

# Union Grove Elementary

## Campus Improvement Plan

2025-2026

Home of Lion Pride



*Encourage — Empower — Educate*

# **Mission Statement**

To provide a safe, caring, student-centered learning environment where excellence is measured by individual growth & success.

## **Vision**

Encourage, Empower, Educate

### **In Union Grove ISD We Believe...**

- Students shall be in a safe & loving environment where they are challenged to become lifelong learners & leaders of their community.
- Families shall be invited & welcomed so that they are informed & respected partners in their children's education.
- Faculty & staff members shall be highly qualified, enthusiastic educators, who love & engage students while developing relationships through involvement and collaboration.
- Campus leadership shall be well-qualified, caring, ethical, and active listeners who are accessible & visible in the school community.
- The superintendent & central office staff shall provide visible, dedicated leadership in a compassionate, unbiased manner to serve the school & surrounding community while being open-minded to growth, safety, & financial responsibilities.
- Members of the board of trustees shall be caring, trustworthy, visible, student-centered leaders who adhere to state, federal, & local policies & are ethical in their governance of the district.

## **U.G.I.S.D. Comprehensive Needs Assessment Documentation**

The following information sources provided the data for our comprehensive needs assessment. An ongoing review and disaggregation of data by the district site-based committee led to the development of the goals, objectives, and strategies included in the Union Grove ISD 2023-2024 District Improvement Plan. All performance goals identified in the ESSA (Every Student Succeeds Act) have been adopted by the district and are reflected in this Campus Improvement Plan.

### **Student Data:**

mCLASS K–2 Literacy Assessment & Dyslexia Screening  
State of Texas Assessments of Academic Readiness (STAAR)  
Texas English Language Proficiency  
504 Data  
CLI Engage Pre-K Assessment  
Dyslexia Screening  
Curriculum-Based Assessments  
Special Education Data  
Attendance  
Failure rates  
PEIMS 425 Discipline Report  
ESL/TELPAS Data

### **Funding Sources for Instructional Programs:**

Title I, Part A (Every Student Succeeds Act)  
Title IV, Part A (Every Student Succeeds Act)  
State Comp Ed (At Risk)  
ESSER III  
Special Education

### **Teacher Data:**

Texas Teacher Evaluation & Support System (T-TESS)  
Formal & Informal Walkthroughs  
Teacher Survey Assessment System

### **District & Campus Data:**

Demographic Student Reports  
Performance-Based Monitoring Analysis System  
Professional Development Needs Survey  
Parent/Guardian Survey  
Faculty/Staff turnover  
Student Survey  
MAP Growth Data

Title II, Part A (Improve Teacher/Principal)  
Carl E. Perkins (CTE)  
ESSER II  
Local Funds

Areas Reviewed	Summary of Strengths	Summary of Needs	Priorities
Student Achievement	Academic growth in reading & math improved (ELA 67%, Math 74%)	- increase meets in all subjects -increase masters in all subjects	-Student individual growth
Demographics	Eco. Dis. & Hispanic populations are within 10% of the overall district percentage	-continue to improve the % of spec. Ed. population on grade level	- continue to focus on all sub-pops
School Culture & Climate	PTO, Fine Arts, UIL, athletics, elem awards, character education, counseling services, 2 SRO's	-overall school attendance -student participation in extracurricular activities	-96% or better attendance -student & parent involvement
Family & Community Involvement	UGISD FB, Remind, Blackboard, Skyward, Elem Tues. folders, PTO, Boosters, Elem. programs, surveys	-Parent nights -community/business involvement	-organize district-wide career day for parent & community involvement
Teaching, learning & assessment	MAP testing Math & Rdg Intervention	-Curriculum audit -Vertical alignment in ELA & Math	-complete curriculum audit & est. alignment meetings
School Organization & Programming	2 district counselors, 2 dyslexia teachers, 2 nurses, 2 SROs, 3 sped. Ed. teachers at elem., 2 spec. Ed. teachers at JH/HS	-ESL certifications	-ensure that all new hires are ESL-certified
Technology	Tech director & tech assistant, Teacher team attended TCEA, one-to-one at school, Boxlights in classrooms, teachers have Surfaces	-Tech PD -instructional technology	-seek ways to purchase & include necessary technology in the classroom to enhance instruction and learning

# UNION GROVE EL

## **Mission**

*To provide a safe, caring, student-centered learning environment where excellence is measured by individual growth & success.*

## **Vision**

*Encourage, Empower, Educate*

### Nondiscrimination Notice

UNION GROVE EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# UNION GROVE EL Site Base

Name	Position
Adkinson, Jessica	SPED Paraprofessional
Armstrong, Rebecca	District Dyslexia
Applegate, Jennifer	Homeless Liason
Bill, Courtney	Parent
Bonilla, Brittany	Business Representative
Burrow, Shelby	Teacher
Cooper, Rita	Teacher
Dippold, Jamie	Community Member
Edwards, Tia	Paraprofessional
Ellisor, Kim	District Rep./Reading RTI/ Dyslexia/ LPAC Rep.
Florence, Krystal	Parent
Hutchins, Whitney	Physical Education Teacher
Hunt, Tonya	Community Member
Ibarra, Amy	Teacher
Kessler, Tammy	Community Member
Klein, Kelly	Business Manager/ Handler of Funds
Kirk, Britney	Teacher
Moore, Amanda	Early Childhood Representative
Morvan, Jennifer	GT Coordinator
O'Neal, Christina	Business Representative
Pepper, Cindy	Teacher
Pruitt, Sarah	Assistant Principal
Richter, Christy	Teacher
Smith, Katheryn	Elementary Counselor
Swinford, Tori	Parent
Thomas, Kathleen	Special Education Teacher
Wallace, Stephaney	Principal

# UNION GROVE EL

**Goal 1.** Priority 1: Student Success

**Objective 1.** Student safety & well being Code of conduct incidents & serious discipline reduced, attendance rate above 94%, student satisfaction survey (90% or better satisfaction)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor 9 week discipline incidents, review discipline matrix & seek ways to decrease discipline incidents. (Target Group: All) (CSFs: 6)	Assistant Principal(s), Principal	9 week review	(O)Discipline Records	Criteria: Decrease serious student discipline issues & student survey indicates positive climate & culture among student body.  Summative - End of each semester (December & May)
2. Monitor attendance daily. Use calling system, phone calls, and emails to address absenteeism. *9 week attendance & examine methods to maintain 96% attendance rate or better. (Target Group: All)	Assistant Principal(s), Principal	9 weeks	(O)Attendance records	Criteria: Review & examine attendance data each 9 weeks.
3. Use Capturing Kids' Hearts and Character Strong to address the social/emotional needs of students. (Target Group: All)	Assistant Principal(s), Counselor, Principal, Superintendent(s)	ongoing	(L)Local Funds	Criteria: Social/emotional curriculum & program feedback.
4. Educate, prevent and address child abuse through annual professional development and adhering to all legal and local policies. (Target Group: All)	Assistant Principal(s), Paraprofessionals, Principal, Superintendent(s), Teacher(s)	ongoing	(L)Technology Funds (Trans. Fees)	Criteria: annual training, annual reporting
5. Educate faculty & staff annually on trauma informed care to better meet the needs of students. (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s)	annually	(L)Local Funds	Criteria: Annual training reports
6. Educate staff & students about bullying & adhere to the district bullying policy. (Target Group: All)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing	(O)Discipline Records	Criteria: Bullying reports & incidents of bullying

# UNION GROVE EL

**Goal 1.** Priority 1: Student Success

**Objective 2.** Student engagement including extracurricular & co-curricular activities. Strive for JH/HS participation 90% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Annually maintain or increase participation in UIL extracurricular & co-curricular activities. Track student numbers & participation. (Target Group: All)	Assistant Principal(s), Faculty/Staff, Principal, Superintendent(s)	Ongoing		Criteria: Seasonal & annual reports pertaining to extracurricular, cocurricular, and CTE.
2. Commit to student success through preparation in all extracurricular & co-curricular activities. Track success. (Target Group: All)				Criteria: Participation, program success

# UNION GROVE EL

**Goal 1.** Priority 1:Student Success

**Objective 3.** Academic Achievement - Academic Growth \*MAP Student Growth Summary Report (% or better) \*Graduation rate - 100%\*Passing Rate - 100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Student Grows Every Year (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	ongoing		Criteria: MAP assessment, CCMR data
2. All 3rd grade students on grade level in math & reading. (Target Group: 3rd) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Superintendent(s), Teacher(s)	annually	(L)MAP Data	Criteria: MAP data
3. Identify, provide service, and track special populations through appropriate programs. (dyslexia, ESL, GT) (Target Group: BI,SPED,GT,Dys) (Strategic Priorities: 2)	Assistant Principal(s), Dyslexia specialist, GT Teacher, Principal, Special Ed Teachers, Superintendent(s)	ongoing	(L)Local Funds, (O)GT screening/testing resources	Criteria: student identification & assessment data
4. Identify, provide research base curriculum & instruction & monitor progress of special education students. (Target Group: SPED) (Strategic Priorities: 2)	Assistant Principal(s), Intervention Teacher, Principal, Special Ed Teachers, Superintendent(s), Teacher(s)	ongoing	(S)State Funds	Criteria: Special education data and documentation

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**Goal 2.** Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

**Objective 1.** Retaining great staff\*95% or better staff satisfaction survey\*reduction in turnover rate, below 10%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional leadership support & incentives (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: 95% or better overall staff satisfaction at UGSD based on survey.
2. Gradually develop competitive pay scales & benefits among similar districts. (Strategic Priorities: 1)	Superintendent(s)	Annually	(S)State Funds	Criteria: Annual comparison of pay scales and benefits.
3. TAC team to incorporate staff engagement & decision making. (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: Meeting minutes, feedback, planning

# UNION GROVE EL

**Goal 2.** Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

**Objective 2.** Recruit highly qualified staff\*Fully staffed for school year with certified personnel

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Intentional district marketing at job fairs & local colleges (Strategic Priorities: 1)	Principal, Superintendent(s), TAC Team	Ongoing	(L)Local Funds	Criteria: Increase pool of high qualified applicants for jobs.
2. Online applications through Region 7 (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing	(L)Region 7	Criteria: Online applications through Region 7
3. Review benefit & incentive packages annually & advertise through various outlets. (Strategic Priorities: 1)	Board of Trustees, Principal, Superintendent(s), TAC Team	ongoing	(S)State Compensatory (at risk), (S)State Funds	Criteria: Annual review of benefits & incentives packages.

# UNION GROVE EL

**Goal 2.** Priority #2: Faculty & Staff Recruitment, Retention & Capacity Building

**Objective 3.** Capacity Building for all staff.\*Reduce turnover below 10%\*Mentor survey satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for all new staff (onboarding) (Target Group: All) (Strategic Priorities: 1)	Mentors, Principal, Superintendent(s)	BOY	(L)Local Funds	Criteria: Annual surveys for new staff
2. Implement mentor program with fidelity (Strategic Priorities: 1)	Mentors, Principal	Ongoing	(L)Local Funds	Criteria: MOY & EOY Mentor Surveys
3. Develop Lion Conference with staff to present sessions for learning (Target Group: All) (Strategic Priorities: 1,2)	Principal, Superintendent(s), TAC Team	Summer 2024	(L)Local Funds	Criteria: Conference surveys
4. Inform staff to seek & attend Region 7 professional development (Target Group: All) (Strategic Priorities: 1,2)	Principal, Superintendent(s), Teacher(s)	ongoing	(L)Region 7	Criteria: Individual professional development plans
5. Professional development days & inservice (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing		Criteria: PD surveys

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**Goal 3.** Priority #3: Community Engagement & Partnerships

**Objective 1.** Parent Engagement\*Increase engagement opportunities\*Maintain constant communication via text, email\*Parent survey satisfaction 90% or better

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District & campus text blast & emails (Target Group: All)	Principal, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: Parental involvement survey (communication)
2. Host parent involvement activities (Target Group: All)	Principal, PTO, Superintendent(s)	Ongoing	(L)Local Funds	Criteria: Parental involvement surveys
3. District & campus level committees (Target Group: All)	Principal, Superintendent(s)	Ongoing		Criteria: Committee agenda & minutes, parental involvement surveys

# UNION GROVE EL

**Goal 3.** Priority #3: Community Engagement & Partnerships

**Objective 2.** Community Engagement\*Continue to add engagement opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite local community members to speak to students and/or staff	Principal, Superintendent(s)	Ongoing	(S)State Funds	Criteria: Community member involvement
2. Host family & community activities - homecoming, Veterans day, etc. (Target Group: All)	Board of Trustees, Principal, Superintendent(s), TAC Team	ongoing	(L)Local Funds	Criteria: Annual activities & attendance

## Appendix - Title I, Part A

LEA Plan Requirement	Description of Requirement
<b>Timely and Meaningful Consultation</b>	<p>Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>The district will consult with and seek input from committee members to monitor the District Improvement Plan through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN). The committee will utilize CNA results to create the District Improvement Plan.</p>
<b>Coordination</b>	<p>Union Grove ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication:</p> <ul style="list-style-type: none"> <li>• Title II, Part A</li> <li>• Title IV, Part A</li> <li>• Individuals with Disabilities Act (IDEA) (UGISD is part of a shared services agreement and will follow those guidelines set out by the fiscal agent - Gilmer ISD)</li> </ul> <p>Our district committee includes representatives with knowledge and they are a part of the planning, implementation, and monitoring of our District Improvement Plan. The district collaborates with and receives training from staff at the Martin House in Longview to help assess and meet the needs of the district. The committee assesses the needs of our district in relation to each program and incorporates those needs into the district improvement plan.</p>
<b>Periodic Review and Revisions</b>	<p>Union Grove ISD, along with district stakeholders, will review and, as necessary, revise the DIP.</p>
<b>Challenging State Academic Standards</b>	<p>Union Grove ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by two certified teachers and, if needed, after-school tutorials with TEKS-aligned materials.</p>
<b>Required Descriptions:</b>	
<b>Student Progress Monitoring Supports</b>	<p>Union Grove ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, and needs determined through data analysis. The district uses Local workforce data information and projections</p>

	<p>to ensure that students have opportunities to pursue pathways leading to in-demand, high-wage careers. The district strives to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. The district evaluates these courses each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Union Grove ISD has a committee that meets a minimum 3 times a year to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging state academic standards such as small group tutorials, in-class tutorial groups, and, if needed, Saturday school. The district also provides Summer learning opportunities for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Union Grove ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing counselors at each campus, instituting social-emotional learning through curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes TACs on each campus to share expertise and work collaboratively.</p>
<b>Teacher Quality</b>	<p>Annually, Union Grove ISD holds planning meetings to look at staffing across campuses and grade levels. Campus administrators takes teacher experience, certification, and effectiveness into account, as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district uses this information when considering staffing changes and makes changes if/when they find inequity between campuses.</p>
<b>TEA identified School Improvement and Support Activities</b>	<p>Union Grove ISD does not have any campus identified by TEA as needing improvement</p>
<b>Measure of Poverty</b>	<p>Union Grove ISD uses a composite of National School Lunch Program (NSLP) and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.</p>
<b>Nature of Programs</b>	<p>The district does an annual comprehensive needs assessment utilizing data from eight focus areas. The data is analyzed to determine areas of strength, weakness, problem statements, and root causes.</p>

	<p>Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, and updated. Title I strategies and services provide additional time for instruction through pull-out programs, summer intervention programs if needed, and supplemental online curriculum when needed.</p>
<p><b>Services to Homeless Children and Youth</b></p>	<p>Union Grove ISD currently serves approximately __10__ (number) of homeless children and youth.</p> <ol style="list-style-type: none"> <li>1. Enrollment: The district provides services to support homeless children and youth with enrollment through training to school staff about student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The District collaborates with other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</li> <li>2. Attendance: The district assists with placement, enrollment, and application to the National School Lunch Program, monitors attendance and takes appropriate action when needed. The district reserves funds to provide for necessities of homeless children and youth.</li> <li>3. Success: The District provides services to support homeless children and youth with school success by having counselors and academic advisors work together to identify students in need of academic tutoring. The refer students who are not meeting the standards and/or have grades below 70 in core academic services for tutoring services. In addition, school staff and counselors identify and provide homeless students with clothing, shoes, backpacks, and/or school supplies through donations or the Title I Homeless Reservation. The district also collaborates with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.</li> </ol>
<p><b>Parent and Family Engagement Strategy</b></p>	<p>Union Grove ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2025-2026 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p> <p><a href="https://www.ugisd.org/community/ugisd-high-quality-prekindergarten-family-engagement-plan">https://www.ugisd.org/community/ugisd-high-quality-prekindergarten-family-engagement-plan</a></p>
<p><b>Early Childhood Education Programs and Transition Plans</b></p>	<p>Our preschool classes are located on our Elementary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campus also hosts a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p>

<b>Identification of Eligible Children</b>	Union Grove ISD operates no targeted assistance programs.
<b>Middle to High School/ High School to Postsecondary Transitions</b>	<p>Union Grove ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th &amp; 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students also attend a career pathway day to explore available options in high school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition.</p> <p>Union Grove ISD works hard to coordinate with its higher education partner, Kilgore Community College and local employers to prepare its high school students to transition into college and career upon graduation. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.</p>
<b>Discipline Disproportionality</b>	<p>Union Grove ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Union Grove ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports. Click the link to view the District Discipline Management Plan.</p> <p><a href="https://resources.finalsite.net/images/v1760020283/ugisdorg/otbifmji064sq7me8yqr/UGISD_Discipline_Management_Plan_2025-2026_All_Campuses.pdf">https://resources.finalsite.net/images/v1760020283/ugisdorg/otbifmji064sq7me8yqr/UGISD_Discipline_Management_Plan_2025-2026_All_Campuses.pdf</a></p>
<b>Coordination and Integration</b>	Union Grove ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. The district provides students with grade-appropriate experiences throughout each school year such as career day for the elementary and CTE day for junior high students. The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.
<b>Other Proposed Uses of Funds</b>	Union Grove ISD does not use Title I funds for any other purpose than listed above.
<b>LEA Plan Required Assurances- _Union Grove_ ISD affirms that the following required Title I, Part A assurances are met through the implementation of the Title I, Part A LEA Program Plan.</b>	
<p>1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].</p> <p><b>Starts with registration documentation, then identifying and enrolling them in offered services, and continual monitoring for all students</b></p>	

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)]. <b>Not applicable - No Private Schools within District boundaries</b>
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)]. <b>Union Grove will participate, if selected. The District Testing Coordinator will receive all testing information and will disseminate it to the Campus Testing Coordinators to ensure all requirements are met and the assessment is carried out as required</b>
4. Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)]. <b>Starts with registration documentation, then identifying and enrolling them in offered services, and continual monitoring for all students</b>
5. Collaborate with State or local child welfare agency to— <ul style="list-style-type: none"> <li>• Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and</li> <li>• Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. <b>The district will do whatever it takes to stay in compliance with state and federal guidelines if or when this occurs</b></li> </ul>
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)]. <b>Staff certification and licensure is reviewed annually by administration and campus leaders</b>
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensuring that services comply with performance standards of the Head Start Act [Section 1112(c)(7)]. <b>Union Grove ISD does not use Title I funds for early childhood education</b>
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)]. <b>Information sent home with students, Discussed during meet the teacher, or at any other gathering of stakeholders</b>
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)]. <b>The district posts information about federal, state, and local assessments on their websites. Parents also have access to individual student grades through an online portal and receive clarification for any and all grades if requested. Parent-Teacher conferences are also utilized to discuss assessments and grades</b>
10. Implement an effective means of outreach to parents of English learners [Section 1112(e) (3)(C)]. <b>The district will translate any document sent home to the parents in their native language. The district also employs a Spanish translator for in person contact</b>

## Appendix - Title II, Part A

Title II Requirement	Description of Requirement
<b>REAP/Transferability</b>	Union Grove ISD Transferred 25% of Title II, Part A to Title IV. The district decided that it would be of greater benefit to transfer money to meet more of the needs of the students.
<b>Alignment of Activities to the Challenging State Academic Standards</b>	Union Grove ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the comprehensive needs assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Union Grove ISD currently uses Title II funds for professional development services through our educational service center. These services help our teachers meet the ever changing academic standards, help them become better teachers which will help our students succeed in their academic studies.
<b>Meaningful Consultation</b>	<p>Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>The district will consult with and seek input from committee members to monitor the District Improvement Plan and utilization of Title II funds through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN) and use the results to create the District Improvement Plan.</p>
<b>Coordination</b>	<p>Union Grove ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> <li>● Title II, Part A</li> <li>● Title IV, Part A</li> <li>● Individuals with Disabilities Act (IDEA) (UGISD is part of a shared services agreement and will follow those guidelines set out by the fiscal agent - Gilmer ISD)</li> </ul> <p>Our district committee includes representatives with knowledge and they are a part of the planning, implementation, and monitoring of our District Improvement Plan. The committee assesses the needs of our district in relation to each program and incorporates those needs into the district improvement plan.</p>
<b>Prioritization of Funds</b>	Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, and school improvement status. We currently prioritize the district as a whole through services that provide professional development for any teacher in any grade level or curriculum.

	<table><tr><th>Campus Name</th><th>Campus Number</th><th>Low-Income %</th><th>School Improvement Status</th><th>Amount of Title II Funds Allocated</th><th>Notes</th></tr><tr><td>Union Grove Elementary</td><td>101</td><td>51.40%</td><td>No</td><td>\$13,924</td><td></td></tr><tr><td>Union Grove Junior High</td><td>041</td><td>49.20%</td><td>No</td><td>4,276</td><td></td></tr><tr><td>Union Grove High School</td><td>001</td><td>38.00%</td><td>No</td><td>3,033</td><td></td></tr></table>	Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes	Union Grove Elementary	101	51.40%	No	\$13,924		Union Grove Junior High	041	49.20%	No	4,276		Union Grove High School	001	38.00%	No	3,033	
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<b>System of Professional Growth and Improvement</b>	Union Grove ISD supports our teacher in their professional growth and improvement from the beginning of their career to the end and all points in between. The district provides opportunities for our staff to attend various workshops and clinics they need to improve their effectiveness as a teacher. New teachers to the district are assigned a mentor who guides them in procedures and helps with any need that occurs. By taking advantage of offered opportunities for professional growth and improvement, our teachers become better equipped to meet the needs of all our students and help each of them grow and become successful on their paths.																								
<b>Private Nonprofit School Participation</b>	There are no PNPs within the boundaries of the district. However, the district conducts outreach to all PNPs within driving distance by posting the date, time, and location of an annual PNP interest meeting. This post is made on the district’s website and Facebook page.																								
<b>Evidence-Based Activities</b>	<b>Union Grove ISD did not choose to utilize Title II, Part A funding in the Evidence-Based Activities Area of Focus</b>																								

## Appendix - Title IV, Part A

Title IV Requirement	Description of Requirement		
REAP/Transfer ability	Union Grove ISD did not REAP nor transfer any Title IV funds.		
Description of Funded Programs and Activities	<p>Union Grove ISD funds the following programs and activities through Region 7 Education Service Center to support <b>well-rounded education</b>. Gifted and Talented students have the opportunity to attend the following: Imagination Fair for grades 1-3 and grades 4-6, Innovative Inventions designed for Grades 4-8, Robotics for grades 1-3, Create for grades K-2, Robotics for grades 4-8 and grades 9-12 which includes Arena competition, and Model United Nations for grades 6-12.</p> <p>Union Grove ISD funds the following programs and activities through Region 7 Education Service Center to support <b>safe and healthy students</b>. The following is available for staff and students: Counselors can attend workshops and academies design to teach new strategies to use in supporting student social, emotional, and academic success. Nurses can attend workshops designed to teach best practices and strategies for supporting student well-being and care protocols for keeping students healthy, safe, and ready to learn. Students can attend virtual field trips through Connect2Texas with numerous content providers, which allows them to stay safe in their own learning environment. Students also have access to various online courses and events such as Esports tournaments designed for grades 6-12.</p>		
Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness & Program Evaluation			
	Program Objective	Intended Outcome	Content Area
	OMO #1: Give GT Students the opportunity to attend at least 2 Region 7 events per year	Allow students to learn and gain knowledge beyond their classroom education	Well-Rounded Education
	OMO #2: Allow counseling staff to attend at least 3 workshops per year	To improve the social and emotional environment for students	Safe and Healthy Students
	Union Grove ISD will evaluate the progress of these program objectives and intended outcomes with the required stakeholder committee. These evaluations will be based on data specified within the OMO's to determine the percentage of progress made on each objective and measurable outcome. Based on the findings of the stakeholder committee, the district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the stakeholder committee and district determines they are necessary at the time of each evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes/notes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.		

Meaningful Consultation	Union Grove ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles are on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request. The district will consult with and seek input from committee members to monitor the District Improvement Plan and utilization of Title II funds through formative and summative assessments. The committee will assist in the completion of the District Comprehensive Needs Assessment (CAN) and use the results to create the District Improvement Plan.					
Prioritization of Funds	Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status. We currently prioritize the district as a whole through services that keep our students well rounded, safe and healthy.					
	Campus Name	Campus Number	Low-Income %	School Improvement Status	Amount of Title II Funds Allocated	Notes
	Union Grove Elementary	101	51.40%	No	\$5,140	
	Union Grove Junior High	041	49.20%	No	2,480	
	Union Grove High School	001	38.00%	No	2,380	