

Killeen Independent School District
Union Grove Middle School
2023-2024



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Union Grove MS is a sixth through eighth grade public school built in 2004 that currently houses 641 students and 38.7 instructional staff members. It is one of eleven middle schools in the Killeen Independent School District. Union Grove MS is located in Harker Heights, Texas and feeds Harker Heights High and Chaparral High School.

The facilities at Union Grove MS consist of over thirty-eight classrooms, one choir room, one band hall, one orchestra room, one theater room with a stage, one gymnasium, six science labs, a library, and multiple technology carts. Each classroom has an interactive projector (except band, choir, and theater) and a document camera, which are used in conjunction with the computer laptops assigned to each teacher. Our vision will facilitate the personal, social, emotional, and academic growth of students through the use of comprehensive, innovative learning experiences and positive relationships. Our mission Challenge students to reach their maximum learning potential through the collaborative efforts of teachers, parents, and the community.

Starting in 2023-2024 school year Union Grove MS will be served as a Title I campus schoolwide. Union Grove MS' current enrollment configuration as of May 4, 2023 by grade level is as follows: Grade 6: 225 students, Grade 7: 191 students, and Grade 8: 225 students.

Campus Demographics as of May 4, 2023.

Total Number of Students=641	
Hispanic	26%
African American	27%
Caucasian	28%
Other	19%
Male	45%
Female	55%
Military (active)	43%
504	18%
At-Risk	52%
Special Education	11%
Gifted and Talented	7%
*Economically Disadvantage	31%
*Mobility Rate	16.0%
*Attendance Rates	96%

*Based on TAPR 2021-2022

Students' attendance rates have remained steady at Union Grove MS with a daily attendance average of 97% for the past two years. We have no migrant students at this time and our campus dropout rate consistently stays at 0.0%.

The staff at Union Grove MS includes thirty-six general education teachers, 2 dyslexia teachers, 5 special education teachers, 1 emergent bilingual teacher, 2 Title 1 teachers, 1.5 AVID teachers and 1 CTE teacher. Additional personnel include the school principal, 2 assistant principals, 1 campus instructional specialist, 1 campus facilitator for special programs, 2 counselors, 1 at-risk counselor, 1 campus technologist, 1 librarian, 1 diagnostician, 1 nurse, 7 special education aides, 1 at-risk instructional assistant, 1 restorative interventionist aide, 1 media aide, 1 clinic aide, 5 secretaries, a lead custodian, campus custodians, and food service workers. Several district bus drivers and utility workers also provide services to students. Other support personnel available to assist in meeting the needs of Union Grove MS students include a district psychologist and a speech and language therapist. All teachers and paraprofessionals at Union Grove MS are highly qualified as defined by Every Student Succeeds Act (ESSA). The teachers have a minimum of a bachelor's degree, have demonstrated competency in their subject area, and have or are working towards their state certification for teaching. According to the 2021-2022 Texas Academic Performance Report (TAPR), 33% of Union Grove Middle School teachers have less than 5 years of teaching experience, while the district's average is 40%. This indicates a need to retain teachers by building their capacity through Professional Learning Communities (PLC) and professional development (see Problem Statement 1). Union Grove MS attracts and retains its teachers and aides by providing a positive working environment, extensive mentor training for teachers, professional learning communities (PLC), administrative support, and multiple professional development (PD) opportunities.

The demographics of the teachers in comparison with our student demographics are:

Ethnicity	Teachers
White	56%
African American	26%
Hispanic	13%
Other	5%
Male	21%
Female	79%

Demographics Strengths

Union Grove MS continues to encourage family and community involvement. We have a dedicated staff that is committed to building positive relationships with students, while improving student achievement, in a safe environment.

- Mobile population leads to a very accepting culture
- Diverse student population
- Highly qualified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 33% 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 military town, where mobility for students and teachers is high.

Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.

Student Learning

Student Learning Summary

Union Grove MS strives to facilitate the personal, social and academic growth of students with the use of innovative learning experiences, technology, and positive relationships. Our staff incorporates the Gradual Release of Responsibility teaching model into our instruction to help students develop a broader range of problem-solving and critical-thinking skills essential for post-secondary academic readiness. Union Grove MS academic achievement focuses on how our student population scored on the Meets Grade Level Performance Standard. According to the Texas Education Agency (TEA) when students meet grade level standards, they are most likely to be successful in the next grade or course but may still need some short-term, targeted academic interventions. Our campus wide goal is to increase the percentage of students achieving a Meets Grade Level Performance Standard across all grade levels and subject areas. In the 2022-2023 school year, student achievement at Union Grove MS was measured using a variety of methods including Common Unit Assessments (CUA), Measures of Academic Progress (MAP), and the State of Texas Assessments of Academic Readiness (STAAR).

Student Achievement Table 1-STAAR Results				
		Meets Grade Level (%)		
		2021	2022	Difference
Reading	Gr 6	37	30	-7
	Gr 7	48	60	+12
	Gr 8	44	56	+12
Math	Gr 6	47	39	-8
	Gr 7	38	42	+4
	Gr 8	30	23	-7
Science	Gr 8	48	40	-8
Social Studies	Gr 8	30	38	+8

Percent of Special Populations that Meets Grade Level on STAAR Performance										
6th Grade										
	At-Risk		ELL		GT		SPED		Econ Dis	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Math	29	17	31	15	100	100	21	5	23	33
Reading	10	21	8	15	90	100	21	10	16	24
7th Grade										
	At-Risk		ELL		GT		SPED		Econ Dis	

Percent of Special Populations that Meets Grade Level on STAAR Performance										
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Math	15	22	21	31	95	88	14	9	30	22
Reading	19	41	21	46	87	100	18	14	32	48
Writing	12	N/A	14	N/A	79	N/A	5	N/A	21	N/A
8th Grade										
	At-Risk		ELL		GT		SPED		Econ Dis	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Math	18	8	8	20	56	67	11	6	24	14
Reading	21	41	0	45	72	96	15	12	35	47
Science	25	21	0	9	85	100	16	9	35	22
Social Studies	10	27	0	27	56	91	5	9	18	24

Student Achievement Summary

According to table 1, our seventh and eighth grade students outperformed our sixth graders in Math and Reading this year, which is a change compared to prior years. Social Studies continues to be the subject that our eighth graders struggle with the most. 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.

Table-2 summarizes and compares our special populations STAAR performance from school years 2021 and 2022. Depending on the subject area the academic performance varies with increases and/or decreases. Among our seventh and eighth graders, ELL populations saw an increase in performance showing a significant change in scores. At-risk and GT populations increased in performance for reading, however, growth in math was not as strong due to two vacancy math teachers. Economically disadvantaged students performed best in 6th grade reading and math; 7th grade reading and math, and 8th grade reading and social studies. The SPED population in all grade levels shows a decrease due to a vacancy in the special education math and special education ELA positions.

Students that Failed One or More Core Class

Total Students	Students that Failed one or more core class
641	92

Table 3 - Summarizes that 14% of our students failed one or more core class.

Student Learning Strengths

1. Meets grade level performance standards in Reading (7th grade) was at 60%.
2. Meets grade level performance standards in Math (7th grade) was at 42%.

3. Meets grade level performance standards in Reading (8th grade) was at 56%.
4. Meets grade level performance standards in Social Studies (8th grade) was at 38%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 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.

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: 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 2022-2023 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 4: In all grade levels our economically disadvantaged student population did not reach 50% or more at the "meets grade level" standards in STAAR math during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Problem Statement 5: 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 6: In all grade levels our EB student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Problem Statement 7: In all grade levels our SPED student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

School Processes & Programs

School Processes & Programs Summary

In order to ensure students are learning to their maximum potential, Union Grove MS follows the district curriculum guidelines and practices. Our teachers and administrators meet during Professional Learning Communities (PLC) where assessment data, lesson planning and student achievement are discussed in order to make the necessary changes to meet students' needs. Formative and summative assignments are administered regularly to assess the level of student learning. Union Grove MS utilizes multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement. Examples of multiple sources of data include, but are not limited to: Eduphoria, TFAR, Interims, and MAP. During PLCs, faculty meetings and professional development days our teachers are provided opportunities for professional growth. During this school year, coaching walks have identified the need for improvements in progress monitoring, effective and meaningful student feedback, differentiation practices, rigorous tasks and target alignment and wait time.

Professional development is provided on an ongoing basis to all staff with a focus on the campus needs based on student performance data. Through monthly faculty meetings, PLCs, PD days, and frequent collaborative interactions among staff and leadership, we have systems currently in place to build teacher capacity, support continuous improvement and retain highly qualified staff. Teachers meet in professional learning communities. These are differentiated into both CTT (Collaborative Team Time) and JTJ (Joining the Journey) by content area to allow for collaborative conversations. Our current schedule best facilitates collaboration between grade level departments. There is a need for more vertical collaboration to tighten alignment and better transition students from one grade level to the next. Grade-level concerns are solved through staff collaboration as often as possible. Higher-level decisions are made at the Instructional Leadership Team level, which consists of administration and teacher leaders. Financial resources are regularly evaluated through the Site-Based Decision-Making Committee to identify and evaluate the various professional development needs and opportunities in the collaborative efforts of Professional Learning Communities and to review and approve the Campus Improvement Plan.

Our campus utilizes technology to support classroom instruction and supplement intervention programs. Our staff and students have access to laptop mobile carts, document cameras, and iPads. Each classroom is outfitted with an interactive projector. However, the interactive projector is not always seen in use during walkthroughs. This is a tool that has the potential to strengthen student engagement and thus is something we continue to promote and look for in lesson planning. Each teacher has a staff laptop and a document camera available for daily technology integration. The staff is offered a variety of on-campus technology professional development opportunities throughout the year.

The campus continues to add and/or replace some technology items such as iPads. Staff and students are supported in their use of technology integrated instruction and technology equipment reliability and assistance on a daily basis. Professional development is offered to strengthen staff technological awareness.

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.

School Processes & Programs Strengths

Through Professional Learning Communities Union Grove MS strongly supports the personal and professional growth of teachers in their process of 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. Students are also provided with many opportunities for continued academic and social growth throughout the school year.

1. Our district adopted curriculum, TEKS Resource System, is aligned vertically across subjects and grade levels and implemented by all teachers.

2. Teachers and staff participate in many professional development opportunities to support student success.
3. PLC planning within content and grade level.
4. Highly qualified teachers.
5. New teacher mentor program.
6. Multiple venues for parent communication.
7. Tutoring is available until 4:00 pm.
8. A computer lab is available until 4:30 pm.
9. Faculty/Staff and PLC meetings.
10. Wide variety of technology tools.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Walkthrough data indicates that teachers are not fully integrating all technology tools available to them to develop engaging interactive lessons during instruction.

Problem Statement 2: 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.

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.

Perceptions

Perceptions Summary

Union Grove MS's families and community members are highly involved in programs on campus that support student growth and success. We begin the year with a Readiness Day that allows students and parents to tour the building, receive schedules, books, and lockers. That same day we host Cub Camp for our transitioning 5th to 6th graders to ease some concerns before school starts. We know the climate for learning is greatly enhanced by involved parents. Parents are encouraged to become involved in our school events, committees, and councils. We encourage parents to support their children, help with homework, ask questions, follow student grades through Home Access Center (HAC), request conferences, and celebrate their child's successes. Parent, business, and community members are supportive of campus standards and initiatives and regularly contribute to campus decision-making processes through our site-based committee meetings.

Programs and events available for parental involvement include, but are not limited to, the:

- AVID Site Team
- Book Fairs
- Celebrations
- Classroom Visits
- Dances
- Field Trip Chaperones
- Honor Roll Ceremonies
- Parent Resource Night
- PTO Meetings
- SBDM
- Special Events
- Tutoring
- Back to School Bash

Our school-to-home communication with our parents and students is a multi-faceted approach on the Union Grove MS campus. We are constantly striving to improve our communication with our parents and community members. Our district provides Home Access Center, an online grade-book system, where parents can monitor student progress. We use our online communication system to communicate with our school community regarding upcoming events, reminders, and pressing information, as well as our principal's weekly newsletter. Our webmaster keeps our Union Grove MS website updated with campus events, school clubs, activities, and relevant information. We also have a Facebook and Twitter page that updates our parents on upcoming events and lists the events of the day as they are occurring. Teachers also communicate with parents through Home Access Center, Schoology, emails and phone calls.

Based on teacher and student feedback, providing students with additional emotional, behavioral and social support is an area of need for our campus. Peer relationships are a large part of the middle school years and play a significant role in student academic success or lack thereof. Equipping staff and students with the tools needed to address these situations should enable the students to better focus on academics and contribute to greater academic success.

Staff surveys also identified health and wellness, safety, online safety, and student behavior as areas of need. These will be addressed through professional development and a refinement of campus procedures.

The Boys & Girls Club joined our campus thirteen years ago. Their efforts are focused on academics, character and team building through many of the programs that they offer. They have worked with over 400 of our Union Grove MS students. The director and program staff are true advocates for our students.

This past year our volunteers supported many of our school events. This past year Union Grove MS had over 1000 volunteer hours. Union Grove MS would like to continue to

increase volunteer participation to at least 30% for the upcoming school year. Our Adopt-A-School partnership was also affected by trainings but they were still able to support our Back to School Bash, dance, rock painting, activity day, and field day.

Our PTO supports our teachers and students in a variety of ways. Our PTO supported our 8th grade dance, concession stands and teacher and staff appreciation days.

Union Grove MS offers many opportunities for student participation, connections and recognition. We strive to ensure students have a variety of opportunities to connect through engaging instruction, high expectations and extracurricular activities such as football, volleyball, basketball, track, golf, swimming, soccer and tennis. We also have several clubs: AVID, Band, Cheerleading, Chess, Choir, Theater, Gaming, Golden Belles, NJHS, Orchestra, STEM, UIL Academics, and Yearbook.

The AVID Program holds monthly meetings involving staff, parents, and students to support the AVID elective teacher and promote AVID methodologies school wide. The program also hosts a Family Night to increase parent involvement.

Perceptions Strengths

Union Grove MS strives to engage students, parents and community members in 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.

1. Parent involvement
2. Adopt-a-school unit involvement.
3. Active Programs: AVID, Fine Arts, Athletics, NJHS, and Student Council.
4. Special Events: TPSP Showcase, Sneak Peak Night, Cub Camp, Honor Roll Ceremonies
5. Volunteer meetings and celebrations.
6. Students are offered a variety of activities through an array of clubs, athletics and fine arts options.
7. Students are recognized for their academic achievement at least four times a year and for extracurricular activities at the end of the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for more extra-curricular opportunities that appeal to our diverse student body.

Problem Statement 2: 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:** Lack of time during the instructional day to provide needed social, emotional and behavior supports for our students.

Problem Statement 3: 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:** The scheduling of multiple events across the district and the community at the same time as our school events.

Problem Statement 4: As determined by staff surveys, it was identified that health and wellness, safety, online safety, and student behavior as areas of need on the campus .

Goals

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 1: Union Grove MS will increase the percent of students meeting grade level standards in Math STAAR by 5% in all grade levels.

Evaluation Data Sources: Math STAAR Data

Strategy 1 Details
<p>Strategy 1: A supplemental teacher will provide math support to students to increase students academic growth by 5%.</p> <p>Strategy's Expected Result/Impact: Higher scores on MAP/CUA/STAAR</p> <p>Staff Responsible for Monitoring: Title I Teacher Curriculum Instructional Specialist Assistant Principal Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 4, 6, 7</p> <p>Funding Sources: Supplemental Title I Math Teacher- Salary and Benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.051.30.000 - \$72,530</p>
Strategy 2 Details
<p>Strategy 2: Teachers will implement high impact strategies (collaboration, Gradual Release Model, Accountable Talk) that promote rigor and thinking at high cognitive levels in all math classrooms.</p> <p>Strategy's Expected Result/Impact: Increased Math STAAR scores in all grade levels. Increased instructional strategies in math classrooms.</p> <p>Staff Responsible for Monitoring: Math Teachers Title I Teacher Curriculum Instructional Specialist Assistant Principals At-Risk Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 4</p>

Strategy 3 Details

Strategy 3: Math teachers will analyze STAAR data of at-risk learners with administrator assistance as guided by CUA data. Additional targeted support will be provided to at-risk learners and current Special Education students in order to increase academic growth status, to meet grade level standard in math, by 5% for both our Special Education and EcoDis population.

Strategy's Expected Result/Impact: Increased Math STAAR scores in all areas.

Staff Responsible for Monitoring: Math Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

Assistant Principals

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 2, 4, 6, 7

Strategy 4 Details

Strategy 4: All at-risk 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.

Strategy's Expected Result/Impact: Increase daily classwork scores.

Increase CUA scores.

Increase STAAR Scores.

Staff Responsible for Monitoring: Math Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

Assistant Principals

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 4, 6, 7

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.051.30.000 - \$675, Instructional Supplies for After School Tutoring - 166 - State Comp Ed - 166.11.6399.00.051.24.AR0 - \$3,005.41

Strategy 5 Details

Strategy 5: Math STAAR tutoring academies for at-risk learners will be implemented after school, before the Math STAAR testing dates. Healthy snacks will be provided in after school tutorials.

Strategy's Expected Result/Impact: Increased Math STAAR scores

Staff Responsible for Monitoring: Math Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 4, 6, 7

Funding Sources: Supplies for After-School Math Tutoring for At-Risk Learners - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$1,100,

Postage for Letters for After-School Academies At-risk students - 166 - State Comp Ed - 166.23.6399.00.051.24.AR0 - \$1,634.35

Strategy 6 Details

Strategy 6: Teachers of at-risk students will participate in half day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.

Strategy's Expected Result/Impact: Improvement in lesson planning

Improved CUA scores

Staff Responsible for Monitoring: Math Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 4 - School Processes & Programs 2

Funding Sources: Substitutes for teachers to participate in planning days - 211 - ESEA, Title I Part A - 211.11.6116.00.051.30.000 - \$2,200

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.

Student Learning

Problem Statement 1: 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.

Student Learning

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

Problem Statement 6: In all grade levels our EB student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Problem Statement 7: In all grade levels our SPED student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

School Processes & Programs

Problem Statement 2: 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.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 2: Union Grove MS will increase the percent of students meeting grade level standards in ELAR STAAR by 5% in all grade levels.

Evaluation Data Sources: ELAR STAAR Data

Strategy 1 Details
<p>Strategy 1: A supplemental teacher will provide ELAR support to students to increase students academic growth by 5%.</p> <p>Strategy's Expected Result/Impact: Higher scores on MAP/CUA/STAAR</p> <p>Staff Responsible for Monitoring: ELAR Teacher Title I Teacher Curriculum Instructional Specialist Assistant Principal Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 6, 7</p> <p>Funding Sources: Supplemental Title I ELAR Teacher-Salary and Benefits - 211 - ESEA, Title I Part A - 211.11.6119.00.051.30.000 - \$76,280</p>
Strategy 2 Details
<p>Strategy 2: Teachers will implement high impact strategies (collaboration, Gradual Release Model, student discourse) that promote rigor and thinking at high cognitive levels in all ELAR classrooms.</p> <p>Strategy's Expected Result/Impact: Increased ELAR STAAR scores in all grade levels. Increased instructional strategies in ELAR classrooms.</p> <p>Staff Responsible for Monitoring: ELAR Teachers Title I Teacher Curriculum Instructional Specialist Assistant Principals At-Risk Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Books to enhance instruction in classrooms for at-risk learners - 166 - State Comp Ed - 166.13.6329.00.051.24.AR0 - \$320, Responsive Learning- PD - - 166 - State Comp Ed - 166.11.6299.OL.051.30.AR0 - \$4,000</p>

Strategy 3 Details

Strategy 3: ELAR teachers will analyze STAAR data of at-risk learners with administrator assistance as guided by CUA data. Additional targeted support will be provided to at-risk learners and current Special Education students in order to increase academic growth status, to meet grade level standard in math, by 5% for both our Special Education and EcoDis population.

Strategy's Expected Result/Impact: Increased ELAR STAAR scores in all areas.

Staff Responsible for Monitoring: ELAR Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

Assistant Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 2, 3, 6, 7

Strategy 4 Details

Strategy 4: All at-risk 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.

Strategy's Expected Result/Impact: Increase daily classwork scores.

Increase CUA scores.

Increase STAAR Scores.

Staff Responsible for Monitoring: ELAR Teacher

Title I Teacher

Curriculum Instructional Specialist

Assistant Principal

Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 3, 6, 7

Funding Sources: Nutritional Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.051.30.000 - \$500, Instructional Supplies for After School Tutoring - 166 - State Comp Ed - 166.11.6399.00.051.24.AR0 - \$3,005.41

Strategy 5 Details

Strategy 5: ELAR STAAR tutoring academies for at-risk learners will be implemented after school, before the ELAR STAAR testing dates. Healthy snacks will be provided in after school tutorials.

Strategy's Expected Result/Impact: Increased ELAR STAAR scores

Staff Responsible for Monitoring: ELAR Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2, 3, 6, 7

Funding Sources: Supplies for After-School ELAR Tutoring for At-Risk Learners - 166 - State Comp Ed - 166.11.6399.00.051.24.AR0 - \$1,100, Postage for Letters for After-School Academies At-risk students - 166 - State Comp Ed - 166.23.6399.00.051.24.AR0 - \$135

Strategy 6 Details

Strategy 6: Teachers of at-risk students will participate in half day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.

Strategy's Expected Result/Impact: Improvement in lesson planning
improved CUA scores

Staff Responsible for Monitoring: ELAR Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 4 - School Processes & Programs 2

Funding Sources: Substitutes for Teachers to Participate in Planning Days - 211 - ESEA, Title I Part A - 211.11.6116.00.051.30.000

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.

Student Learning

Problem Statement 1: 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.

Student Learning

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: 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 2022-2023 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 4: In all grade levels our economically disadvantaged student population did not reach 50% or more at the "meets grade level" standards in STAAR math during the 2023-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Problem Statement 6: In all grade levels our EB student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Problem Statement 7: In all grade levels our SPED student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

School Processes & Programs

Problem Statement 2: 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.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 3: Union Grove MS will increase the percent of students meeting grade level standards in Science STAAR by 5%.

Evaluation Data Sources: STAAR Science Data

Strategy 1 Details
<p>Strategy 1: The science department will design an after school or Saturday Science Academy for at-risk 8th grade students. The tutoring sessions will prepare at-risk students for comprehension of content, processes, and real world applications. Healthy snacks will be provided in tutorials.</p> <p>Strategy's Expected Result/Impact: STAAR Science data</p> <p>Staff Responsible for Monitoring: Science Teachers Science Lead Teacher Principal Assistant Principals Curriculum Instructional Specialist At-Risk Counselor</p> <p>Problem Statements: Student Learning 1, 6, 7</p> <p>Funding Sources: Supplies for after school/Saturday science tutoring for At Risk students. - 211 - ESEA, Title I Part A - 211.11.6399.00.051.30.000 - \$1,000, Postage for letters for Academics-At-Risk Students - 166 - State Comp Ed - 166.23.6399.00.051.24.AR0 - \$500</p>
Strategy 2 Details
<p>Strategy 2: Science teachers will provide high-interest, engaging texts and online activities to differentiate instruction and supplement the adopted curriculum, while also supporting ELAR standards, through appropriate reading levels that address individual student needs.</p> <p>Strategy's Expected Result/Impact: Increased instructional strategies in the classroom. Increased scores in science.</p> <p>Staff Responsible for Monitoring: Science Teachers Science Lead Teacher Principal Assistant Principals Curriculum Instructional Specialist At-Risk Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6, 7</p> <p>Funding Sources: Science Starters - 211 - ESEA, Title I Part A - 211.11.6299.OL.051.30.000 - \$1,000</p>

Strategy 3 Details

Strategy 3: Science teachers will collaborate to align vertically so they can plan and develop differentiated lessons. These lessons will include areas of concern needing to be retaught or spiraled back into instruction ensuring student success.

Strategy's Expected Result/Impact: Lesson plans will reflect vertical alignment, Increased scores on common assessments and STAAR exams, Increased MAP Science data

Staff Responsible for Monitoring: Curriculum Instructional Specialist

Science Lead Teacher

Science teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 6, 7 - School Processes & Programs 2, 3

Strategy 4 Details

Strategy 4: Teachers of at-risk students will participate in half day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.

Strategy's Expected Result/Impact: Improvement in lesson planning

Improved CUA scores

Staff Responsible for Monitoring: Science Teachers

Title I Teacher

Curriculum Instructional Specialist

At-Risk Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 1 - School Processes & Programs 2

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: 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.

Problem Statement 6: In all grade levels our EB student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Problem Statement 7: In all grade levels our SPED student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

School Processes & Programs

Problem Statement 2: 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.

School Processes & Programs
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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.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 4: Union Grove MS will increase the percent of students meeting grade level standards in Social Studies STAAR by 5%.

Evaluation Data Sources: STAAR Social Studies Data

Strategy 1 Details
<p>Strategy 1: Promote rigor and engagement by intentionally planning and incorporating AVID strategies, including writing, inquiry, collaboration, organization, reading, and hands-on learning through instructional strategies.</p> <p>Strategy's Expected Result/Impact: AVID strategies evident on lesson plans. Walk-throughs and coaching walks show fluid integration of AVID instructional strategies. Artifacts and lesson plan evidence sent to AVID coordinator. Common Unit Assessments STAAR Reports</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies Lead Teacher Principal Assistant Principals Curriculum Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>
Strategy 2 Details
<p>Strategy 2: Teachers will collaborate, study the IFD, and implement Vertical / Horizontal Alignment within the department utilizing the TEKS Resource Management System and Unit Maps. Common TEKS/Vocabulary/Skills will be identified and included in instruction to ensure vertical/horizontal alignment within assessments.</p> <p>Strategy's Expected Result/Impact: Increased instructional strategies in the classroom. Increased scores in social studies.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers Social Studies Lead Teacher Principal Assistant Principals Curriculum Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>

Strategy 3 Details

Strategy 3: Teachers of at-risk students will participate in half day planning sessions to evaluate student data, plan instruction, and design common formative assessments in order to improve achievement in all sub-populations. Substitutes will be provided for teachers when needed.

Strategy's Expected Result/Impact: Improvement in lesson planning
Improved CUA scores

Staff Responsible for Monitoring: Social Studies Teachers
Curriculum Instructional Specialist
At-Risk Counselor

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Student Learning 1 - School Processes & Programs 2

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.

Student Learning

Problem Statement 1: 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.

School Processes & Programs

Problem Statement 2: 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.

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.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 5: Students whose native language is not English (Emergent Bilingual (EB) students) will increase the percent of meets grade level standards by 5% in all core areas of the STAAR.

Evaluation Data Sources: TELPAS, STAAR, MAP Reports and Retention Data

Strategy 1 Details
<p>Strategy 1: All EB students will increase critical reading skills through the use of teacher created and directed reading prompts, marking the text, dialectical journals, graphic organizers, and vocabulary enrichment. Teachers will collaborate with each other to ensure that vocabulary and literacy skills taught in small group are intentionally planned to support language acquisition.</p> <p>Strategy's Expected Result/Impact: Students will be able to speak to other students and teachers to communicate more effectively.</p> <p>Staff Responsible for Monitoring: Teachers Curriculum Instructional Specialist Assistant Principals Counselors</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 6</p>
Strategy 2 Details
<p>Strategy 2: Support the EB learner and their family by hosting an EB Family Night to model literacy strategies for families so that they can better help their students learning at home and build a stronger home/school connection.</p> <p>Strategy's Expected Result/Impact: 10 % increase in parental involvement from last years meeting.</p> <p>Staff Responsible for Monitoring: EB Teacher Principal Assistant Principals Curriculum Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Supplies for EB Special Program Parents - 263 - ESEA, Title III Part A - 263.61.6399.LE.051.25.000 - \$180, Snacks for EB Parent Events - 263 - ESEA, Title III Part A - 263.61.6499.LE.051.25.000 - \$300</p>

Strategy 3 Details

Strategy 3: Teachers will be supported in their ability to differentiate for the needs of EB students through professional development and book studies.

Strategy's Expected Result/Impact: Increase in reading and literacy skills.

Staff Responsible for Monitoring: Teachers of EB students

Principal

Assistant Principals

Curriculum Instructional Specialist

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 6

Funding Sources: Professional Development Books to Support EB Language Acquisition - 165/ES0 - ELL - 165.13.6329.00.051.25.ES0 - \$100, ESC Registration for Title III Symposium - 211 - ESEA, Title I Part A - 211.13.6411.00.051.30.000 - \$400, Teacher workshops and PD targeting the needs of EB Students - 165/ES0 - ELL - 165.13.6411.00.051.25.ES0 - \$220, Substitute for EB teacher when attending PD - 165/ES0 - ELL - 165.11.6116.00.051.25.ES0 - \$200

Strategy 4 Details

Strategy 4: Identified EB students with reading, writing and math gaps will spend up to 35 minutes a week of additional instruction in reading, writing and math to support their growth in reading, writing and math skills either during WIN Time or after school tutoring. EB learners who demonstrate challenges in literacy will have access to a variety of print materials for reading to support academic achievement and literacy.

Strategy's Expected Result/Impact: STAAR and MAP Data of EB students

Staff Responsible for Monitoring: Teachers of EB students

Principal

Assistant Principals

Curriculum Instructional Specialist

At-Risk Counselor

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 6

Strategy 5 Details

Strategy 5: Identified EB students will increase their reading/math performance through tutorials and STAAR boot camps while apply the skills of analyzing, making inferences, and drawing conclusions. Healthy snacks will be provided in tutorials.

Strategy's Expected Result/Impact: Increased math and reading performance on CUAs, MAP, and, STAAR

Staff Responsible for Monitoring: ELAR Teacher

Title I Teacher

Curriculum Instructional Specialist

Assistant Principal

Principal

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 6

Funding Sources: Nutritional Snacks for after school tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.051.30.000 - \$145, Measuring Up Reading or other comparable resource - 165/ES0 - ELL - 165.11.6399.00.051.25.ES0 - \$920, Instructional Supplies for Tutoring - 165/ES0 - ELL - 165.11.6399.00.051.25.ES0 - \$800

Strategy 6 Details

Strategy 6: Identified EB students will attend a campus made conference in 2023-2024 SY. This will allow the students to enhance their academic knowledge in all core areas through live demonstrations, hands-on activities, and other interactive elements.

Strategy's Expected Result/Impact: Increased student achievement and engagement.

Staff Responsible for Monitoring: Principal

Curriculum Instructional Specialist

Teachers

At-Risk Counselor

Counselors

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 6 - Perceptions 2

Funding Sources: Instructional Supplies for conference - 166 - State Comp Ed - 166.11.6399.00.051.24.AR0 - \$1,000, Substitute teacher so a teacher can travel with EB students to conference - 166 - State Comp Ed - 166.11.6112.00.051.24.AR0 - \$500

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 1: 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.

Problem Statement 6: In all grade levels our EB student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Perceptions

Problem Statement 2: 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:** Lack of time during the instructional day to provide needed social, emotional and behavior supports for our students.

Problem Statement 3: 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:** The scheduling of multiple events across the district and the community at the same time as our school events.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 6: Provide instructional and program support for at-risk students at Union Grove MS to increase meets standards by 5% (Average of SPED, EB, & EcoDis populations) in all core subjects on the STAAR.

Evaluation Data Sources: STAAR assessments and retention data

Strategy 1 Details
<p>Strategy 1: Fund a full-time instructional aide to provide supplemental instruction and support to at-risk and struggling students in the core content areas under the supervision of a certified teacher.</p> <p>Strategy's Expected Result/Impact: Improved student achievement. STAAR Data for at-risk students</p> <p>Staff Responsible for Monitoring: At-Risk Aide Principal Assistant Principals Curriculum Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: At-Risk Aide - 166 - State Comp Ed - 166.11.6129.00.051.24.AR0 - \$24,011</p>
Strategy 2 Details
<p>Strategy 2: Grizzly Tutoring Lab will be offered five or more times a semester, as well as after school tutoring, to assist at-risk students in completing or redoing their assignments with the assistance of teachers and/or paraprofessionals with a smaller teacher to student ratio than the regular classroom.</p> <p>Strategy's Expected Result/Impact: STAAR Data Reports Decrease number of students attending summer school</p> <p>Staff Responsible for Monitoring: Union Grove MS Teachers At-Risk Counselor Principal Assistant Principals Curriculum Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 4, 6, 7</p> <p>Funding Sources: Supplies for At-Risk Students during tutoring - 211 - ESEA, Title I Part A - 211.11.6399.00.051.30.000 - \$3,020.30</p>

Strategy 3 Details

Strategy 3: Teachers will collaborate, study the IFD, plan content specific units focusing on higher level questioning and tasks, examining student work, and creating common assessments to increase performance of at risk population to increase teacher quality. High impact strategies including collaboration, Gradual Release Model (GRR), Lead4ward Intervention Strategies, and accountable talk will promote rigor and thinking at high cognitive levels in all content classrooms.

Strategy's Expected Result/Impact: PLC Sign in Sheets, Lesson Plans, Review of completed lesson designs including differentiated strategies.

Staff Responsible for Monitoring: Principal

Assistant Principals

Curriculum Instructional Specialist

Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 6, 7 - School Processes & Programs 2

Strategy 4 Details

Strategy 4: Identified 6th Grade At-Risk Students will attend a campus made conference in 2023-2024 SY. This will allow the students to enhance their academic knowledge in all core areas through live demonstrations, hands-on activities, and other interactive elements.

Strategy's Expected Result/Impact: Increased student achievement and engagement.

Staff Responsible for Monitoring: Principal

Curriculum Instructional Specialist

Teachers

At-Risk Counselor

Counselors

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 7 - Perceptions 2

Funding Sources: Instructional supplies for the conference for at-risk students - 166 - State Comp Ed - 166.11.6399.00.051.24.AR0 - \$2,000, Substitutes for teachers of at-risk students so they may escort students to conference - 211 - ESEA, Title I Part A - 211.11.6112.00.051.30.000 - \$1,200

Strategy 5 Details

Strategy 5: Provide technology resources to identified at-risk Union Grove MS students in order to better support the students instructionally, which will improve student academic efficacy by increasing their access to Killeen ISD subscriptions to supported platforms.

Strategy's Expected Result/Impact: Improved CUA, MAP, and STAAR scores

Students improvement in reading comprehension levels

Staff Responsible for Monitoring: Principal

AP

Curriculum Instructional Specialist

Teachers

At-Risk Counselor

Counselors

TEA Priorities:

Build a foundation of reading and math

Problem Statements: Student Learning 1, 7 - School Processes & Programs 1

Funding Sources: iPad cases for at-risk students - 166 - State Comp Ed - 166.11.6399.00.051.24.AR0 - \$7,366.25, Technology supplies (Joey Cart to house i-pads) for at-risk students - 166 - State Comp Ed - 166.11.6394.00.051.24.AR0 - \$1,822.58, Headphones - 166 - State Comp Ed - 166.11.6399.00.051.30.AR0 - \$1,500

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.

Student Learning

Problem Statement 1: 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.

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

Problem Statement 6: In all grade levels our EB student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2.

Problem Statement 7: In all grade levels our SPED student population did not reach 50% or more at the "meets grade level" standards in STAAR math/reading during the 2022-2023 SY. **Root Cause:** Lack of differentiation strategies during instruction and instructional tasks at DOK Levels 1 and 2 and targeted support in scaffolding.

School Processes & Programs

Problem Statement 1: Walkthrough data indicates that teachers are not fully integrating all technology tools available to them to develop engaging interactive lessons during instruction.

School Processes & Programs
Problem Statement 2: 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.
Perceptions
Problem Statement 2: 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: Lack of time during the instructional day to provide needed social, emotional and behavior supports for our students.

Goal 1: Killeen ISD will provide relevant, rigorous, and engaging learning opportunities to achieve academic success and graduate future-ready students.

Performance Objective 7: 85% of Union Grove MS Gifted and Talented students will achieve the "masters grade level" Standard on the STAAR tests in which they are identified for GT.

Strategy 1 Details
<p>Strategy 1: GT students will receive differentiated instruction and technology support while preparing them to participate in the Texas Performance Standards Project.</p> <p>Strategy's Expected Result/Impact: Students participate in activities that challenge their thinking and foster academic growth.</p> <p>Staff Responsible for Monitoring: GT Teachers GT Coordinator Assistant Principals</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 1</p> <p>Funding Sources: iPad Smart Keyboard - 177 - Gifted/Talented - 177.11.6394.00.051.21.000 - \$1,259.30, Teacher Book Study - 177 - Gifted/Talented - 177.13.6329.00.051.21.000 - \$475</p>
Strategy 2 Details
<p>Strategy 2: Differentiated support will be intentionally planned and provided to GT students through AVID instructional strategies in order to increase all students' academic achievement status to master grade level standards. Teachers will use AVID methodologies and strategies throughout their lessons.</p> <p>Strategy's Expected Result/Impact: WICOR evidence in lesson plans, coaching walks, and observations, increased grades, assessment results, MAP scores, and STAAR results Increased student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal Curriculum Instructional Specialist Teachers Counselors</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 2</p> <p>Funding Sources: Instructional supplies for GT students- paper, pencils, folder, etc. - 177 - Gifted/Talented - 177.11.6399.00.051.21.000 - \$5,865.70</p>

Strategy 3 Details

Strategy 3: Students who are in the Gifted and Talented program and teachers of Gifted and Talented students will attend a local created Gifted and Talented Conference in 2023-2024 SY, which will allow for students to learn and showcase their intellectual abilities; through art/speaking/writing, and more. This conference will address GT requirements such as engaging in tasks relevant to the student's area of giftedness and working with their gifted peers to develop advanced level products or performances.

Strategy's Expected Result/Impact: Increased student achievement and engagement. Understanding the strategies teachers can use in class for GT students. This opportunity will allow students to understand more about the benefits of the GT program.

Staff Responsible for Monitoring: Principal
Curriculum Instructional Specialist
Teachers
Counselors

Problem Statements: Student Learning 5 - School Processes & Programs 3 - Perceptions 2

Funding Sources: Location for conference for GT students - 177 - Gifted/Talented - 177.11.6412.00.051.21.000 - \$2,800, Travel for GT students to travel to conference - 177 - Gifted/Talented - 177.11.6494.00.051.21.000 - \$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, Instructional supplies for the conference for GT students - 177 - Gifted/Talented - 177.11.6399.00.051.21.000 - \$1,000

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 5: 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.

School Processes & Programs

Problem Statement 1: Walkthrough data indicates that teachers are not fully integrating all technology tools available to them to develop engaging interactive lessons during instruction.

Problem Statement 2: 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.

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.

Perceptions

Problem Statement 2: 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:** Lack of time during the instructional day to provide needed social, emotional and behavior supports for our students.

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: Union Grove MS will develop and retain highly qualified teachers and leadership by attending professional development throughout the school year that will allow them to address the needs of at-risk students by transforming our school culture with a 20% reduction in referrals per year. The intent of the PD will be to properly respond to challenges and adversity to ensure a productive and functional environment for all learners.

Evaluation Data Sources: Walkthrough and coaching walk data, PLC conversations, evidence from teachers.
Discipline Referrals

Strategy 1 Details
<p>Strategy 1: Campus administrators and teaching staff will engage in PD that focuses on analyzing data, transforming our school culture, and the GRR process. Teachers will be responsible for providing evidence during PLCs of what they have implemented and/or changed in their classrooms as a result , as well as the outcome of those changes.</p> <p>Strategy's Expected Result/Impact: To provide teachers with additional strategies and support, which in turn will enhance the quality of instruction, improve student outcomes, and transform school culture.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Curriculum Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Professional Development Registration and Fees-Teachers (Ex. National Best Practices Conference) - 211 - ESEA, Title I Part A - 211.13.6411.00.051.30.000 - \$3,600, Professional Development Registration and Fees-ADMIN (Ex. National Best Practices Conference) - 211 - ESEA, Title I Part A - 211.23.6411.00.051.30.000 - \$1,200, Professional Development Registration and Fees-Teachers (Ex. TCEA Conference) - 166 - State Comp Ed - 166.13.6411.00.051.24.AR0 - \$4,500, Professional Development Registration and Fees-SEL (Ex. TCEA Conference) - 166 - State Comp Ed - 166.31.6411.00.051.24.AR0 - \$600, Substitutes for Teachers to Attend Conference - 211 - ESEA, Title I Part A - 211.11.6116.00.051.30.000 - \$960, Substitutes for Teachers to Attend Conference - 166 - State Comp Ed - 166.11.6116.00.051.24.AR0 - \$480</p>

Strategy 2 Details

Strategy 2: Specific teachers of at-risk students will attend PD intended to enhance the teachers' ability to use instructional tools to implement strategies, to collaborate with their peers, and to design opportunities that help at-risk students gain equal access to instruction and actively participate with other students.

Strategy's Expected Result/Impact: Improvement of at-risk students grades

Lesson Plans

Staff Responsible for Monitoring: Teachers

AP

Curriculum Instructional Specialist

Counselors

Principal

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

Funding Sources: Professional Development Registration and Fees- Teachers - 211 - ESEA, Title I Part A - 211.13.6411.00.051.30.000 - \$5,400, Substitutes for teachers so teachers can attend PD - 211 - ESEA, Title I Part A - 211.11.6116.00.051.30.000

Strategy 3 Details

Strategy 3: Monthly meetings will be held with the new staff to explore pertinent topics to ensure their professional growth and success during the school year.

Strategy's Expected Result/Impact: Teacher Surveys

Meeting minutes

Staff Responsible for Monitoring: Principal

Assistant Principals

Lead Teachers

Curriculum Instructional Specialist

TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Demographics 1, 2 - School Processes & Programs 2

Funding Sources: Supplies for teachers to enhance their knowledge - 211 - ESEA, Title I Part A - 211.13.6399.00.051.30.000 - \$500

Strategy 4 Details
<p>Strategy 4: Assign a mentor/buddy teacher to 100% of all Union Grove MS first year teachers and teachers new to Union Grove MS.</p> <p>Strategy's Expected Result/Impact: Teambuilding events, weekly check ins, CTTs and JTJs</p> <p>Staff Responsible for Monitoring: Curriculum Instructional Specialist Assistant Principals Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 33% 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 military town, where mobility for students and teachers is high.</p> <p>Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.</p>
School Processes & Programs
<p>Problem Statement 2: 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.</p>

Goal 2: Killeen ISD will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: 100% of all Union Grove MS teachers will actively participate in PLCs (CTT/JTJ) on a bi-monthly basis.

Evaluation Data Sources: Agendas, attendance logs-PLC, Minutes

Strategy 1 Details
<p>Strategy 1: Union Grove MS will hold meetings with the staff to enhance instructional practices and delve into data by using CUA, MAP, and other data. This will assist in their professional growth and success during the school year.</p> <p>Strategy's Expected Result/Impact: Agendas, Notes, sign-n sheets</p> <p>Staff Responsible for Monitoring: Principal Curriculum Instructional Specialist Assistant Principal's Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2, 3</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 33% 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 military town, where mobility for students and teachers is high.</p> <p>Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.</p>
School Processes & Programs
<p>Problem Statement 2: 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.</p> <p>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.</p>

Goal 3: Killeen ISD will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.

Performance Objective 1: Union Grove MS will increase community and parental involvement in the school by 10% and increase the school's involvement and presence in the local community.

Evaluation Data Sources: Parent Involvement/Surveys and sign-in sheets.

Strategy 1 Details
<p>Strategy 1: Union Grove MS will provide parents with opportunities to learn about all programs offered on campus and to grow in their ability to support their child's academic achievement. Grizzly Parent Program Nights will be regularly hosted to include Dyslexia Night, Open House, EB Parent Information Night, Title 1 and the Parent and Family Engagement Policy and Home School Compact. During the spring, parents and family will be invited to review/revise the parent and family engagement policy and the home school compact. Union Grove MS will hold parent events to provide timely information about the programs their child is enrolled in. Additional learning events will be held for parents of EB students to provide meaningful strategies for helping their child at home.</p> <p>Strategy's Expected Result/Impact: Open the line of communication with parents. Parents and family will have a better understanding of Title I and will have a role in reviewing/revising the PFE policy and HSC</p> <p>Staff Responsible for Monitoring: Teachers Curriculum Instructional Specialist Counselors Assistant Principals Principal</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Snacks for Parent Program Events and Community Involvement - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.051.24.PAR - \$1,800, Supplies for Grizzly parent program events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.051.24.PAR - \$336</p>
Strategy 2 Details
<p>Strategy 2: Instructional Events will be conducted to showcase content area student work twice a year; integrating parent/community involvement in core-content areas.</p> <p>Strategy's Expected Result/Impact: Increased parent participation and involvement with student's academic success.</p> <p>Staff Responsible for Monitoring: Union Grove MS Staff Principal Assistant Principals Counselors Curriculum Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - Perceptions 3</p>

Strategy 3 Details

Strategy 3: Engage Parents in conversations at extra curricular activities with positives about their student, to develop improved Parent/Teacher relationships. Challenge teachers to meet parents/guardians and build positive relationships at extra-curriculars.

Strategy's Expected Result/Impact: Parents know teachers other than just in the classroom setting.

Staff Responsible for Monitoring: Union Grove MS Staff

Principal

Assistant Principals

Counselors

Curriculum Instructional Specialist

Problem Statements: Perceptions 3

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Union Grove MS's at-risk student population maintained at 52% this school year. There is a need to build capacity in understanding and responding to the specific needs of this diverse student group.

Student Learning

Problem Statement 1: 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.

Perceptions

Problem Statement 3: 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:** The scheduling of multiple events across the district and the community at the same time as our school events.

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: By the end of the school year Union Grove MS will provide a safe school environment by offering safety awareness training to campus staff and students with 100% participation.

Evaluation Data Sources: Staff, parents and student feedback documented meetings.

Strategy 1 Details
<p>Strategy 1: Union Grove MS will conduct monthly safety drills to ensure all students and staff are knowledgeable of emergency operation procedures.</p> <p>Strategy's Expected Result/Impact: Successful drills</p> <p>Staff Responsible for Monitoring: Administrative Staff</p> <p>Problem Statements: Perceptions 2</p>
Strategy 2 Details
<p>Strategy 2: Staff and students will participate in Safety Week activities that address bullying/cyber-bullying prevention, internet safety, etc. Counselors will integrate bully prevention strategies into regular classroom instruction and weekly classroom guidance. Counselors will also provide targeted guidance sessions for anti-bullying strategies. Incidents of suspected bullying will be investigated and reported per KISD and state policies.</p> <p>Strategy's Expected Result/Impact: Advisory Lesson Plans Student Surveys</p> <p>Staff Responsible for Monitoring: Administrative Staff</p> <p>Problem Statements: Perceptions 2</p>

Strategy 3 Details

Strategy 3: Guidance lessons will be provided through advisory to focus on character education for at-risk students that are struggling academically, socially, behaviorally and emotionally with the support of our school counselors, Military Family Life Counselor (MFLC) and administrators.

Strategy's Expected Result/Impact: Student Surveys

Increase at-risk student support.

Staff Responsible for Monitoring: Teachers

Principal

Assistant Principal

Counselors

Curriculum Instructional Specialist

MFLC Counselor

Counselors

Problem Statements: Perceptions 2

Funding Sources: Instructional supplies for guidance lessons with at-risk students - 211 - ESEA, Title I Part A - 211.11.6399.00.051.30.000 - \$1,000

Strategy 4 Details

Strategy 4: All students will be afforded the opportunity to enhance their social/emotional learning by working on lessons specifically to increase social/emotional learning which will enhance their learning practices in all content areas and increase academic success.

Strategy's Expected Result/Impact: Grade reports

CUA scores

Students understand their social emotional area, lesson completion. Students will use coping skills in all content areas to enhance their instructional practices.

Staff Responsible for Monitoring: Assistant Principals

Curriculum Instructional Specialist

Teachers

At-Risk Counselor

Counselor's

TEA Priorities:

Connect high school to career and college

Problem Statements: Perceptions 2, 4

Funding Sources: Social Emotional Student Supplemental Material - 211 - ESEA, Title I Part A - 211.11.6329.00.051.30.000 - \$8,183, Social Emotional Reading Material for Teachers - 211 - ESEA, Title I Part A - 211.13.6329.00.051.30.000 - \$431.70

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: 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:** Lack of time during the instructional day to provide needed social, emotional and behavior supports for our students.

Problem Statement 4: As determined by staff surveys, it was identified that health and wellness, safety, online safety, and student behavior as areas of need on the campus .

Goal 4: Killeen ISD will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 2: Union Grove MS will improve the health of all our students by promoting healthy choices and physical activity.

Evaluation Data Sources: Fitness Gram
Increase student participation in physical activities.

Strategy 1 Details
<p>Strategy 1: Union Grove MS will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports. Activity periods throughout the year will incorporate classrooms with these activities not related to competitive sports.</p> <p>Strategy's Expected Result/Impact: PE and/or dance classes for all levels in addition to competitive athletics and pre-athletics.</p> <p>Staff Responsible for Monitoring: Campus Athletic Coordinators PE/Dance Teachers Principal Assistant Principals</p> <p>Problem Statements: Perceptions 1, 2</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a need for more extra-curricular opportunities that appeal to our diverse student body.</p> <p>Problem Statement 2: 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: Lack of time during the instructional day to provide needed social, emotional and behavior supports for our students.</p>

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 1: During the 23-24 school year, a minimum of 50% of Union Grove MS student population will participate in school clubs and organizations.

Evaluation Data Sources: Clubs and Organizations attendance sheets

Strategy 1 Details
Strategy 1: A variety of school clubs and organizations will be offered to meet the needs of our diverse student population. Strategy's Expected Result/Impact: Increased student participation in extra-curricular activities Staff Responsible for Monitoring: Union Grove MS Staff Principal Teachers sponsoring clubs Problem Statements: Perceptions 1

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need for more extra-curricular opportunities that appeal to our diverse student body.

Goal 5: Killeen ISD will efficiently manage and allocate district resources to maximize student learning opportunities.

Performance Objective 2: Union Grove MS will integrate technology systems within the classrooms to fulfill instructional and operational requirements with 90% campus teacher and administration participation.

Evaluation Data Sources: sign-in sheets, Eduphoria

Strategy 1 Details
<p>Strategy 1: Staff will be provided technology training sessions during teacher in-service, monthly faculty meetings, and lunch periods to support instruction by incorporating technology TEKS to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increase student achievement Increase teacher knowledge</p> <p>Staff Responsible for Monitoring: CTSS Curriculum Instructional Specialist Assistant Principal Principal</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: 33% 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 military town, where mobility for students and teachers is high.</p>
School Processes & Programs
<p>Problem Statement 1: Walkthrough data indicates that teachers are not fully integrating all technology tools available to them to develop engaging interactive lessons during instruction.</p>

2023-2024 SBDM & Title I Stakeholders (MS)

Committee Role	Name	Position
Administrator/Chair	Paula Lawrason	Principal
Classroom Teacher	Kimberly Moorman	English/ELAR
Classroom Teacher	Lenka Hybesova Shephard	Math
Classroom Teacher	Ronald Cresswell	Social Studies
Classroom Teacher	Joye Smittick	Science
Classroom Teacher	Nicholas Sloan	SPED Teacher
Business Representative	Amelia Rabroker	Business Representative
Community Representative	Eli Holt	Community Member
District-level Professional	Maria Oquendo-Williams	District-Level Professional
Parent	Ben Beck	Parent
Parent	Kristi Rhodes	Parent
Paraprofessional	Evelyn Moore	Paraprofessional (Title I)
Paraprofessional	Pedro (Peter) Olvera	Paraprofessional (Title I)
Student	Nevaeh Rhodes	Student (Title I)
Student	Violet Beck	Student (Title I)
Non-classroom Professional	Keina Cook	Other School Leader (Title I) CIS
Adminstrator	Rachelle Martin	Other School Leader (Title I)
Non-classroom Professional	Ashleigh Hodyniak	Counselor
Classroom Teacher	Marina Grimal	Spanish Teacher
Classroom Teacher	Candace Dunning	Choir Teacher