District/Campus Improvement Plan

2026-2027

Grady Independent School District

Revised and approved by Superintendent Advisory Committee and CCNA Committee

Approved by Grady ISD Board of Trustees on October 23, 2026

The following are members of the Superintendent Advisory Committee and were invited to a meeting on October 21, 2026. The signatures indicate approval and support of the 2026-2027 Grady I.S.D.'s District/Campus Improvement Plan.

Megan Stack, Elementary Instructor _____

Ethan Inmon, Secondary Instructor _____

Shanna Peugh, Technology Education Representative _____

Shawn Rogers, Physical Education Programs _____

Micki Dillard, Parent Representative _____

Taryn O'Donnell, Parent Representative _____

Buck Woodward, Student Representative _____

John Snider, Community Member _____

Belen Rodriquez, Cafeteria Manager _____

Nikki Springer, Business Manager _____

Jimmi Johnson, Administration Representative _____

Lynsey Pardue, Administration Representative _____

Cash Jennings, Administration Representative _____

Gracie Villa, School Health Advisor _____

Grady's Mission Statement:

To provide all students appropriate opportunities to develop and be informed, productive, and contributing citizens for American society

Nondiscrimination Notice:

Grady ISD 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.

CNA Summary

Grady ISD is a very small well-funded rural district that serves students from pre-k-12. The student population is comprised of primarily whites and Hispanics and also includes a large transfer population who choose to enroll at Grady ISD. The teaching staff as a whole has acquired a vast number of years of experience due to most of the staff having at least ten years of experience.

Our small staff requires our staff members to fill multiple roles in order to make sure the needs of all students are met. This is vital to our students' success because most of our struggling students are identified in multiple special populations.

The following problem statements were identified by the CNA committee:

1. Grady ISD students participating in EB and special programs show significantly less growth relative to the district average on STAAR and district assessments in both reading and math at multiple grade levels.
2. Grady ISD's parent and family engagement activities primarily focus on building relationships with parents and families rather than building capacity for them.
3. Due to inconsistent alignment and delivery of high quality instruction, Grady ISD experiences limited growth in 6th-12th grade math.
4. Grady ISD's identified EB students and families do not feel heard and valued.

LEA Program Plan

1. Description 1a ESSA Sec. 1122 (b)(1)(a)
   Grady ISD will develop and implement a well-rounded education program for all students including low-income and minority students to have access to a high-quality education. Academic needs of students will be identified using assessment data from STAAR, CLI, MCLASS, Star Renaissance, iReady, and DMAC assessments. During RTI and Activity Periods, TEKS based curriculum will be provided by certified teachers to identified students in small groups.
2. Description 1b ESSA Sec. 1122 (b)(1)(b)
   Grady ISD hires either certified teachers, or they have a degree and are enrolled in an alternative education program. Non-certified teachers are hired according to the hiring practices allowed in our DOI plan. In addition, Grady ISD will provide professional development to identified teachers in high need content areas.
3. Description 3 Sec. 1112(b)(3)
   Grady ISD does not have campuses rated as "School Improvement", therefore, this is not applicable.
4. Description 4 Sec. 1112(b)(4)
   Grady ISD uses the free and reduced lunch form provided by the state to utilize and identify low-income students.

Attendance is diligently monitored and phone calls to parents are made when students are absent. In addition, letters are sent when students are in danger of having excessive absences.

5. Description 5 Sec. 1112(b)(5)
   Grady ISD currently does not have students living in or attending day schools/institutions for neglected or delinquent children, therefore, this is not applicable.
6. Description 6 Sec. 1112(b)(6)
   Grady ISD will provide homeless children and youth with services to support enrollment, attendance, and academic success, including transportation, school supplies, and access to academic support. In addition, homeless children and youth are identified when registration forms are completed upon enrollment which includes free and reduced meal application, the SRQ, and intake forms. The homeless liaison assists with the forms and provides ongoing support to identified students. Access the plan at this link: Homless Policy
7. Description 7 Sec. 1112(b)(7)
   Grady ISD will implement effective Parent and Family Engagement strategies by creating meaningful and inviting opportunities for students, parents and families to be involved in Grady ISD through the utilization of outreach programs: LEP students, parent conferences, campus committees, parent portal, Remind, FAFSA night, Title I meetings, and other programs. https://5il.co/2ap5r
8. Description 8 Sec. 1112(b)(8)
   Grady ISD will support, coordinate, and integrate its early childhood education program to ensure a smooth transition

of participants into its elementary program. We will coordinate and align standards to meet student promotion into the elementary school. Grady ISD will provide transition activities for both parents and students through orientation sessions, classroom visits, and workshops focused specifically on pre-k to elementary transition. Grady ISD will ensure early childhood teachers have the professional development that will prepare student success in following foundational years.

9. Description 9 Sec. 1112(b)(9)
   Grady ISD does not run a Targeted Assistance program. The district runs a school wide program; therefore, this descriptor does not apply to Grady ISD.
10. Description 10a Sec. 1112(b)(10)(a)
    Grady ISD prepares junior high students for transition to high school through individual meetings with the guidance counselor in the spring semester prior to their entering high school. During this meeting, students are presented with the CTE and dual credit options, as well as any other options, for their high school career and have a tentative path created for their four years of high school.
11. Description 12a Sec. 1112(b)(12)(a)
    Grady ISD exposes students to CTE courses beginning in pre-k with computer programs that are utilized in the classrooms through 12th grade. In 8th grade, students begin exploring CTE paths that are offered throughout high school, including but not limited to CNA, Welding, and senior work-based learning programs. Career day for juniors and seniors is held alternating years to provide students with industry specific opportunities within our

district and Region 18. Skill Day is held the alternate year to provide students basic life skills.

12. Description 12b Sec. 1112(b)(12)(b)
Grady ISD does not utilize Title I funds for any other purposes; therefore, this is not applicable.

Assurances

1. Section 1112(c)(1):
Grady ISD does not currently have any migrant students enrolled. Grady ISD ensures adheres to Section 1112(c)(1) of the Every Student Succeeds Act (ESSA) to ensure that migratory and formerly migratory students are selected to receive services on the same basis as other students. To identify and recruit migrant students, Grady ISD utilizes the Texas Education Agency (TEA) Migrant Form, in addition to working closely with Region 18 Education Service Center (ESC) through a shared service arrangement, which provides professional development tailored to the needs of migratory students. Through this shared service arrange,
Grady ISD can ensure all eligible students have equitable access to educational opportunities and resources for all eligible students.
2. Section 1112(c)(2):
Grady ISD follows the Equitable Services guidelines provided by TEA, which can be found here.
3. Section1112(c)(3):
To ensure compliance with federal assessment requirements, if selected, Grady ISD will participate in the National Assessment of Educational Progress (NAEP) for reading and math in grades 4 and 8.
4. Section 1112(c)(4):

To ensure that services are coordinated and integrated for other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, Grady ISD ISD collaborates with Region 18 ESC.

5. Section 1112(c)(5):
   Grady ISD will collaborate with state or local child welfare agencies as needed when foster students enroll, ensuring the following support and coordination:
   - Designate a point of contact if the corresponding child welfare 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.
6. Section 1112(c)(6):
   Grady ISD ensures that all teachers working in Title I Part A are certified with the appropriate TEA credentials, unless an exception is made based on our DOI guidelines. TIPA is not used for Grady ISD paraprofessionals. https://5il.co/2fgq3
7. Section 1112(c)(7):
   Grady ISD does not operate a Head Start Program and therefore does not provide services under this section.
8. Section 1112(e)(1):
   At the beginning of the school year, Grady ISD sends a right to know letter to the parents and guardians of the appropriate students that informs them of positions that are currently filled by a non-certified teacher.
9. Section 1112(e)(2):

Grady ISD Title I Schoolwide Plan

To comply with 20 U.S.C. 6311, Grady ISD posts on the district website an assessment calendar that identifies required by the state, other assessments required by the state, and assessments required district-wide. https://5il.co/3305j

10. Section 1112(e)(3):
As required, no later than 30 days after the beginning of the school year, Grady ISD informs parents of any newly identified English learner identified for participation or participating in the content-based ESL program. In addition, Grady ISD works closely with Region 18 Education Service Center (ESC) through a shared service arrangement, which provides professional development tailored to the needs of EB students.

Schoolwide Plan

Any school that operates a Title I Schoolwide Program must, with the input of stakeholders, conduct a comprehensive needs assessment (CNA) and, based on the analyses of the CNA, develop a Schoolwide plan. This template or a separate Title I Plan is not required if a school's improvement plan contains all required components of the Elementary and Secondary Education Act (ESEA).

School/LEA Information

School Name: Grady ISD LEA Name: Grady ISD Plan Year: 2026-2027

A. Stakeholder Planning Team – ESEA Sec. 1114(b)(2)

1. List the stakeholders who developed, and will help implement and evaluate, the Schoolwide Program (add extra lines for any additional stakeholders).

Stakeholder Title	Stakeholder Name	Stakeholder Signature

Principal/LEA Title I Director	Jimmi Johnson
IT Director	Shanna Peugh
Academic Advisor	Lynsey Pardue
Faculty Member	Nikki Garcia
Faculty Member	Shai McMorries
Faculty Member	Megan Stack
Faculty Member	Melissa Gordon
Parent, non-school employee	Heather Christon
Parent, non-school employee	Taryn O'Donnell
Parent, non-school employee	Beatrice Quiroz
Parent, school employee	Savannah Tunnell
Community Member, not associated with school	John Snider
Paraprofessional	Sasha McEachern
Translator, school employee	Gracie Villa

2. Describe the process for involving stakeholders and how their input was used to develop the Schoolwide Program.

The committee reviewed the current uses of the Title I funds and the three previous years' goals associated with the expenditures. School data, both anecdotal and quantitative, were shared. Committee members shared comments and suggestions for using the money. Prior to the meeting, Stakeholder input had been requested via an end of year survey that asked basic questions about stakeholder satisfaction and dissatisfaction with the LEA in multiple areas.
A Campus Needs Assessment committee convened multiple times to review various sources of data in order to determine the strengths and weaknesses of the LEA. Data included surveys, Federal Data, State Data, schedules, discipline data, etc. This information was then used to drive the DIP and its strategies.

B. Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes.

1. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

   STAAR results over the past 3 years
   iReady data
   Curriculum for reading and math
   Professional development
   Surveys for all stakeholders
   Parent and Family Engagement activities
   TAPR reports
   PEIMS Snapshot data
   School Report cards
   Extracurricular activities
   Transfer enrollments
   Withdrawals
   Funding for resources
   Attendance reports

2. Summarize main findings including an examination of student, teacher, school, and family/community strengths and needs. Findings should include detailed analysis of all student groups of 10 or more, i.e., students identified as economically disadvantaged,
   students with disabilities, students identified as English learners, and students by major racial and ethnic groups. **This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities** identified in the next section.

   Grady ISD is a small, rural, well-funded district of professional staff who maintain high expectations for students and time is invested to build relationships with each individual student to promote growth and to close any achievement gaps. The majority of the teaching staff have ten plus years of experience.

3. Prioritize the school's top needs as evidenced by the CNA.

Priority 1:	Hire and train high quality math teachers to deliver rigorous and effective math instruction in grades 3-12.
Priority 2:	Increase the academic growth of students in special populations
Priority 3:	Build capacity of parents and families through engagement opportunities

C. Develop a Comprehensive Schoolwide Plan – ESEA Sec. 1114(b)(7)

A Schoolwide Plan consists of strategies the school will use to upgrade the entire educational program and improve the outcomes for the lowest-achieving students.

1. For each of the prioritized needs (from CNA), identify specific **strategies** the school will implement. Detail the *who*, *what*, *how*, and *when* of strategy implementation. Strategies should be evidence based (ESEA Sec. 8101(21)(A)).

Priority (From previous section)	**Evidence-Based Strategies and Implementation Plans**
Hire and train high quality math teachers to deliver rigorous and effective math instruction in grades 3-12.	• Grady ISD will align math instruction based on grade level cohorts and skill level. • Regular content meetings will be held to ensure vertical alignment is occurring between all grades listed: K-5 grades, 3-6 grades, 6-8 grades, 7-12 grads Before school begins and throughout the year/Principal, Math instructors, math consultant
Increase the academic growth of students in special populations	• Establish policy and procedures between general education and special education instructors to eliminate educational barriers and increase student learning by monitoring student growth in MOY and EOY reporting./Prior to the school year beginning./Principal, SPED teacher, Gen. ed teachers • Create a tracking spreadsheet for teachers to monitor progress of all identified students./Prior to school year beginning/Principal and teachers • EB students will be pulled for intentional interventions. The district will hire a paraprofessional to assist students in one-on-one interventions./Prior to school year beginning/Principal

Build capacity of parents and families through engagement opportunities	• Wildcat Walk-will include a training on Parent Portal /IT director • Open House-will include trainings on multiple programs, iREady, Reflex, AR, etc on individual devices /All Staff • Fall Festival-scavenger hunt on locating resources parents might need /CNA Team • Book Fair-Literacy night to teach parents how to read with students/TBD/Librarian • STAAR Presentations for incoming 3rd grade parents/TBD/3rd grade teachers • Technology dangers presentation TBD/Principal • Title I meeting/Principal • FAFSA night for seniors & parents/TBD/Academic Advisor

2. Outline a **communication plan** specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.

Many stakeholders were informed of the Schoolwide program through the discussions during the Campus Needs Assessment. The priorities were identified and intervention strategies were developed during the CNA discussions as well as during the Parent and Family Engagement Meetings.

The Schoolwide Plan will also be made available on our webpage for parents and any other stakeholders.

Summarize **parent and family engagement** strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc. (ESEA 1118(e)(2))

- Wildcat Walk-will include a training on Parent Portal
- Open House-will include trainings on multiple programs, iREady, Reflex, AR, etc on individual devices
- Fall Festival-scavenger hunt on locating resources parents might need
- Book Fair-Literacy night to teach parents how to read with students
- STAAR Presentations for incoming 3rd grade parents
- Technology dangers presentation
- Title I Meeting
- FAFSA night for seniors
- Career Day/Adulting 101

D. Regular Monitoring and Plan Revision – ESEA Sec. 1114(b)(3)

The Schoolwide Program strategies are regularly monitored, and revised as necessary, based on evolving student needs.

- Articulate the **benchmarks** to be used to evaluate program effectiveness, including, but not limited to, measuring the academic progress of each student.
- Indicate the **frequency**, e.g., monthly, quarterly, annually, etc. with which each benchmark will be monitored.
- Specify the **resources,** e.g., time, personnel, methods, that will be dedicated to monitoring and evaluating the implementation of the Schoolwide Program.

Benchmarks	Frequency	Resources
CLI Engage Assessments for Prek-2	BOY MOY EOY	Subs to cover classrooms while teachers administer the assessments.
IReady Reading and Math Diagnostics K-8	BOY MOY EOY	Student chromebooks Adjustment to schedules
Frogstreet AIM/Prek	BOY MOY EOY	Subs to cover classrooms while teachers administer the assessments.

Released STAAR benchmarks	1 a semester	Released tests Adjusted schedules Teachers to administer to small groups

E. Coordination and Integration of Services and Resources – ESEA Sec. 1114(b)(5)

Show how Title I funds, along with other local, state and/or federal resources, will be used to implement the Schoolwide Program strategies.

*Schoolwide Program Strategies (**from Section C**)*	*Funding Stream/Program**	*Approximate $ Amount*	*Additional Resources***
Strategy: Hire and train high quality math teachers to deliver rigorous and effective math instruction in grades 3-12	Title I, Part A	$ 38,161	GISD receives a limited amount of Title I funds, and those funds go to a teacher's salary. The rest of the funding will come from local funds.
Strategy: Increase the academic growth of students in special populations	Title I, Part A	$	Funding will come from local funds.
Strategy: Build capacity of parents and families through engagement opportunities	Title I, Part A	$	Funding will come from local funds.

***Additional Programs/Funding Streams**: Title I, Part C, Education of Migratory Children; Title I, Part D, Programs for Children and Youth Who are Neglected, Delinquent, At-Risk; Title II, High Quality Teachers and Principals; Title III, Language Instruction for Limited English Proficient and Immigrant Students; Title VI, Indian Education; Title VII, Part B, McKinney-Vento, Education for Homeless Children and Youths; IDEA, Part B, Assistance for Children with Disabilities; Carl D. Perkins, Vocational and Technical Education (CTE); Title I, Family Engagement; Title I, Sec. 1003(a) and (g), School Improvement; State School Turnaround; Utah Trust Lands; State Enhancement for At-Risk Students (EARS); etc.

Additional Equity Resources: teacher quality, school leadership quality, academic rigor, instructional time and attention, early learning/interventions, whole child approaches, diverse and inclusive school approaches, family academic engagement, etc.

F. Staff Qualifications – ESEA Sec. 1111(g)(2)(J)

All teachers and instructional paraprofessionals **must** meet State certification and licensure requirements.

Documentation for school staff demonstrates the following:

____ All teachers are state certified, i.e., have a Professional License, Associate License, or LEASpecific License (Board Rule R277-301) and appear as ***USOE Qualified*** **in CACTUS**.

Two teachers are in the process of being certified to teach in their assigned areas before school begins. They are currently covered by our DOI plan.

____ **All instructional paraprofessionals are highly qualified**, i.e., a high school graduation/GED and one of the following: an associate degree (or higher); at least 48 semester hours at an accredited college or university, or a score of 460 or higher on the ParaPro Assessment.

WE, THE UNDERSIGNED, HEREBY CERTIFY that to the best of our knowledge we have complied with all the components in our Title I Schoolwide Program and have developed our plan based on needs and strengths identified through a comprehensive analysis of current academic and nonacademic data. We have built into our plan a process for evaluating whether the evidence-based strategies are resulting in improved student outcomes.

Jimmi Johnson
School Principal/Director

LEA Title I Director (if different)

Federal and State Funding Sources

Federal funding sources that will be integrated and coordinated with State funds to meet the needs of all students:

Program/Funding Source	FUND CODES	Program/Funding Source TOTALS
Federal Programs		**Federal Programs TOTALS**
Title 1, Part A	211	$29,120
Title II, Part A (TPTR)	255	$5,857
Title III (novate to Region 18)		1,635
Title IV		$10,000
State Programs/Funding Source		
Instructional Materials Allotment	410	$4,072
State Compensatory Education	PIC 24/30	$31,500

Budget Codes:

LCL	**Local**	**T-IC**	**Migrant**
BIL	**Bilingual**	**T-IV**	**Title IV – Safe and Drug Free**
T-IA	**Title 1, Part A**	**T-V**	**Title V - Innovative**
T-ID	**Title 1, Part D**	**SPE**	**Special Education**
T-IIA	**Title II, Part A**	**SCE**	**State Compensatory Education**

STATE COMPENSATORY EDUCATION

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students.

What are the state eligibility criteria for identifying students at risk of dropping out of school?

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years;
- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- has been expelled in accordance with Section 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;

- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is a student of limited English proficiency, as defined by Section 29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

EDUCATIONAL GOALS:

Goal 1: Build a Foundation in Reading and Math

Goal 2: Connect High School to Career and College

Goal 3: Recruit, Support, and Retain Teachers and Principals

Goal 4: Maintain a Safe Learning Environment

Goal 5: Increase Parental and Family Engagement

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Goal 1: Build a Foundation in Math and Reading

Objective 1:

Students will be taught a rigorous curriculum that will result in at least a 3% increase in the "Meets" and "Masters" category for all grade levels of Math and Reading

Goal 1 Obj. 1	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Budget Code and Funding	Evaluation
1.1	Use DMAC to disaggregate grades 3-12 state testing data to monitor students at risk to prevent additional at-risk students.	Teachers	September 1 Reassess after each unit assessment	DMAC/Lead4ward Reports	LCL	DMAC Assessments/ Benchmarks/ State Assessment Results
1.2	K-5 teachers will continue use of the A. R. program to ensure success of all students in core content areas, test taking skills, and to increase reading levels.	K-5 Reading Teachers	September 1 Evaluate at least BOY, MOY, and EOY	AR Program	LCL	A.R. reports, Six-weeks grades, Assessment reports
1.3	K-5 will use STAR Renaissance results to determine areas of need for remediation.	K-5 Reading Teachers	At least BOY, MOY, EOY	AR Program	LCL	STAR Renaissance Reports

Goal 1 Obj. 1	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Budget Code and Funding	Evaluation
1.4	Activity period will be available for 6th-12th grade students for targeted, focused interventions.	All Educational Staff Principal	September 1 Evaluate every six weeks	Master Schedule	LCL	Mid-Point Reports, Six-Week Report Cards, Assessment Reports,
1.5	Double blocked 8th Grade social studies.	Principal	BOY, MOY, EOY	Schedule	LCL	STAAR Data

Goal 2: Connect High School to Career, College, and Military Readiness

Objective 1:

Increase the percentage of students meeting College, Career, Military Readiness (CCMR) indicators from 50% to 70% by the end of 2026-27 school year through expanded access to rigorous coursework, industry certifications, military outreach support and post-secondary planning.

Goal 2 Obj. 1	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Budget Code and Funding	Evaluation
2.1	Implement a districtwide CCMR initiative that expands access to rigorous academic pathways, strengthens industry-based certification opportunities, enhances military outreach,	Principal Counselor	BOY Review each semester	Student Schedules Programs of Study Graduation Plans	LCL	Graduates with certifications/endorsements, completer status

	and embeds personalized post-secondary planning for all students.					
2.2	Provide students variety of elective courses from which to choose.	AFNR Teacher CTE Teachers Counselor	August 2026 January 2027	Student schedules	LCL	Class selection
2.3	Hold a Skill Day to provide instruction on skills students will need to be independent once they graduate: finances, changing a tire, taxes, etc.	Counselor	Fall 2026	Contacts Schedules	LCL	Career paths Sign in sheets
2.4	Hold a Career Day for juniors and seniors by inviting people from various career fields to present to students and provide guidance.	Counselor	Fall 2026	Contacts Schedules	LCL	Career paths Sign in sheets

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Goal 3: Recruit, Support and Retain Teachers and Principals

OBJECTIVE 1:

Improve teacher quality and increase recruitment and retention of highly qualified staff by implementing strategic hiring practices, supporting new and existing educators through mentoring and professional development, and enhancing staff satisfaction and retention rates by the end of the 2026–2027 school year.

Goal 3 Obj. 1	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Budget Code and Funding	Evaluation
3.1	The district will attract and retain effective certified teachers through advertising positions.	Principal Superintendent	2026-2027	Staff Lists Teacher Certification Documentation	LCL	Observable staff quality
3.2	The district will offer a competitive salary schedule with health benefits.	Superintendent	September 2026	Staff Salary Schedules	LCL	Salary comparisons Retention percentages
3.3	Establish and hold cohesive and purposeful professional development days per six weeks.	Principal CCNA Comm.	Each 6 weeks PD days	Survey results Discipline data Attendance data Check ins	LCL	Sign in Sheets Agendas Meeting minutes MOY and BOY survey results Attendance efficiency reporting

3.4	Create and present an effective onboarding process each year for all staff	Principal CCNA Comm.	Back to School PD	Information from prior year: Attendance, Schedules, discipline, etc.	LCL	MOY Survey results Agendas Sign in Sheets Meeting minutes
3.5	Begin to offer TIA to help raise teacher pay.	Principal	2026-2028	TIA, TTESS	LCL	TIA qualified staff

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Goal 4: Safe Learning Environment

Objective 1: Data from annual surveys will indicate that at least 94% of students feel they are being taught in a safe learning environment.

Goal 4	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Budget Code and Funding	Evaluation
4.1	Provide a consistent discipline management plan for all students.	Classroom Teachers Principal Counselor	September 1 Evaluate every six weeks	Student Code of Conduct Student Handbook	LCL	Number of Discipline reports each six-weeks
4.2	Address unexcused absences and tardies.	Classroom Teachers Principal Counselor	September 1 Evaluate every six weeks	Attendance Policies	LCL	PEIMS report on absences Improved attendance rate

4.3	Provide an anonymous form for students to submit any concerns or fears directly and anonymously to the principal and counselor.	Principal Counselor IT Director	As needed	Link on Student Resource page on website	LCL	Incident reports
4.4	Provide an updated Emergency Procedure Plan to each staff member.	Superintendent Principal Counselor Teachers/Staff	August 2026	Emergency Procedures Manual "I love you guys"	LCL	Sign in sheets
4.5	Provide District Reunification Plan to all staff	Principal	September 2026	EOP Agreement with churches	LCL	Reunification cards Reunification signs
4.6	Coordinated School Health will be addressed and implemented based on the recommendations of the Superintendent Committee.	Superintendent Principal Counselor	August 2026 Evaluate every six weeks	Agendas, minutes and sign-in sheets from SHAQ meetings	LCL	Agendas, minutes and sign-in sheets from SHAQ meetings
4.7	Conduct Parent/Staff/Student Surveys	Principal	MOY EOY	Surveys	LCL	Survey Results
4.8	Doors assigned for staff members to check for security at least once a week and report on the form provided.	Teachers Counselor	August 2026-May 2027	Google form Assigned schedule	None	Completed checklist form Spreadsheet of data
4.9	Door sweeps by administration teams of 2 each week and report findings on the Google form	Admin teams	August 2026-May 2027	Google form Assigned schedule	None	Completed checklist form Spreadsheet of data

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Goal 5: Parental and Family Engagement

Objective 1:

Strengthen parent and family engagement by increasing opportunities for meaningful two-way communication, collaboration, and participation in academic and school-related activities to support student success by the end of the 2026–2027 school year.

Goal 5	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Budget Code and Funding	Evaluation
5.1	Parents will be notified of student's poor attendance.	Classroom Teachers Principal's Secretary Principal	September 2026 Evaluate every six weeks	Attendance Records Daily contact list	LCL	Improved attendance rate
5.2	Information will be distributed to parents about attendance laws and loss of credit.	Classroom Teachers Principal's Secretary Principal	September 2026	Handbook	LCL	Improved attendance rate
5.3	Hold intentional and strategic parent meetings to present and clarify policies, procedures, and expectations.	CCNA Comm.	BOY MOY EOY	PFE Policy Other policies	LCL	Sign in sheets Survey post meeting
5.4	Parents/guardians will be informed of the Parent Portal and encouraged to check it frequently	Technology Director Secretary	Fall 2026	Online Portal	LCL	List of parents with user names and passwords

5.5	Parents will be communicated with in an understandable language	Principal Counselor	September 2026 Ongoing	Google Translate	LCL	Documents translated into other languages
5.6	State assessment results will be mailed to parents in an understandable language.	Principal Counselor	June 2027	State assessment results	LCL	Address labels Copies of letters
5.7	The district will host at least one public meeting after receipt of the campus rating at a board of trustees meeting.	Superintendent	Fall 2026	State Accountability Documents	LCL	Board agenda and minutes

Grady ISD

Goal 6: Quality Professional Development

Objective 1:

Improve the consistent and effective implementation of district policies, procedures, and expectations by strengthening staff understanding, accountability systems, and communication practices by the end of the 2026–2027 school year.

Goal 6	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Budget Code and Funding	Evaluation
6.1	All teachers will be provided the opportunity to attend subject appropriate workshops/training	Counselor Principal	As needed	PD Documentation	LCL	Workshop certificates/documentation

6.2	Teachers will complete 12 hours of focused training during the summer.	Principal Teachers	Summer 2027	Region 18 Other training opportunities	LCL	Teacher certificates
6.3	Acceptable Use of Technology Policy presented and explained to students	IT Director Principal Activity Period teachers	BOY MOY	AUP	LCL	Discipline Data GoGuardian reports Survey data

REGION 18
education service center

Migrant Education Program (MEP)

Procedures & Plans

2026-2027

Migratory identification will be provided by Region 18 SSA Cooperative.

Region 18 ESC Title I, Part C Migrant Education Program (MEP) is responsible for the use of MEP funds to (1) identify eligible migratory children and their needs; and (2) provide educational and support services (including, but not limited to, preschool services, professional development, advocacy and outreach, parental involvement activities, and the acquisition of equipment) that address the identified needs of the eligible children.

It is our goal to facilitate adjustments, eliminate barriers, provide continuity of education, and if needed, assist with securing any social/community services for the identified eligible migrant students.

Guidelines / Services / Activities:

All identified migratory students should be coded in the district's PEIMS database and should be included on the list for "Free Breakfast and Lunches" during their eligibility period. (USDA Memo)

In providing services with migrant funds, priority shall be given to serving the identified Priority for Service (PFS) migratory children before addressing the needs of other migratory children.

Identification and Recruitment (ID&R)

Children are eligible to participate in the Migrant Education Program if they have made a qualifying move in the preceding 36 months –

a) as a migratory agricultural worker or fisher; or
b) with, or to join, a parent or spouse who is a migratory agricultural worker or fisher.

MEP staff will use ongoing procedures for identifying and recruiting eligible migrant students who are either residing or enrolled in the district.

Texas New Generation System (TX-NGS) / Migrant Student Information Exchange System (MSIX)

The Texas New Generation System (TX-NGS) is a web-based interstate network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. MEP staff will accurately enter all required data on TX-NGS and work with the PEIMS data specialists to ensure that student data is 100% accurate and current. MEP staff will also generate and review TX-NGS "Priority for Service" reports monthly. Student transfer documents are generated to facilitate academic placement as students transfer from school to school. The data from TX-NGS uploads into the National database **MSIX.** This database is a depository used to promote interstate coordination and timely records exchange between the states.

Migrant Services Coordination
Migrant staff will serve as an advocate for migrant students and their families by helping students access academic and support services from enrollment into school until graduation. MEP staff will monitor the academic performance of individual PFS students through the Student Progress Review form on an ongoing basis throughout the school year. Migrant staff will make contact with parents of PFS students and active migrant students to provide individual progress information and to gain any pertinent information from parents on an ongoing basis as needed. MEP Staff will also monitor the academic progress of other eligible migrant students during the year.

Early Childhood Education
Specific efforts are made to identify preschool migratory children to determine individual educational needs; and to the extent possible, coordinate with other community resources or locate an early childhood program in the district. If no other resources are available, MEP Staff will offer the home-based program known as A Bright Beginning, as approved by TEA.

Students (Grades 3-11)
Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migratory students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate available opportunities for summer statewide student assessment remediation.

Middle School Students
Coordinate/provide the following: with available mentoring programs to develop student's learning and study skills; homework assistance and tools; increase awareness to school staff of students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and non-academic problems or concerns; school staff must notify MEP staff of referrals and interventions; supplemental information to parents on how to collaborate with school staff and how to access resources for their students.

Secondary Students / Graduation Enhancement
Coordinate to identify effective strategies to assist students in meeting high school graduation requirements. Strategies include monitoring students' academic progress, tutorial attendance, supplemental materials/resources needed, and home visits. Migrant staff will monitor academic graduation plans to ensure students are on track for graduation and will utilize outside entities and resources available for credit recovery, if necessary. Migrant scholarship information will be provided to counselors/students / parents.

Referrals to the College Assistance Migrant Programs (CAMP) will be coordinated with students and counselors. All migrant students will have access to any other services deemed appropriate and reasonable.

Parent and Family Engagement (PFE) / Migrant Parent Advisory Council (PAC)
Education and support services are available for migrant families such as: providing techniques on fostering children's learning, utilizing community services, requirements for graduation, and promoting two-way communication between the home and school. Migrant staff maintain open communication and close contact via phone calls, letters, and home visits to provide parents the opportunity to stay informed of their child's needs and successes. The Migrant staff also provides ongoing opportunities for parents to attend State Migrant Conference, Parental Involvement Conference, PAC meetings, and all other parent engagement activities available. Migrant staff will organize at least two PAC meetings per school year to include parents of migrant students, district personnel, and other community stakeholders and organizations, as appropriate.

Out-of-School Youth (OSY)
The OSY Specialist will conduct identification and recruitment efforts and networking to inform identified migratory OSY and their parents about available educational opportunities, including dropout recovery programs.

Program Evaluation / Local Needs Assessment (LNA)

An evaluation of the program must be completed each year. A Local Needs Assessment (LNA) must also be conducted annually to assess the needs of migrant children who are served locally. The identified needs must be addressed in the District's Improvement Plan (DIP). The State has conducted a Comprehensive Needs Assessment (CNA) for the MEP and has identified Eight Statewide Needs, which were classified under Four Areas of Concern: Educational Continuity, School and Social Engagement, Educational Support in the home, and Instructional Time.

Plans

Under section 1304 (c) (8) of Public Law 114-95, Texas is responsible for identifying and recruiting all eligible migrant children residing in the state. For identification and recruitment (ID&R) to be effective, it must be ongoing throughout the entire year, not just the school year. A variety of resources including the school district, local community and local employers must be included in efforts to identify and recruit all migrant children and their families who reside within the school district boundaries. The information that is gathered is then compiled into the district's ID&R Plan, which outlines all facets of ID&R. An ID&R Plan helps the MEP administrator, the recruiter and other recruitment staff to organize, to prioritize recruitment activities, and to establish timelines for their completion.

NOTE: We, the ESC18 Migrant Staff as fiscal agent, will collaborate with the LEAs who are members of our Shared Service Arrangement, and with Non-Project Districts to meet the above requirements under Title I, Part C - Migrant.

The following plans, which stipulate the required program processes, ARE REQUIRED to be embedded into the LEAs District Improvement Plan, per the program guidelines.

Migrant Education Program (MEP)

Identification & Recruitment (ID&R) Plan for 2026-2027

Required Activities for Balanced Recruitment	Person(s) Responsible	Timeline	Recruitment Process Monthly Evaluation
I. Training for Recruiters and Designated State Education Agency (SEA) Reviewers			
A. Region 18 Education Service Center (ESC) migrant staff participate in the training of trainers (TOT) on ID&R offered by the Texas Education Agency (TEA). • Certified ESC 18 Migrant Staff will provide annual training on ID&R and Texas New Generation System (TX-NGS) to other MEP and District Migrant Staff. • Certificate of Eligibility (COE) for the new school year cannot be completed until the recruiter has been certified.	Educational Consultant Specialist	Determined by TEA	
B. (Other) New Guidance Updates: ESC migrant staff attends training on TX-NGS / Updates from TEA. • Project Districts (Migrant Funded) should attend training as offered by ESC 18 Migrant Staff.		As updates become available from TEA	
II. Other ESC MEP Requirements			

A. Organize a Migrant Advisory Committee (**MAC**) with the Shared Service Arrangement district members to develop the following: 1. Local Needs Assessment 2. PFS Action Plan 3. Review Statewide Service Delivery Plan 4. ID&R Plan **B.** Organize a Migrant Parent Advisory Council (**PAC**) and hold at least (2) official meetings per year and provide Parent Family Engagement (**PFE**) activities.	Educational Consultant Specialist	Before the BEGINNING of the new school year, and Ongoing within the school year Before the END of the current school year	**Gather data & input to provide sessions/support to students/parents**
III. Identification & Recruitment (ID&R)			
A. Plan: Migrant Staff meet to brainstorm and plan recruitment strategies to include in the ID&R Plan. Steps for recruitment strategies: 1. Update email memo to all districts in regards to ID&R 2. Update designated Migrant District Contacts for Shared Service Arrangement (SSA)./Project/Non-Project Districts	Educational Consultant Specialist	Before the beginning of the new school year and Ongoing within the	

3. Contact SSAs / Non-Project Districts to review ID&R process 4. Review received "Family Surveys" 5. Make Contact with Potential Migrant Families (Contact Form) 6. Schedule Interviews for home visit with eligible families 7. Employer and Community Outreach 8. Network with other local agencies to promote MEP		Community	
B. Documentation: Finalize all forms that will be used by MEP Staff: 1. Family Survey 2. Emails to Districts (updated for current school year) 3. Phone contact log (possible eligible family) 4. Prepare "Recruiter Packets" a. Screening Tool b. COE/Supplemental Documentation Form (SDF)/Continuation of COE SDF c. Preliminary Family Needs Checklist d. Family Educational Rights and Privacy Act (FERPA) e. Community Resources list 5. Recruiter log for visits 6. Grower / Employer Survey	Educational Consultant Specialist	Before the beginning of the new school year	

7. MEP Brochure			
C. Recruiter Responsibilities Review: Ensure year-round, ongoing recruitment efforts within the schools, the community, and with growers. • To also include the recruitment of pre-school aged children and • Out-of-school youth (OSY)	Educational Consultant Specialist	Ongoing	**Employer/ Grower Survey and Community Outreach Memo**
D. Conduct ID&R as articulated in the ID&R Manual: Potential Eligible Migrant Children: Make contact with families that have completed a family survey, which has been submitted to ESC 18 MEP Staff by school districts; targeting both enrollees and non-enrollees (0 - 21 yrs of age). • Respond to move notifications within 48 hrs of family being in our region. (Document attempts made.) • Current Eligible Migrant Children: Make contact with current eligible migrant families to determine if new qualifying moves have occurred.	Educational Consultant Specialist	By August 29 - Current Eligible Children Continue efforts throughout the year for Potential Eligible Children Make initial outreach efforts by September 30	
E. Complete Certificate of Eligibility (COE): Certified Recruiter must complete a COE and accompanying COE SDF for all families with new Qualifying Arrival Date (QAD). • Submit completed COE and SDF to designated SEA Reviewer for second signature.	Educational Consultant	Within 5 working days of the parent's signature	

• Address any questions the SEA Reviewer may have, within the 7-day review process.	Specialist		
F. Review of COEs: Designated SEA Reviewer must review for accuracy on the COE and accompanying SDF for all families with new QADs, and return COE and SDF to the recruiter if additional information is needed. • Reviewer submits to NGS Terminal Site after eligibility review is completed for data entry. • TX-NGS Specialist is to enter data from COE in TX-NGS per timeline and provide copies as indicated on the COE.	Educational Consultant Specialist	Within 7 working days of the parent's signature	
G. Conduct Residency Verification: Verification of residency for all current eligible migrant children, must be completed through school records or home visits.	Specialist	Between September 1 - November 1 (for 2 yr olds turning 3 on or after their 3rd birthday)	
IV. Maps and Intra-Regional Networking			
A. Make contact with potential growers: Contact growers within the region boundaries regarding hiring practices, crops and growing seasons.	Educational Consultant Specialist	November 1	**Employer/ Grower Survey**

B. Develop calendar and map: Develop profiles / calendar reflecting major crops, seasons, hiring practices by growers, etc.	Educational Consultant Specialist	December 1 Update ongoing throughout the year	
V. Inter-Agency Coordination			
A. Network with agencies that serve migrant families: Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information.	Educational Consultant Specialist	Make initial outreach efforts by September 30 Continue ongoing efforts throughout the year	**Community Outreach Memo**
VI. Program Checklist			
A. ID&R: Develop written procedures that outline ID&R activities by the ESC MEP staff to include all districts within ESC 18.	Educational Consultant Specialist	By August 31	

B. Eligibility Process: Twenty percent of COEs from each Project District within ESC 18 must be reviewed by the ESC 18 MEP staff. • Project Districts must forward COEs with more than one comment to the ESC 18 MEP staff for review. • ESC 18, as the fiscal agent, forwards COEs with more than one comment to TEA for review.	Educational Consultant Specialist	Ongoing throughout the year	
C. Monitor and address ongoing training needs for ID&R: Regional ESC Recruiter provides training support to MEP Recruiters, designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Specialist	As needed throughout the year	
D. Maintain up to date records on file: Updated active and inactive records are maintained by ESC 18 MEP staff. • COEs are filed in alphabetical order, by mother's last name. • Retain records for 7 years from the date eligibility ends.	Specialist	Ongoing throughout the year	
E. Eligibility Validation: ESC coordinates with LEA (randomly selected by TEA) for annual eligibility validation. • Validate eligibility through a re-interview process according to instructions set forth by TEA.	Educational Consultant Specialist	January - April	
VII. Evaluation			

A. Subsequent Planning: Evaluate ID&R efforts for subsequent planning. • Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R Plan for continuous improvement.	Educational Consultant Specialist Parent Advisory Council (PAC) Advisory Committee (SSA)	By July 30	

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards, or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria (revised)

Students who have made a qualifying move during the previous or current reporting years (within the previous 1-year period);

Grades 3-12, Ungraded (UG) or Out of School (OS)	AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	AND • Have been designated EB/EL (Emergent Bilingual/English Learners) in the Student Designation section of the TX-NGS Supplemental Program Component; or • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

Our MEP staff will work with all district and campus personnel to ensure services for PFS and non-priority for service migrant students are provided for and served by implementing the strategies listed on the current PFS Action Plan below:

School District:	Migrant Education Program (MEP)	Filled Out By:
SSA Member		Angie Balderrama and Anna Minjarez
Region: 18	**School Year: 2026 – 2027**	**Date:** August 1, 2024

Priority for Service (PFS) Action Plan

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g.,"Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).*

Goal(s):	**Objective(s):**		
To Coordinate services with Region 18 ESC, your Migrant Fiscal Agent, in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student achievement.	100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.		
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Monitor the progress of MEP students who are on PFS.			

• Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly Beginning in July	Migrant Specialist	-TX-NGS Reports -PFS Timeline Report Checklist
• Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	Migrant Consultant	-PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	By September 30th	Migrant Consultant Migrant Specialist (MEP Staff) delivers to District Contact *Note: District Contact disseminates information to appropriate campus staff	-escWorks -SSA Fulfilling Grant Requirements / MEP Overview Sessions

• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	By September 30th	MEP Staff	-PAC Agendas -PAC Minutes
• During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, phone or home visits to update parents on the academic progress of their children.	Ongoing throughout the year (as needed)	MEP Staff	-Family Contact Log -Preliminary Needs Assessment
Provide services to PFS migrant students.			
• The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in missing subjects or migrant education program activities.	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-MEP Activities Sign In Sheets
• The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-PFS Student Progress Review Form
• The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	MEP Staff will collaborate with District Staff	-Correspondence

LEA Signature **Date Completed** **ESC Signature** **Date Received**