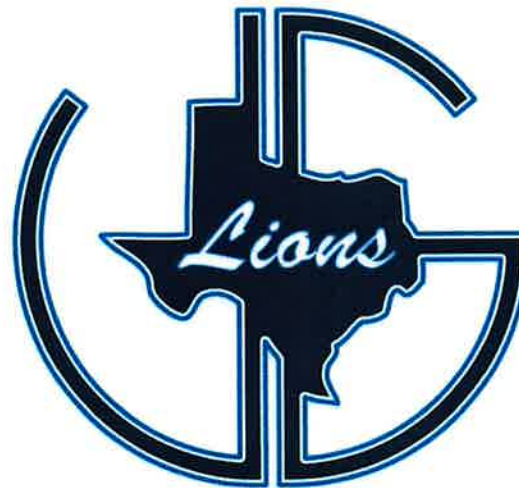


Union Grove I.S.D.  
District Improvement Plan  
2025-2026  
Home of Lion Pride



## 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, 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.

# UNION GROVE ISD Site Base

Name	Position
Adams, Kyle	Special Programs
Armstrong, Rebecca	District Dyslexia
Applegate, Jennifer	Counselor/ Homeless Liason
Byers, Allison	Community
Cannon, Cheryl	Elementary Teacher
Childress, Amanda	JH/HS Asst. Principal/ CTE Rep.
Cooper, Rita	Elementary Teacher
Dabreau, Bre	Parent
Edwards, Tia	Paraprofessional
Florence, Krystal	Parent
Gray, Brian	Interim Superintendent
Hogue, Courtney	Community Member
Johnston, Shawn	Business Representative
Kessler, Tammy	Parent
Klein, Kelly	Business Manager/ Handler of Funds
Littlejohn, JB	High School Teacher
Loewe, Kourtney	Physical Education Teacher
Mead, Brook	Paraprofessional
Moore, Amanda	Early Childhood Representative
Morvan, Jennifer	Non-Teaching/ GT Coordinator
Pruitt, Sarah	Non-Teaching
Smith, Katie	Non-Teaching/ Elementary Counselor
Smith, Kimber	JH/HS Teacher
Swinford, Tori	Parent
Thomas, Kathleen	Special Education Teacher
Trent, Landon	JH/HS Principal
Wallace, Stephaney	Elem. Principal/ 504 Representative
Wright, Zack	Business Representative

# UNION GROVE ISD

**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 absentism. *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 CKH, Character Counts & Esteem 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) - \$200	Criteria: annual training, annual reporting
5. Survey to indicate student satisfaction with culture & climate.(Overall 4's & 5's) (Target Group: All)	Principal, Superintendent(s)	EOY		Criteria: positive survey feedback
6. 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 - \$200	Criteria: Annual training reports
7. 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 ISD

**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 ISD

**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. Maintain or exceed a 100% graduation rate. (Target Group: 12th) (Strategic Priorities: 3)	Counselor, Principal	Annually		Criteria: Annual graduation rates
3. Increase the number of students that graduate under the foundation plan with an endorsement from 90% to 95%. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 2,3)	Counselor, Principal	Annually		Criteria: Annual review of senior graduation plans
4. 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
5. 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 - \$75,000, (O)GT screening/testing resources - \$21,981	Criteria: student identification & assessment data
6. 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 - \$585,566	Criteria: Special education data and documentation

# UNION GROVE ISD

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

**Objective 4.** College, Career & Military Readiness\*Increase CTSO programs from 1\*CCMR above 70%\*Foundation with endorsement 90% or better

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase career & technical student organization opportunities. (Target Group: CTE,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor, Principal, Teacher(s)	Annually		Criteria: Annual CTSO report & participation
2. Annually maintain or increase CTE enrollment. (Target Group: CTE,8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor, Principal	Annually		Criteria: Annual CTE enrollment reports
3. External audit of CTE offerings. (Target Group: CTE) (Strategic Priorities: 3)	Principal	Bi-annually	(L)Region 7	Criteria: Report from Region 7 on CTE programs.
4. Increase the percentage of seniors who meet college & career standards. (Target Group: CTE,7th ,8th,10th,11th,12th) (Strategic Priorities: 3)	Counselor, Principal	Annually	(S)State Funds - \$41,800	Criteria: Annual CCMR report



# UNION GROVE ISD

**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 - \$5,000	Criteria: 95% or better overall staff satisfaction at UGISD 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 - \$3,000	Criteria: Meeting minutes, feedback, planning

# UNION GROVE ISD

**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 - \$6,600	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 - \$1,950	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 ISD

**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 - \$1,000	Criteria: Annual surveys for new staff
2. Implement mentor program with fidelity (Strategic Priorities: 1)	Mentors, Principal	Ongoing	(L)Local Funds - \$10,000	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 - \$3,000	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 - \$40,000	Criteria: Individual professional development plans
5. Professional development days & inservice (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent(s)	Ongoing		Criteria: PD surveys

# UNION GROVE ISD

**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 - \$10,000	Criteria: Parental involvement survey (communication)
2. Host parent involvement activities (Target Group: All)	Principal, PTO, Superintendent(s)	Ongoing	(L)Local Funds - \$5,000	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 ISD

**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. Ensure community & businesses have opportunities to participate in district level activities	Principal, Superintendent(s)	Ongoing		Criteria: Number of community & business involvement activities
2. Invite local community members to speak to students and/or staff	Principal, Superintendent(s)	Ongoing	(S)State Funds - \$5,000	Criteria: Community member involvement
3. Host family & community activities - homecoming, Veterans day, etc. (Target Group: All)	Board of Trustees, Principal, Superintendent(s), TAC Team	ongoing	(L)Local Funds - \$10,000	Criteria: Annual activities & attendance

# UNION GROVE ISD

**Goal 4.** Priority #4: Fiscal & Operational Systems

**Objective 1.** Strategic allocation of resources

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Internal Budget Review & Workshops (to include student enrollment projections)	Business Manager, PEIMS Coordinator, Superintendent(s)	Annually		Criteria: Budget development
2. Board of Trustee budget workshop (Target Group: All)	Board of Trustees, Superintendent(s)	Annually - Summer		Criteria: Annual budget workshop & ongoing review of budget
3. Ensure student data is correct & current templates are utilized to accurately project revenue and expenses for budget purposes. (Target Group: All)	Business Manager, PEIMS Coordinator, Principal, Superintendent(s)	Ongoing	(O)Attendance records	Criteria: Ongoing reviews of student data in PEIMS

# UNION GROVE ISD

**Goal 4.** Priority #4: Fiscal & Operational Systems

**Objective 2.** Internal controls\*FIRST rating -A

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FIRST Rating report	Business Manager, Superintendent(s)	Annually		Criteria: Annual FIRST Rating
2. Preliminary FIRST Reports to BOE	Business Manager	ongoing		Criteria: Ongoing budget health
3. Maintain & communicate fiscal manual	Business Manager, Superintendent(s)	Annually		Criteria: Audit reports

# UNION GROVE ISD

**Goal 4.** Priority #4: Fiscal & Operational Systems

**Objective 3.** Well maintained facilities/transportation/technology\*Tech plans compared to completed projects, staff survey\*TASB maintenance projects completed, staff survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a preventative maintenance plan (Target Group: All)	Maintenance Director, Superintendent(s)	ongoing	(S)State Funds - \$10,000	Criteria: Quarterly report data
2. Maintain fleets & replenish as needed	Transportation Director	ongoing	(S)State Funds - \$190,000	Criteria: Transportation reports (vehicles & year models)
3. Develop & adhere to district technology plan	Superintendent(s), Technology Director	ongoing	(L)Local Funds - \$277,000	Criteria: Evaluation of progress using technology plan



# UNION GROVE ISD

**Goal 4.** Priority #4: Fiscal & Operational Systems

**Objective 4.** Renovating & Updating Facilities\* TASB maintenance projects completed

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a facility audit plan	Maintenance Director, Superintendent(s)	ongoing	(L)TASB - \$8,200	Criteria: TASB audit report
2. Facility planning committee	Superintendent(s)	ongoing		

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

The following information sources provided the data for our comprehensive needs assessment. An on-going 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 2025-2026 District Improvement Plan. All performance goals identified in the ESSA (Every Student Succeeds Act) have been adopted by the district and are reflective in this District Improvement Plan.

## **Demographics**

### **Demographics Data Sources**

Community Demographics  
Drop Out Rates  
Federal Program Guidelines  
Graduation Records  
Multi-Year Trends  
PEIMS Reports  
Special Student Populations  
Staff/Parents/Community/Business members of SBDM

### **Demographics Strengths**

Small class sizes

### **Demographics Weaknesses**

Enrollment of students has become more transient

## **Demographics Needs**

Continual monitoring of students identified as at-risk.  
Continual monitoring of students identified as economically disadvantaged  
Continual monitoring of student identified as special education

## **Demographics Summary**

Total enrollment: 720 (snapshot 2024)

Approximate breakdown of student population:

White 84.44%  
Asian 0%  
American Indian/Alaskan .83%  
Black/African American 0.83%  
Hispanic/Latino 10.97%  
Two or more 2.8%

Emergent Bilingual 2.64%  
Eco Dis 42.5%  
Military Connected 0%  
Dyslexia 8.75%

# **Student Achievement**

## **Student Achievement Data Sources**

Benchmark Data  
Disaggregated MAP Data  
Drop Out Rates & Attendance  
Federal Program Guidelines  
Graduation Records  
Special Ed. Data & 504 Data  
IXL  
Multi-Year Trends  
Promotion/Retention Data  
SAT/ACT Data  
TELPAS  
TPRI

## **Student Achievement Strengths**

Growth in Math in some grades  
Above state averages in math & reading  
CCMR Growth

## **Student Achievement Weaknesses**

Writing

## **Student Achievement Needs**

At the HS, MS and Elementary level we need to increase student achievement in all areas with an emphasis on math and ELAR.

## **Student Achievement Summary**

UGISD needs to increase academic achievement across the curriculum with an emphasis on math and ELAR - writing. More emphasis on individual GROWTH in reading & math.

## **School Culture and Climate Data Sources**

Morale Booster Participation  
Staff Surveys/Individual Meetings  
David's Law Data  
Teacher Retention Data  
Attendance

## **School Culture and Climate Strengths**

Planned and intentional morale boosters.(students and staff)  
Regular and scheduled team, campus and individual meetings  
Teacher Advisory Team meetings  
Sunshine Committees (students and staff)  
Continual monitoring and updating of security enhancements  
New Stop-It for anonymous reporting as well as mental support (student, staff, community)

## **School Culture and Climate Weaknesses**

Increase opportunities for student leadership & input  
Ability and funds to offer more community/parent involvement.  
Continue to improve overall morale & motivation of students

## **School Culture and Climate Needs**

Facility upgrades (safety, security)

Safety training for staff & students

Increase communication with parents/guardians and/or community

Improve education for staff, students, parents on mental health issues that impact students

## **School Culture and Climate Summary**

UGISD has been intentional with safety & security measures for all students & staff. We strive to continue to implement measures to provide a safe and caring environment for everyone.

# **Staff Quality, Recruitment and Retention**

## **Staff Quality, Recruitment and Retention Data Sources**

Community Demographics

Potential growth

Highly Qualified Staff

Staff Development

Staff Surveys/Individual Meetings

Staff/Parents/Community/Business members of SBDM

Teacher Retention Data

## **Staff Quality, Recruitment and Retention Strengths**

Retention Plan

Mentor Program

Professional Development opportunities

District of Improvement Plan to support certification needs

Small Class sizes

District Culture

## **Staff Quality, Recruitment and Retention Weaknesses**

Rural area-limited applicant pool  
Limited revenue to support salary increases

## **Staff Quality, Recruitment and Retention Needs**

Seek additional funding sources to support staff salary needs  
Monitor opportunities and demands of the school calendar and work day for staff  
Provide additional planning time for teachers.  
Increased benefits for all staff when funding allows

# **Curriculum, Instruction and Assessment**

## **Curriculum, Instruction and Assessment Data Sources**

Benchmark Data  
Disaggregated MAP Data  
Federal Program Guidelines  
Multi-Year Trends  
PEIMS Reports  
Promotion/Retention Data  
SAT/ACT Data  
Special Student Populations  
Staff Development  
Staff Surveys/Individual Meetings  
Staff/Parents/Community/Business members of SBDM  
TELPAS  
TPRI

## **Curriculum, Instruction and Assessment Strengths**

Continue implementation of benchmarks and local assessments.  
Continue implementation student centered academic meetings - Elem, JH, HS  
Increase access to CTE courses in MS  
Interventionist at the elementary to help close gaps ( 2 reading, 1 math)  
Two highly qualified dyslexia teachers

## **Curriculum, Instruction and Assessment Weaknesses**

Lack of access and funding for supplemental programs & trainings  
Funding for additional math interventionist at elementary

## **Curriculum, Instruction and Assessment Needs**

Additional funding for supplemental programs  
Additional professional development for teachers to provide effective instruction for all students.

## **Curriculum, Instruction and Assessment Summary**

UGISD will continue to utilize data to drive instruction and focus on individual student growth in math & reading.

## **Family and Community Involvement Data Sources**

Family & Community Input  
Federal Program Guidelines  
Staff Surveys/Student surveys/Family Surveys  
Staff/Parents/Community/Business members of SBDM

## **Family and Community Involvement Strengths**

Parents, business partners, and community members on the SBDM committee.  
Weekly communication concerning devents and activities via text, email and social media  
Various opportunities on each campus for community and parent engagement

## **Family and Community Involvement Weaknesses**

Limited days for parent and family nights due to the already busy activity schedule.

## **Family and Community Involvement Needs**

Increase opportunities for parent and community involvement that is accessible for all (times, days)



## **Family and Community Involvement Summary**

We have many events and activities in the district for parents and community involvement. We will continue to monitor and adjust our opportunities to meet the needs of all stakeholders.

## **School Context and Organization**

### **School Context and Organization Data Sources**

Community Demographics & input  
District Snapshot Data  
Federal Program Guidelines  
Highly Qualified Staff  
PEIMS Reports  
Special Student Populations  
Staff Development  
Staff Surveys/Student surveys/Family surveys & Individual Meetings  
Staff/Parents/Community/Business members of SBDM

### **School Context and Organization Strengths**

Teachers are involved in decision making through participation on campus and district teams  
Vision & Mission of the district  
Leadership meetings (weekly) to discuss actions towards mission, vision and goals  
Students have access to academic support before, after and during academic periods during the school day  
Extra Curricular activities: UIL Academic, Athletics, Fine Arts (band, drama), AG, Student Council, NHS, CTE programs  
Intervention and Acceleration: G/T, interventionist, special education, 504 support, dyslexia, dual credit, honors courses

### **School Context and Organization Weaknesses**

Continued consistency & expectations at the secondary level due to leadership turnover

## **School Context and Organization Needs**

Need for continued professional development to address the needs of staff & students  
Consistency in leadership at secondary campus

## **School Context and Organization Summary**

UGISD will strive to implement the training, policies, and procedures to provide a strategic school organization that is student centered.

# **Technology**

## **Technology Data Sources**

Community Input  
District Policies  
Federal Program Guidelines  
Staff Development  
Staff Surveys/Individual Meetings  
Staff/Parents/Community/Business members of SBDM  
Student Interviews/surveys

## **Technology Strengths**

Access to Technology  
Go-Guardian for safety monitoring  
Access to Region 7 for support  
1 to 1 access for all students  
Supernet partnership

## **Technology Weaknesses**

Abuse to Chromebooks

Cost of maintaining & replacing Chromebooks

Balance between technology based instruction and face to face instruction

## **Technology Needs**

Additional PD for technology integration in the classroom

Professional development on AI

Funding

## **Technology Summary**

UGISD strives to provide students & staff with latest and best technology necessary.

## 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>	Union Grove ISD, along with district stakeholders, will review and, as necessary, revise the DIP.
<b>Challenging State Academic Standards</b>	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.
<b>Required Descriptions:</b>	
<b>Student Progress Monitoring Supports</b>	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>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 <u>10</u> (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.finalseite.net/images/v1760020283/ugisdorg/otbifmji064sq7me8yqr/UGISD_Discipline_Management_Plan_2025-2026_All_Campuses.pdf">https://resources.finalseite.net/images/v1760020283/ugisdorg/otbifmji064sq7me8yqr/UGISD_Discipline_Management_Plan_2025-2026_All_Campuses.pdf</a></p>
<b>Coordination and Integration</b>	<p>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.</p>
<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)].  <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)]. **Not applicable - No Private Schools within District boundaries**
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)]. **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**
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)]. **Starts with registration documentation, then identifying and enrolling them in offered services, and continual monitoring for all students**
5. Collaborate with State or local child welfare agency to—
  - 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
  - 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)]. **The district will do whatever it takes to stay in compliance with state and federal guidelines if or when this occurs**
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)]. **Staff certification and licensure is reviewed annually by administration and campus leaders**
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)]. **Union Grove ISD does not use Title I funds for early childhood education**
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)]. **Information sent home with students, Discussed during meet the teacher, or at any other gathering of stakeholders**
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)]. **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**
10. Implement an effective means of outreach to parents of English learners [Section 1112(e) (3)(C)]. **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**



## 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>	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.
<b>Coordination</b>	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. <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.

	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	
<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		
<b>REAP/Transfer ability</b>	Union Grove ISD did not REAP nor transfer any Title IV funds.		
<b>Description of Funded Programs and Activities</b>	<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>		
<b>Program Objectives and Measurable Outcomes and Evaluation of Program Effectiveness &amp; Program Evaluation</b>	<b>Program Objective</b>	<b>Intended Outcome</b>	<b>Content Area</b>
	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
<p>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.</p>			

<p><b>Meaningful Consultation</b></p>	<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. 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>																													
<p><b>Prioritization of Funds</b></p>	<p>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.</p> <table border="1" data-bbox="336 454 1806 925"> <thead> <tr> <th data-bbox="336 454 640 617">Campus Name</th> <th data-bbox="640 454 793 617">Campus Number</th> <th data-bbox="793 454 926 617">Low-Income %</th> <th data-bbox="926 454 1144 617">School Improvement Status</th> <th data-bbox="1144 454 1346 617">Amount of Title II Funds Allocated</th> <th data-bbox="1346 454 1806 617">Notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 617 640 714">Union Grove Elementary</td> <td data-bbox="640 617 793 714">101</td> <td data-bbox="793 617 926 714">51.40%</td> <td data-bbox="926 617 1144 714">No</td> <td data-bbox="1144 617 1346 714">\$5,140</td> <td data-bbox="1346 617 1806 714"></td> </tr> <tr> <td data-bbox="336 714 640 812">Union Grove Junior High</td> <td data-bbox="640 714 793 812">041</td> <td data-bbox="793 714 926 812">49.20%</td> <td data-bbox="926 714 1144 812">No</td> <td data-bbox="1144 714 1346 812">2,480</td> <td data-bbox="1346 714 1806 812"></td> </tr> <tr> <td data-bbox="336 812 640 925">Union Grove High School</td> <td data-bbox="640 812 793 925">001</td> <td data-bbox="793 812 926 925">38.00%</td> <td data-bbox="926 812 1144 925">No</td> <td data-bbox="1144 812 1346 925">2,380</td> <td data-bbox="1346 812 1806 925"></td> </tr> </tbody> </table>						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	
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