

**Killeen Independent School District**  
**Union Grove Middle School**  
**2023-2024 Formative Review with Notes**



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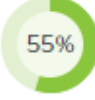
# Goals



**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	Reviews
<p><b>Strategy 1:</b> A supplemental teacher will provide math support to students to increase students academic growth by 5%.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher scores on MAP/CUA/STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Title I Teacher Curriculum Instructional Specialist Assistant Principal Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2, 4, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   A teacher was hired for math and has 6 sections of 6th grade math.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   A teacher was hired for math and has 6 sections of 6th grade math.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   A teacher was hired for math and has 6 sections of 6th grade math.</p> <p><b>June</b> <b>June Evidence of Progress</b> A teacher was hired for math and has 6 sections of 6th grade math.</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased Math STAAR scores in all grade levels. Increased instructional strategies in math classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Title I Teacher Curriculum Instructional Specialist Assistant Principals At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We are struggling with GRR and accountable talk across campus. We need to move our questioning to higher DOK levels. Teachers use GRR, in their lesson planning and work on different stages of GRR when giving instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Teachers use GRR, in their lesson planning and work on different stages of GRR when giving instruction.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Math STAAR scores in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> During CTTs teachers and other staff are analyzing STAAR data of at-risk learners as well as using MAP data and CUA data to guide their instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> During CTTs teachers and other staff are analyzing STAAR data of at-risk learners as well as using MAP data and CUA data to guide their instruction.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase daily classwork scores. Increase CUA scores. Increase STAAR Scores.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 4, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We are doing the tutoring but need to increase the rigor of the tutoring. Teachers and staff encourage students to attend tutoring. CIS has specific students attend tutoring in the library.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Math STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 4, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p>N/A we do not have any updates to this because we haven't held our math STAAR academies - we will start in March</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p>N/A</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 6 Details	Reviews								
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in lesson planning Improved CUA scores</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2</p>	<table border="0"> <tr> <td data-bbox="1262 115 1381 256"> <p><b>Nov</b></p>  </td> <td data-bbox="1381 115 2034 256"> <p><b>November Evidence of Progress</b></p> <p>Math and SS good use of time we recently held our first half-day planning session</p> </td> </tr> <tr> <td data-bbox="1262 272 1381 414"> <p><b>Jan</b></p>  </td> <td data-bbox="1381 272 2034 414"> <p><b>January Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 430 1381 472"> <p><b>Mar</b></p> </td> <td data-bbox="1381 430 2034 472"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1262 488 1381 531"> <p><b>June</b></p> </td> <td data-bbox="1381 488 2034 531"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Math and SS good use of time we recently held our first half-day planning session</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"> No Progress</td> <td style="text-align: center;"> Accomplished</td> <td style="text-align: center;"> Continue/Modify</td> <td style="text-align: center;"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue				
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**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	Reviews
<p><b>Strategy 1:</b> A supplemental teacher will provide ELAR support to students to increase students academic growth by 5%.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher scores on MAP/CUA/STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teacher            Title I Teacher            Curriculum Instructional Specialist            Assistant Principal            Principal</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Hired an ELAR Teacher</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Hired an ELAR Teacher</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Hired an ELAR Teacher</p> <p><b>June</b> <b>June Evidence of Progress</b>            Hired an ELAR Teacher</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Teachers/Paraprofessionals that work with at-risk students 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><b>Strategy's Expected Result/Impact:</b> Increased ELAR STAAR scores in all grade levels. Increased instructional strategies in ELAR classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers Title I Teacher Curriculum Instructional Specialist Assistant Principals At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Room to grow as we progress through the year</p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELAR STAAR scores in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Completed CUA end of 1st 9 weeks; have viewed STAAR data Analyzing STAAR data of at-risk learners; additional targeted support needed to increase academic growth</p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase daily classwork scores. Increase CUA scores. Increase STAAR Scores.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teacher Title I Teacher Curriculum Instructional Specialist Assistant Principal Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Students are encouraged to attend tutoring. More students need to attend tutoring.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELAR STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2, 3, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A The academies will begin in March 2024</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A The academies will begin in March 2024</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in lesson planning improved CUA scores</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      Will have at the end of November</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>  RLA teachers had a 1/2 day planning session in November and were productive with planning.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





**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	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> STAAR Science data</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers            Science Lead Teacher            Principal            Assistant Principals            Curriculum Instructional Specialist            At-Risk Counselor</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 6, 7</p>	<p><b>Nov</b>                    <b>November Evidence of Progress</b>            N/A                    The academies will begin in March 2024</p> <p><b>Jan</b>                    <b>January Evidence of Progress</b>            N/A                    The academies will begin in March 2024</p> <p><b>Mar</b>                    <b>March Evidence of Progress</b></p> <p><b>June</b>                    <b>June Evidence of Progress</b></p>


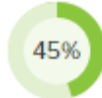
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Science teachers will provide high-interest, engaging texts and online activities to differentiate instruction and supplement the adopted curriculum, while also supporting ELAR standards, through appropriate reading levels that address individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional strategies in the classroom. Increased scores in science.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers            Science Lead Teacher            Principal            Assistant Principals            Curriculum Instructional Specialist            At-Risk Counselor</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Focusing on CER this year-incorporating CER across the curriculum</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   7/8 using more ELAR strategies in warm-ups and activities</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect vertical alignment, Increased scores on common assessments and STAAR exams, Increased MAP Science data</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Instructional Specialist            Science Lead Teacher            Science teachers</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 6, 7 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Start off strong and discuss in PLCs but may not implement</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 4 Details	Reviews												
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in lesson planning Improved CUA scores</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers Title I Teacher Curriculum Instructional Specialist At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p>	<table border="0"> <tr> <td data-bbox="1297 120 1356 144"><b>Nov</b></td> <td data-bbox="1528 120 1906 147"><b>November Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1297 159 1356 183">N/A</td> <td data-bbox="1415 159 2007 215">Have not had any planning days during the school day as of yet.</td> </tr> <tr> <td data-bbox="1297 240 1356 264"><b>Jan</b></td> <td data-bbox="1541 240 1894 267"><b>January Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1297 277 1356 302">N/A</td> <td></td> </tr> <tr> <td data-bbox="1297 326 1356 350"><b>Mar</b></td> <td data-bbox="1549 326 1885 354"><b>March Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1297 378 1356 402"><b>June</b></td> <td data-bbox="1558 378 1877 406"><b>June Evidence of Progress</b></td> </tr> </table>	<b>Nov</b>	<b>November Evidence of Progress</b>	N/A	Have not had any planning days during the school day as of yet.	<b>Jan</b>	<b>January Evidence of Progress</b>	N/A		<b>Mar</b>	<b>March Evidence of Progress</b>	<b>June</b>	<b>June Evidence of Progress</b>
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**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	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Common Unit Assessments STAAR Reports</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers Social Studies Lead Teacher Principal Assistant Principals Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We need to promote rigor and engagement by intentionally planning and incorporating AVID strategies</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> classrooms are doing writing and collaboration</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased instructional strategies in the classroom. Increased scores in social studies.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers Social Studies Lead Teacher Principal Assistant Principals Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We need to work on collaboration and alignment. Need to focus on CUA data.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in lesson planning Improved CUA scores</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers Curriculum Instructional Specialist At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Had the first planning day - went well</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
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
**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	Reviews								
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will be able to speak to other students and teachers to communicate more effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Curriculum Instructional Specialist Assistant Principals Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 6</p>	<table border="0"> <tr> <td data-bbox="1283 428 1381 561"> <p><b>Nov</b></p>  </td> <td data-bbox="1415 428 2011 561"> <p><b>November Evidence of Progress</b></p> <p>EB students increase critical reading skills through use of teacher created and directed reading prompts, marking text, vocab enrichment</p> </td> </tr> <tr> <td data-bbox="1283 581 1381 714"> <p><b>Jan</b></p>  </td> <td data-bbox="1415 581 2011 714"> <p><b>January Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1283 734 1381 769"> <p><b>Mar</b></p> </td> <td data-bbox="1415 734 2011 769"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1283 789 1381 824"> <p><b>June</b></p> </td> <td data-bbox="1415 789 2011 824"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>EB students increase critical reading skills through use of teacher created and directed reading prompts, marking text, vocab enrichment</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
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<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>								
<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>								



Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 10 % increase in parental involvement from last years meeting.</p> <p><b>Staff Responsible for Monitoring:</b> EB Teacher Principal Assistant Principals Curriculum Instructional Specialist</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      EB Family Night - model literacy strategies, how to help students at home (November 6)</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b> N/A</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will be supported in their ability to differentiate for the needs of EB students through professional development and book studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading and literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of EB students Principal Assistant Principals Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 6</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      waiting on books to come in</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>  Observed EB teacher in class and allow students to try first and then support with what is needed</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>




Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR and MAP Data of EB students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of EB students Principal Assistant Principals Curriculum Instructional Specialist At-Risk Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> (students placed according to TELPAS scores - work on Summit K12)</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Using K-12 Summit and i-lit 45</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math and reading performance on CUAs, MAP, and, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Teacher Title I Teacher Curriculum Instructional Specialist Assistant Principal Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A There will be specific tutoring for EB students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 6 Details	Reviews												
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Instructional Specialist Teachers At-Risk Counselor Counselors</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 6 - Perceptions 2</p>	<table> <tr> <td><b>Nov</b></td> <td><b>November Evidence of Progress</b></td> </tr> <tr> <td>N/A</td> <td>Funding has been set aside for this- probably in February or March 2024</td> </tr> <tr> <td><b>Jan</b></td> <td><b>January Evidence of Progress</b></td> </tr> <tr> <td>N/A</td> <td></td> </tr> <tr> <td><b>Mar</b></td> <td><b>March Evidence of Progress</b></td> </tr> <tr> <td><b>June</b></td> <td><b>June Evidence of Progress</b></td> </tr> </table>	<b>Nov</b>	<b>November Evidence of Progress</b>	N/A	Funding has been set aside for this- probably in February or March 2024	<b>Jan</b>	<b>January Evidence of Progress</b>	N/A		<b>Mar</b>	<b>March Evidence of Progress</b>	<b>June</b>	<b>June Evidence of Progress</b>
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**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	Reviews	
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved student achievement. STAAR Data for at-risk students</p> <p><b>Staff Responsible for Monitoring:</b> At-Risk Aide Principal Assistant Principals Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>We have hired a paraprofessional for the at-risk students.</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p>
	<p><b>Mar</b></p> 	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>






Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> STAAR Data Reports Decrease number of students attending summer school</p> <p><b>Staff Responsible for Monitoring:</b> Union Grove MS Teachers At-Risk Counselor Principal Assistant Principals Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 6, 7</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> About 15 students have attended different Saturdays</p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Sign in Sheets, Lesson Plans, Review of completed lesson designs including differentiated strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Curriculum Instructional Specialist Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 6, 7 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Teachers have worked in the CTT to discuss CUA data and MAP data.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Instructional Specialist Teachers At-Risk Counselor Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Student Learning 7 - Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A We are working to create this conference at UGMS.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved CUA, MAP, and STAAR scores Students improvement in reading comprehension levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Curriculum Instructional Specialist Teachers At-Risk Counselor Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 7 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  We were gifted 87 refurbished iPads. 63 of them will have the cases with keyboards. We have two Joey carts coming.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**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	Reviews
<p><b>Strategy 1:</b> GT students will receive differentiated instruction and technology support while preparing them to participate in the Texas Performance Standards Project.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participate in activities that challenge their thinking and foster academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers GT Coordinator Assistant Principals</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> We were gifted i-pads from the district</p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Curriculum Instructional Specialist Teachers Counselors</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Currently using AVID strategies in classrooms, but need to add more and document.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> CTWP also using WICOR</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

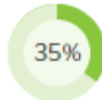

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Students who are in the Gifted and Talented program and teachers of Gifted and Talented students will attend a local created Gifted and Talented Conference in 2023-2024 SY, which will allow for students to learn and showcase their intellectual abilities; 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Instructional Specialist Teachers Counselors</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 3 - Perceptions 2</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b> N/A                      need to plan for a date for the conference</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>  Set to be at the end of January</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </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 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	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>During CTT campus admin and teaching staff have focused on analyzing data to improve instructional strategies.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of at-risk students grades Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Teachers AP Curriculum Instructional Specialist Counselors Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A Some teachers are going to Lead4ward training. Will remain a 0 until we actually go to the trainings.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  4 teachers and our CIS attended the Lead4ward training in November- presented information to the staff in January.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Monthly meetings will be held with the new staff to explore pertinent topics to ensure their professional growth and success during the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Surveys Meeting minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Lead Teachers Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  We have held these meetings each month thus far.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews	
<p><b>Strategy 4:</b> Assign a mentor/buddy teacher to 100% of all Union Grove MS first year teachers and teachers new to Union Grove MS.</p> <p><b>Strategy's Expected Result/Impact:</b> Teambuilding events, weekly check ins, CTTs and JTJs</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Instructional Specialist Assistant Principals Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 2</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p>  <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p>All new teachers to the profession/district have a mentor/buddy</p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 656 663 701">  No Progress         </div> <div data-bbox="768 656 982 701">  Accomplished         </div> <div data-bbox="1083 656 1331 701">  Continue/Modify         </div> <div data-bbox="1436 656 1629 701">  Discontinue         </div> </div>		

**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	Reviews
<p><b>Strategy 1:</b> Union Grove MS will hold meetings(CTT/JTJ) 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><b>Strategy's Expected Result/Impact:</b> Agendas, Notes, sign-n sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Curriculum Instructional Specialist Assistant Principal's Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 2, 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Teachers and other staff attend CTTs/JTJs to enhance instructional practices.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews
<p><b>Strategy 1:</b> 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 I 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers Curriculum Instructional Specialist Counselors Assistant Principals Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Back to School Bash- 700+ Open House- 300+ Title I meeting</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Discussed Black History Month items; Curriculum Night Feb 21 ELA/SS</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>








Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Instructional Events will be conducted to showcase content area student work twice a year; integrating parent/community involvement in core-content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation and involvement with student's academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Union Grove MS Staff Principal Assistant Principals Counselors Curriculum Instructional Specialist</p> <p><b>Title I:</b> 2.5, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> N/A Planning for instructional events We have not yet had our instructional events, but they are scheduled. The PTO is going to have a parent night with their holiday store.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> N/A Upcoming instructional events in February</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents know teachers other than just in the classroom setting.</p> <p><b>Staff Responsible for Monitoring:</b> Union Grove MS Staff Principal Assistant Principals Counselors Curriculum Instructional Specialist</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Mr. Hess and Mrs. Martin conversate with parents at extracurricular events.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**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	Reviews
<p><b>Strategy 1:</b> Union Grove MS will conduct monthly safety drills to ensure all students and staff are knowledgeable of emergency operation procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful drills</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Drills are conducted monthly according to policy.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Advisory Lesson Plans Student Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Staff</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Safety Week activities were completed and bullying incidents investigated</p>  <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

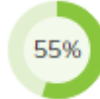
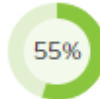




Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Guidance lessons will be provided through advisory to focus on character education for at-risk students that are struggling academically, socially, behaviorally and emotionally with the support of our school counselors, Military Family Life Counselor (MFLC) and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Surveys Increase at-risk student support.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Assistant Principal Counselors Curriculum Instructional Specialist MFLC Counselor Counselors</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> At this time we do not have a MFLC- counselors will begin to host guidance lessons for specific students. Currently counselor have guidance lessons for the entire campus.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Curriculum Instructional Specialist Teachers At-Risk Counselor Counselor's</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 2, 4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p>N/A Money will be moved to provide books for all students on campus to work on social emotional well being.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Books just began to come in.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p>	



**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	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> PE and/or dance classes for all levels in addition to competitive athletics and pre-athletics.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Athletic Coordinators PE/Dance Teachers Principal Assistant Principals</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Students have the opportunity to participate in fitness activities through PE/Athletics. Also during activity day during WIN Time fitness activities are provided.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </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	Reviews
<p><b>Strategy 1:</b> A variety of school clubs and organizations will be offered to meet the needs of our diverse student population.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in extra-curricular activities</p> <p><b>Staff Responsible for Monitoring:</b> Union Grove MS Staff Principal Teachers sponsoring clubs</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We need to make sure that club meeting dates are told in advance so that we can get the word out more. We need to advertise our clubs more effectively.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**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	Reviews
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase student achievement Increase teacher knowledge</p> <p><b>Staff Responsible for Monitoring:</b> CTSS Curriculum Instructional Specialist Assistant Principal Principal</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Some technology is offered during CTTs/Faculty Meetings.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	