our GT population.

**Problem Statement 7:** In all grade levels our EB and SPED student population did not reach 50% or more at the "meets grade level" standards in STAAR math during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

**Problem Statement 9:** On average, in all grade levels our SPED student population did not reach 20% or more at the "meets grade level" standards in STAAR math/reading during the 2023-2024 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

**Problem Statement 10:** Our "meets grade level" performance in most grade level subjects was less than 50%, indicating that many of our students are not ready for next grade level course work. **Root Cause:** Some students have experienced gaps in learning due to previous remote learning. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

#### Human Capital

**Problem Statement 1:** 34% of Union Grove MS teaches have less than 5 years of teaching experience, there is a need to build the instructional capacity of teachers. **Root Cause:** Union Grove MS is situated in a town where mobility for students and teachers is high.

**Problem Statement 4:** Union Grove MS's at-risk student population is 52%. There is a need to build capacity in understanding and responding to the specific needs of this diverse group. **Root Cause:** High turnover rates and a large proportion of inexperienced teachers might impede the development of effective strategies for supporting at-risk students.

**Priority 1: Student Success**

**Goal 4:** All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Will expose students to various career paths and postsecondary education options.

**Progress Measure (Lead):** Ensure that students have access to a variety of resources, such as brochures, online tools, and informational sessions about different careers and educational paths. Monitor the usage of these resources.

**Outcome Measure (Lag):** Check the use of Naviance with 6/7/8 graders with a 30% increase in the 24-25 SY

**Dates/Timeframes:** 9 weeks

**Staff Responsible for Monitoring:** Counselors/DOI/CIC

**Problem Statements:** Student Success 3, 10 - Human Capital 4

**Funding Sources:** Instructional Supplies that address student achievement needs - 211 - ESEA, Title I Part A - 211.11.6399.00.051.30.000 - \$1,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Will prepare students for the rigor of high school and post-secondary success.

**Progress Measure (Lead):** Increase the availability of advanced coursework, such as honors classes, Advanced Placement (AP) courses, and dual enrollment programs. Track student enrollment and performance in these courses.

**Outcome Measure (Lag):** Measure the number of students who successfully complete advanced coursework,.

**Dates/Timeframes:** yearly

**Staff Responsible for Monitoring:** Counselors/DOI/CIC

**Problem Statements:** Student Success 6, 10

**Funding Sources:** Instructional Supplies - 177 - Gifted/Talented - 177.11.6399.00.051.21.000 - \$2,000, Science, Technology, Engineering, and Math (STEM) kits can provide hands-on learning experiences. - 177 - Gifted/Talented - 177.11.6399.00.051.21.000 - \$2,000, Project-Based Learning Kits - 177 - Gifted/Talented - 177.11.6399.00.051.21.000 - \$1,500, Books for teachers to enhance Rigor in Classrooms - 177 - Gifted/Talented - 177.13.6329.00.051.21.000 - \$889

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** Students visit various opportunities available to them in high school. Some of these items include visiting the career center, early college high school, and fine arts.

**Progress Measure (Lead):** Conduct information sessions where representatives from each program can present their offerings and answer student questions. Monitor attendance and engagement levels.

**Outcome Measure (Lag):** Compare the number of students enrolling in the career center, early college high school, and fine arts programs before and after the visits.

**Dates/Timeframes:** Yearly

**Staff Responsible for Monitoring:** Counselors/DOI/CIC

**Key Strategic Action 4 Details**

**Key Strategic Action 4:** Students can take high school courses during middle school. Union Grove offers classes such as Algebra I, Art I, Spanish I & II, and Theatre I.

**Progress Measure (Lead):** Organize informational meetings for students and parents to explain the benefits and requirements of taking high school courses in middle school. Track attendance and engagement.

**Outcome Measure (Lag):** Monitor the number of students who enroll in and successfully complete high school courses during middle school.

**Dates/Timeframes:** yearly

**Staff Responsible for Monitoring:** Counselors/DOI/CIC

**Problem Statements:** Student Success 10

**Goal 4 Problem Statements:**

**Student Success**

**Problem Statement 3:** As determined by teacher and student feedback, Union Grove MS needs to provide additional opportunities to support our at-risk students emotionally, socially and behaviorally. **Root Cause:** Inadequate training for staff on how they can incorporate social, emotional, and behavioral support into their lessons.

**Problem Statement 6:** Our GT student population in 7th Grade Math showed a decrease in "meets/masters grade level" performance on the STAAR. **Root Cause:** Differentiation is more focused on interventions rather than enrichment for our GT population.

**Problem Statement 10:** Our "meets grade level" performance in most grade level subjects was less than 50%, indicating that many of our students are not ready for next grade level course work. **Root Cause:** Some students have experienced gaps in learning due to previous remote learning. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.

**Human Capital**

**Problem Statement 4:** Union Grove MS's at-risk student population is 52%. There is a need to build capacity in understanding and responding to the specific needs of this diverse group. **Root Cause:** High turnover rates and a large proportion of inexperienced teachers might impede the development of effective strategies for supporting at-risk students.

## Priority 2: Human Capital

**Goal 1:** To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

### Key Strategic Action 1 Details

**Key Strategic Action 1:** Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.

**Progress Measure (Lead):** Implement a structured recognition program that regularly acknowledges and rewards staff achievements and contributions. Monitor the frequency and variety of recognition events, and collect feedback on their impact.

**Outcome Measure (Lag):** Monitor staff retention rates over time to see if there is a decrease in turnover rates after introducing the team-building, recognition, and wellness programs.

**Dates/Timeframes:** yearly

**Staff Responsible for Monitoring:** Principal/DOI/CIC

**Problem Statements:** Human Capital 1, 5

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Celebrate staff achievements and milestones.

**Progress Measure (Lead):** Implement a peer-to-peer recognition program where staff can nominate each other for achievements. Monitor the number of nominations and the diversity of participants.

**Outcome Measure (Lag):** Conduct regular surveys to assess staff satisfaction and morale. Look for improvements in overall satisfaction scores related to recognition and celebration efforts.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Principal/Assistant Principals/DOI

## Goal 1 Problem Statements:

### Human Capital

**Problem Statement 1:** 34% of Union Grove MS teaches have less than 5 years of teaching experience, there is a need to build the instructional capacity of teachers. **Root Cause:** Union Grove MS is situated in a town where mobility for students and teachers is high.

**Problem Statement 5:** Coaching walks and PLC observations have identified the need for teachers to spend more time to analyze student assessment data and identify effective interventions to individualize student-learning goals during PLC meetings. **Root Cause:** Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.

**Priority 2: Human Capital**

**Goal 2:** The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Develop and implement a staffing plan that anticipates future needs based on student enrollment trends and program growth.</p> <p><b>Progress Measure (Lead):</b> Conduct periodic assessments to identify current and future staffing needs. Include input from department heads and program coordinators. Track the completion and outcomes of these assessments.</p> <p><b>Outcome Measure (Lag):</b> Analyze staff turnover rates to determine if the staffing plan is contributing to higher retention and job satisfaction.</p> <p><b>Dates/Timeframes:</b> quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Principal/DOI/CIC</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.</p> <p><b>Progress Measure (Lead):</b> Use a variety of recruitment channels to reach a diverse pool of candidates. This includes job boards, professional organizations, and community networks that focus on underrepresented groups. Track the diversity of applicants from each channel.</p> <p><b>Outcome Measure (Lag):</b> Conduct regular surveys to assess staff perceptions of inclusiveness and belonging within the school environment. Look for improvements in survey results.</p> <p><b>Dates/Timeframes:</b> bi-yearly</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Parent Liaison</p>
<b>Key Strategic Action 3 Details</b>
<p><b>Key Strategic Action 3:</b> Effectively staff administration to support the growth and development of teachers.</p> <p><b>Progress Measure (Lead):</b> Increase the number of curriculum administrators who can support all content areas in PLC's.</p> <p><b>Outcome Measure (Lag):</b> At the start of the school year UGMS will be fully staffed with one Dean, one CIC..</p> <p><b>Dates/Timeframes:</b> Daily</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction/Campus Instructional Coach/Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Success 2, 10 - Human Capital 3, 5</p> <p><b>Funding Sources:</b> Salary for Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.051.30.000 - \$109,793</p>

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Strategically staff a support position for parents

**Progress Measure (Lead):** UGMS will hire a Parent Liaison.

**Outcome Measure (Lag):** By the end of the first semester, this position will be fully staffed.

**Dates/Timeframes:** Yearly

**Staff Responsible for Monitoring:** Principal

**Collaborating Departments:** Curriculum

**ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Student Success 5 - Human Capital 4

**Funding Sources:** Salary of Parent Liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.051.30.000 - \$30,000

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Effectively staff an at-risk paraprofessional to support the growth and development of students.

**Progress Measure (Lead):** UGMS will hire an At-Risk Paraprofessional.

**Outcome Measure (Lag):** By the end of the first semester, this position will be fully staffed.

**Dates/Timeframes:** Yearly

**Staff Responsible for Monitoring:** Principal

**ESF Levers:**

Lever 2: Strategic Staffing

**Funding Sources:** At-Risk Paraprofessional Position - 166 - State Comp Ed - 166.11.6129.00.051.30.AR0 - \$25,907

### Goal 2 Problem Statements:

### Student Success

**Problem Statement 2:** Identified at-risk students scored below the campus average for "meets grade level" standards in Reading and Math tested by STAAR. **Root Cause:** A lack of targeted support in scaffolding and differentiation strategies across grade levels and content areas to ensure that our Tier 1 interventions are supporting our at risk students.

**Problem Statement 5:** Attendance for after school academic events such as EB parent meetings, AVID workshops, Book Fairs, academic awards and informational meetings reflect poor parent involvement. **Root Cause:** Not all parents fully understand the importance, relevance, or benefits of attending these events, leading to a perception that their attendance is not crucial.

**Problem Statement 10:** Our "meets grade level" performance in most grade level subjects was less than 50%, indicating that many of our students are not ready for next grade level course work. **Root Cause:** Some students have experienced gaps in learning due to previous remote learning. There is a need to provide tutoring or additional instructional time to close the learning gaps of our students.



## Human Capital

**Problem Statement 3:** There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next. **Root Cause:** Teachers might not have a clear understanding of the goals and objectives for vertical collaboration, lack training on the importance of vertical alignment and strategies, leading to a lack of focused efforts.

**Problem Statement 4:** Union Grove MS's at-risk student population is 52%. There is a need to build capacity in understanding and responding to the specific needs of this diverse group. **Root Cause:** High turnover rates and a large proportion of inexperienced teachers might impede the development of effective strategies for supporting at-risk students.

**Problem Statement 5:** Coaching walks and PLC observations have identified the need for teachers to spend more time to analyze student assessment data and identify effective interventions to individualize student-learning goals during PLC meetings. **Root Cause:** Teachers may feel overwhelmed by the volume of data and not know how to prioritize which data to analyze.

**Priority 2: Human Capital**

**Goal 3:** The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Provide training on the latest educational technologies to ensure staff are equipped to integrate these tools into their teaching.</p> <p><b>Progress Measure (Lead):</b> Organize regular training sessions focused on the latest educational technologies. Ensure these sessions are hands-on and practical. Track attendance and engagement levels.</p> <p><b>Outcome Measure (Lag):</b> Collect feedback from teachers on their confidence and proficiency in using new technologies. Look for improvements in self-reported comfort levels and perceived effectiveness.</p> <p><b>Dates/Timeframes:</b> quarterly</p> <p><b>Staff Responsible for Monitoring:</b> DOI/CIC/Principal</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> Provide mentoring of all new to Union Grove MS and new teachers throughout the year. Supported through morning, afterschool, WIN Time, and classroom visits.</p> <p><b>Progress Measure (Lead):</b> Assign experienced mentors to each new teacher. Ensure that mentors are well-matched based on subject area and teaching style. Track the assignment process and mentor-mentee pairings.</p> <p><b>Outcome Measure (Lag):</b> Collect feedback from new teachers about their experiences with the mentoring program. Look for positive trends in their satisfaction and perceived support.</p> <p><b>Dates/Timeframes:</b> quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Principal/DOI/CIC</p>
<b>Key Strategic Action 3 Details</b>
<p><b>Key Strategic Action 3:</b> All new teachers will attend specific WIN Time and after school sessions to help support them on campus during their first year. The training will focus on campus culture, grade book, technology, best practices, and targeted strategies to help the new teacher on campus.</p> <p><b>Progress Measure (Lead):</b> Organize a series of structured training sessions during WIN Time and after school. Ensure these sessions cover the key focus areas and are scheduled regularly. Track attendance and engagement levels.</p> <p><b>Outcome Measure (Lag):</b> Collect feedback from new teachers about their experiences with the WIN Time and after-school sessions. Look for positive trends in their satisfaction and perceived support.</p> <p><b>Dates/Timeframes:</b> quarterly</p> <p><b>Staff Responsible for Monitoring:</b> Principal/DOI/CIC</p>

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** Ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on CUAs, MAP, and STAAR through best practices and DOK learning progression within the PLC framework.

**Progress Measure (Lead):** Develop a professional development plan that explicitly aligns with district and campus initiatives. Ensure that each training session is linked to specific goals related to CUAs, MAP, and STAAR performance. Track the alignment and relevance of each session.

**Outcome Measure (Lag):** Monitor the extent to which teachers are implementing the strategies and practices learned during professional development sessions. This can be assessed through classroom observations and teacher self-reports.

**Dates/Timeframes:** quarterly

**Staff Responsible for Monitoring:** Principal/Assistant Principals/DOI/CIC

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** Provide extra planning time for each PLC area. Engage in effective PLC planning, with a focus on Depth of Knowledge (DOK) learning progression. Additionally, target supplemental focus on building lessons to engage all learners in each student group.

**Progress Measure (Lead):** Provide ongoing support and coaching to PLC members as they implement DOK-focused lessons. Monitor the frequency and impact of this support.

**Outcome Measure (Lag):** Perform regular classroom observations to evaluate the implementation of DOK-focused lessons and their impact on student engagement and learning.

**Dates/Timeframes:** quarterly

**Staff Responsible for Monitoring:** Principal/DOI/CIC

**Priority 2: Human Capital**

**Goal 4:** All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Conduct regular performance evaluations that provide constructive feedback and identify areas for growth.

**Progress Measure (Lead):** Encourage staff to set professional goals and develop action plans based on their evaluation feedback. Monitor the creation and progress of these goals and plans.

**Outcome Measure (Lag):** Monitor the progress and achievement rates of professional goals set during evaluations. Look for an increase in the number of goals successfully met.

**Dates/Timeframes:** yearly

**Staff Responsible for Monitoring:** Principal/Assistant Principals/DOI

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Administer regular surveys to gather feedback on job satisfaction, work environment, and school leadership.

**Progress Measure (Lead):** Establish a regular schedule for administering surveys (e.g., quarterly or biannually). Ensure all staff are aware of the schedule and adhere to it. Track the completion rates of each survey cycle.

**Outcome Measure (Lag):** Compare the results of successive surveys to identify trends and improvements in job satisfaction, work environment, and perceptions of school leadership.

**Dates/Timeframes:** bi yearly

**Staff Responsible for Monitoring:** Principal and ADMIN Team

**Priority 3: Financial Stewardship**

**Goal 1:** The District will use data driven planning to prioritize resource allocations.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Conduct regular needs assessments to identify priorities based on student performance data, enrollment trends, and facility needs.

**Progress Measure (Lead):** Engage key stakeholders, including teachers, administrators, parents, and students, in the needs assessment process. Track the number and diversity of stakeholders involved.

**Outcome Measure (Lag):** Analyze the efficiency and effectiveness of resource allocation based on the needs assessment findings. Look for improvements in how resources are distributed and utilized.

**Dates/Timeframes:** quarterly

**Staff Responsible for Monitoring:** Principal/SBDM committee

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Use financial data and performance metrics to guide resource allocation decisions.

**Progress Measure (Lead):** Schedule regular reviews of financial data to assess current spending and identify areas for reallocation. Track the frequency and outcomes of these reviews.

**Outcome Measure (Lag):** Collect feedback from stakeholders (teachers, administrators, parents, and students) on the perceived effectiveness and transparency of resource allocation.

**Dates/Timeframes:** quarterly

**Staff Responsible for Monitoring:** Principal/Principal Secretary

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** Develop a transparent model that aligns resources with strategic priorities and educational goals.

**Progress Measure (Lead):** Engage key stakeholders, including teachers, administrators, parents, and students, in the planning process. Track the number of meetings and the diversity of stakeholder participation.

**Outcome Measure (Lag):** Analyze budget reports to assess how efficiently resources are allocated and spent in alignment with strategic priorities.

**Dates/Timeframes:** Yearly

**Staff Responsible for Monitoring:** Principal/Principal Secretary

#### Key Strategic Action 4 Details

**Key Strategic Action 4:** Implement a cycle of regular review and adjustment based on data insights to ensure optimal resource use.

**Progress Measure (Lead):** Establish a culture of continuous improvement based on regular reviews.

**Outcome Measure (Lag):** Increased satisfaction among stakeholders (e.g., staff, students, parents) with the resource allocation and adjustment process, measured through surveys and feedback.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Administrative Staff

**Collaborating Departments:** Secretaries and Teachers

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

#### Key Strategic Action 5 Details

**Key Strategic Action 5:** Implement a robust attendance monitoring system to identify and address attendance issues promptly.

**Progress Measure (Lead):** Implement targeted interventions for students with attendance issues; improvement in attendance rates for students receiving interventions, monitored over time.

**Outcome Measure (Lag):** Improvement in overall student attendance rates over the 24-25 SY by 1%.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Counselors and Administrative Staff

**Collaborating Departments:** Teachers/attendance secretary

**ESF Levers:**

Lever 3: Positive School Culture

**Priority 3: Financial Stewardship**

**Goal 2:** The District will prepare budgets using transparent and open communication amongst stakeholders.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Conduct regular meetings with the school secretary, lead teachers, and the Site-Based Decision-Making (SBDM) committee to discuss and prepare budgets.

**Progress Measure (Lead):** Develop a detailed agenda for each meeting. Include topics such as budget reviews, funding allocations, and upcoming financial needs.

**Outcome Measure (Lag):** Review the results of financial audits and compliance checks. Fewer findings and issues indicate effective budget oversight and adherence to financial policies.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Principal & Principal Secretary

**Collaborating Departments:** Administrative Team

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Involve teachers, parents, staff, and community members in the budgeting process through meetings, surveys, and forums.

**Progress Measure (Lead):** Track the number of budgeting meetings conducted with each stakeholder group.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Administrative Team

**Collaborating Departments:** Teachers

**Priority 3: Financial Stewardship**

**Goal 3:** The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Hold regular meetings with the SBDM committee, department/grade-level teams, and Title I stakeholders to evaluate and update policies and procedures.

**Progress Measure (Lead):** Measure the timeliness of follow-up actions and the implementation of decisions made during the meetings.

**Outcome Measure (Lag):** Collect feedback from stakeholders (teachers, parents, students) on their satisfaction with the updated policies and procedures.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Administrative Team and teachers

**Collaborating Departments:** teachers and community

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs, and Back to School Bash to involve parents and the community in school activities and decision-making.

**Progress Measure (Lead):** Measure the number of parents and community members attending each event.

**Outcome Measure (Lag):** Collect feedback from parents and community members regarding their satisfaction with the events and their perceived impact on school activities and decision-making.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Administrative Team/Parent Liaison

**Collaborating Departments:** Teachers

**Funding Sources:** Supplies for Grizzly student program events - 211 - ESEA, Title I Part A - 211.61.6399.00.051.30.000 - \$1,500, Supplemental pay for Parent Liaison to attend after school meetings - 211 - ESEA, Title I Part A - 211.61.6121.00.051.30.000 - \$500



**Priority 3: Financial Stewardship**

**Goal 4:** District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Provide training for staff on the effective use of district resources and procedures, including tools such as Hero, iLit, Carnegie, Schoology, NWEA MAP, and Eduphoria.

**Progress Measure (Lead):** Conduct assessments before and after training to evaluate knowledge gains and skill improvements.

**Outcome Measure (Lag):** Monitor the decrease in the number of support requests or issues reported related to the use of these tools, indicating better understanding and proficiency.

**Dates/Timeframes:** Quarterly

**Staff Responsible for Monitoring:** Administrative Team

**Collaborating Departments:** District Personnel in departments dealing with these resources

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.

**Progress Measure (Lead):** Collect feedback from participants on the training content, delivery, and overall satisfaction.

**Outcome Measure (Lag):** Assess changes in employee performance and productivity, particularly in areas related to resource management and sustainability.

**Dates/Timeframes:** Monthly

**Staff Responsible for Monitoring:** Administrative Team

**Collaborating Departments:** District Departments

**ESF Levers:**

Lever 2: Strategic Staffing

# SBDM & Title I Stakeholders (SEC)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator/Chair	Joshua Rainwater	Interim Principal
Business Representative	John Lester	Business Representative
Community Representative	Eli Holt	Community Member
District-level Professional	Maria Oquendo-Williams	District-Level Professional
Parent	Takeisha Wright	Parent
Parent	Tasha Moore	Parent
Classroom Teacher	Jailene Perez	Subject: English/ELAR
Classroom Teacher	Jessica Lewis	Subject: Math
Classroom Teacher	Alexander Domingo	Subject: Science
Classroom Teacher	Ronald Cresswell	Subject: Social Studies
Classroom Teacher	Nicholas Sloan	Teacher: SPED
Classroom Teacher	Jordan Love	Teacher: Fine Arts
Counselor	Sarah Duke	Title I: Other Appropriate Personnel
Campus Instructional Coach	Keina Cook	Title I: Other School Leader
Assistant Principal	Rachelle Martin	Title I: Other School Leader
Paraprofessional	Evelyn Moore	Title I: Paraprofessional
Paraprofessional	Pedro Olvera	Title I: Paraprofessional
Specialized Instructional Support	x x	Title I: Specialized Instructional Support
Student	Mason Wright	Title I: Student
Student	Kayleigh Moore	Title I: Student