Agenda of Regular Meeting

The Board of Trustees
Rains ISD

A Regular Meeting of the Board of Trustees of Rains ISD will be held Monday, November 9, 2026, beginning at 6:30 PM in the Philip Alexander Board Room - RAINS I.S.D. Administration Building, 1759 W. US Highway 69, Emory, Texas 75440.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.
Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. OPENING - CALL TO ORDER, PLEDGE(S) OF ALLEGIANCE & INVOCATION
II. WILDCAT ROAR
III. PUBLIC HEARING TO DISCUSS THE 2026-2027 TARGETED IMPROVEMENT PLAN FOR RAINS INTERMEDIATE
IV. PUBLIC COMMENT
V. ITEMS FOR DISCUSSION AND/OR ACTION
    V.A. Consent Agenda
        V.A.1. Minutes of Previous Meeting(s)
        V.A.2. Financial Reports
        V.A.3. Quarterly Investment Report
        V.A.4. Permanent School Fund
        V.A.5. RCAD Property Value Study Report
        V.A.6. Campus Improvement Plans for the 2026-2027 School Year
    V.B. Academics and Student Services
        V.B.1. Consider and Approve the 2026-2027 Targeted Improvement Plan for Rains Intermediate
        V.B.2. Review of CTE Program Evaluation
        V.B.3. Consider and Approve the Intent to Apply for LASO Cycle 5 Grant
    V.C. Superintendent Reports
        V.C.1. District Activities, Facilities, and Projects
VI. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
    VI.A. Personnel Changes/Update
VII. CLOSED SESSION
    VII.A. Personnel, Texas Government Code § 551.074
    VII.B. Student Discipline, Texas Government Code § 551.082
    VII.C. Security, Texas Government Code § 551.076 & § 551.089
    VII.D. Consultation with Attorney, Texas Government Code § 551.071

VIII. ACTION IF ANY, ON ITEMS DISCUSSED IN CLOSED SESSION
IX. BOARD CORRESPONDENCE, HANDOUTS (As Available)
X. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

The Rains ISD Board of Trustees will hold a Public Hearing to discuss the 2026-2027 Targeted Improvement Plan for Rains Intermediate.

Posted on Monday, November 2, 2026, at 2:00 p.m. for the Rains I.S.D. Board of Trustees.

Rains Independent School District

Rains Intermediate

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 7

How many district staff members will be responsible for capacity building with this campus?

15

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

The district will utilize the $580,000 LIFT Grant as the primary funding source to support implementation of the Targeted Improvement Plan. Of the total grant award, $406,001 is budgeted for the district's Approved Provider, Region 7 Education Service Center (ESC), to provide comprehensive technical assistance, professional development, instructional support, coaching, implementation guidance, and other services aligned with the identified improvement strategies. The district and campus leadership will work collaboratively with Region 7 to strengthen instructional systems, build staff capacity, promote fidelity of implementation of evidence-based practices, and track progress toward measurable improvement goals.

An additional $155,099 of LIFT Grant funds is budgeted to is budgeted to fund a portion of the salaries of designated instructional coaches and the program director who will provide direct leadership and implementation support for the improvement work. These positions will support job-embedded instructional coaching, professional learning, collaborative planning, data analysis and progress monitoring, implementation of instructional strategies, and alignment between district and campus improvement efforts. The remaining $18,900 of the LIFT Grant is budgeted for allowable indirect costs associated with the administration and management of the grant. Together, these expenditures account for the full $580,000 LIFT Grant award.

Implementation of the Targeted Improvement Plan will also leverage approximately 15 existing district and campus staff members, including the superintendent, assistant superintendent, executive director of academics, campus principal, assistant principal, designated campus instructional coach, general education teachers, special programs teachers, and

paraprofessionals. The regular salaries and benefits of personnel not supported through the LIFT Grant will continue to be funded through existing district, local, state, federal, and applicable special program funding sources. Utilizing existing personnel allows the district to maximize grant resources while ensuring that improvement efforts are integrated across district and campus leadership, instructional staff, special programs, and student support systems.

Materials and resources needed to implement the improvement strategies will be provided through the Region 7 ESC Approved Provider allocation and through existing district, state, federal, and special program resources, as allowable and appropriate. These resources may include professional learning materials, instructional resources, intervention supports, assessment and progress-monitoring tools, and other materials necessary to strengthen instruction and support identified student needs.

The district's funding approach is intentionally designed to support both successful implementation and long-term sustainability. LIFT Grant resources will be strategically invested in Region 7 ESC technical assistance and professional learning, instructional coaching and program leadership, and allowable indirect costs. At the same time, the district will build the capacity of existing administrators, instructional leaders, teachers, special programs staff, and paraprofessionals to sustain the systems, practices, and instructional improvements developed through the grant. This approach will allow the district to continue the core improvement work beyond the LIFT Grant period through existing personnel, structures, and available funding sources.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

While the LIFT Grant provides significant resources to strengthen and accelerate implementation of the Targeted Improvement Plan, the district's improvement strategy is not solely dependent upon continued grant funding. If grant funding were not available, the district would continue to implement the core components of the strategy by leveraging existing personnel, district resources, and available local, state, federal, and special program funding sources.

The district has already established internal capacity to support the improvement work through approximately 15 existing staff members, including the superintendent, assistant superintendent, executive director of academics, campus principal, assistant principal, instructional coaches, general education teachers, special programs teachers, and paraprofessionals. These personnel would continue to support implementation through existing district and campus structures, including instructional leadership, professional learning communities, collaborative planning, data analysis, progress monitoring, classroom observations, instructional coaching, and ongoing evaluation of student outcomes.

Without LIFT Grant funding, the district would prioritize the highest-impact components of the strategy within its existing budget and would utilize available local, state, federal, and special program funds, as allowable, to support identified needs. Professional development and technical assistance currently provided through Region 7 ESC would be evaluated and prioritized based on campus needs, available district resources, and other ESC services available to the district. The district would also maximize the expertise of existing instructional coaches, administrators, program staff, and teacher leaders to provide job-embedded professional learning and coaching internally.

Instructional materials, intervention resources, assessment tools, and other implementation supports would be reviewed to determine which resources are essential to achieving the identified improvement goals. Existing district resources would be utilized first, and additional expenditures would be prioritized based on student performance data, identified needs, and available funding. Where appropriate and allowable, the district would leverage federal and state program funds to supplement local resources and support specific student populations and instructional needs.

The district is intentionally using the LIFT Grant to build sustainable systems and staff capacity rather than creating an improvement model that can function only with grant funding. The knowledge, processes, instructional practices, leadership structures, and coaching capacity developed through the grant will remain within the district. Therefore, if LIFT Grant funding is reduced or discontinued, the district would adjust the scope and pace of implementation as necessary while maintaining the essential components of the improvement strategy. This approach ensures that continuous improvement, high-quality instruction, data-driven decision-making, and support for identified student needs remain district priorities regardless of the availability of grant funding.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district will intentionally redistribute talent, time, and resources to provide differentiated and proportionate support based on the identified needs of the campus. Rather than distributing district resources equally across all campuses, staffing support, instructional expertise, professional learning, coaching, and leadership attention will be prioritized according to student performance data, identified instructional needs, and progress toward the goals established in the Targeted Improvement Plan.

District leadership, including the superintendent, assistant superintendent, and executive director of academics, will provide increased oversight and direct support to the campus through regular progress monitoring, data reviews, instructional planning, and collaboration with campus leadership. The campus principal and assistant principal will work closely with district leadership and the designated instructional coach to identify areas requiring additional

support and to ensure resources are directed toward the classrooms, teachers, student groups, and instructional priorities demonstrating the greatest need.

Instructional coaching will be a key component of the district's talent redistribution strategy. Instructional coaches will provide targeted, job-embedded support through classroom observations, modeling, co-planning, feedback, data analysis, and follow-up coaching. Coaching time and intensity will be differentiated based on teacher and student needs rather than provided uniformly. Teachers requiring greater instructional support will receive more frequent coaching and feedback, while effective teachers and teacher leaders may be utilized to model strong instructional practices, support collaborative planning, and share effective strategies with colleagues.

The district will also strategically utilize special programs teachers, intervention personnel, paraprofessionals, and other available staff to address identified student needs. Student achievement, assessment, intervention, and special population data will be used to determine where additional instructional time, small-group support, intervention, and specialized resources are needed. Staffing assignments and schedules will be reviewed and adjusted when appropriate to maximize direct instructional support for students with the greatest demonstrated needs.

Financial and instructional resources will follow the same needs-based approach. LIFT Grant resources, Region 7 ESC technical assistance, professional development opportunities, instructional materials, intervention resources, and applicable district, state, federal, and special program funds will be prioritized to address the specific needs identified through the campus improvement process. The district will regularly review both implementation and student outcome data to determine whether resources are producing the intended results and will reallocate personnel, time, or resources when the data indicate that additional or different support is necessary.

Through this differentiated approach, the district will ensure that the campus receives a proportionate level of support aligned to the intensity of its identified needs. The goal is not simply to provide additional resources, but to strategically position the district's strongest available talent, expertise, time, and financial resources where they can have the greatest impact on instructional quality, teacher capacity, and student achievement.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

480

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

480

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

152

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028? Warning: If your campus has less than 165 instructional days and no plan to adjust to a calendar with at least 165 instructional days in the 2027-2028 school year, then the TAP is likely to be denied.

The district's current instructional calendar includes 152 instructional days. The district recognizes the value of increased instructional time and will evaluate and plan for opportunities to move toward a 165-day instructional calendar. This work will focus on determining how additional instructional days can be incorporated in a manner that is academically beneficial, operationally feasible, fiscally responsible, and sustainable for the district.

In the spring of the 2026-2027 school year, district leadership will conduct a comprehensive review of the current calendar and identify potential adjustments that would allow the district to progress toward 165 instructional days while maintaining appropriate professional development, teacher planning, and operational needs. This process will include an analysis of the current 152-day structure, consideration of non-instructional days that may be restructured or repurposed, evaluation of professional development and staff workday configurations, and review of other scheduling options that could provide additional instructional time.

The district will engage key stakeholders, including district and campus administrators, teachers, staff, and other appropriate stakeholders, in the planning process. District leadership will communicate the instructional rationale for increasing instructional time and solicit feedback regarding potential calendar options. The district will also evaluate the staffing, financial, transportation, food service, professional development, and other operational implications associated with adding instructional days.

Throughout the planning process, the district will evaluate the resources and structural changes necessary to support additional instructional days. This will include consideration of budget implications, staffing and employee compensation, operational costs, instructional priorities, and the district's ability to sustain an expanded instructional calendar over time.

Based on the results of this review, stakeholder input, available resources, and operational considerations, the district will work toward increasing the number of instructional days, with the goal of progressing toward the 165-day expectation. The district will continue to evaluate opportunities to expand instructional time while ensuring that any calendar changes are sustainable and support high-quality instruction and improved student outcomes.

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP	Campus	BOY/MOY/ EOY	Intervention and Enrichment
Curriculum Based Assessment		Campus	Monthly	Track student mastery of the TEKS and drive instructional decisions.
Curriculum Based Assessment		Campus	Bi-Monthly	Track student mastery of the TEKS and drive instructional decisions.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus utilizes a systematic process to track and monitor student academic growth through DMAC, MAP Growth assessments, Bluebonnet Curriculum-Based Assessments, classroom assessments, and ongoing progress monitoring. DMAC serves as the campus data management system to document student performance, compare baseline and subsequent assessment results, monitor TEKS mastery, and identify academic trends. Data will be updated following each assessment cycle and reviewed during biweekly grade-level meetings held every other Wednesday during collaborative planning. Led by the instructional coach, these meetings include grade-level teachers, campus administrators, special populations staff, interventionists, and the MTSS lead, as appropriate, to analyze student growth and determine instructional needs.

Students scoring below the 40th percentile on MAP Growth, demonstrating less than 70% mastery on Bluebonnet assessments, or consistently performing below grade-level expectations will be identified for additional instructional review and targeted support. Through the MTSS process, Tier 2 students will be progress-monitored biweekly, while Tier 3 students will be monitored weekly. Intervention effectiveness will be reviewed every four to six instructional weeks. Adjustments will be initiated when students demonstrate insufficient progress across three consecutive data points, remain below 70% mastery on targeted skills, or fail to meet established growth goals. The MTSS team will determine appropriate modifications to instructional strategies, intervention frequency, duration, or intensity.

The instructional coach will facilitate data reviews and document instructional decisions and follow-up responsibilities. Campus administrators will monitor implementation, while teachers and intervention staff will deliver targeted support and track student progress. Through consistent DMAC documentation, collaborative data analysis, and ongoing progress monitoring, the campus will make timely instructional adjustments, address learning gaps, and accelerate student achievement.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus provides two dedicated 45-minute intervention blocks daily, Monday through Thursday, to support students performing below grade level and students within special populations. Classroom teachers deliver targeted, skill-based instruction using Zearn Math for Texas for mathematics and previous grade-level Bluebonnet Learning materials for Reading Language Arts (RLA). Students are grouped by identified skill deficits, with optimal group sizes of 3–5 students for Tier 2 and 1–3 students for Tier 3 interventions.

Student placement and instructional decisions are guided by NWEA MAP Growth data, Bluebonnet Curriculum-Based Assessments, classroom assessments, and progress-monitoring results. Students scoring below the 40th percentile on MAP Growth or demonstrating less than 70% mastery on Bluebonnet assessments are identified for additional instructional review and consideration for intervention. Biweekly grade-level data meetings, held every other Wednesday during collaborative planning, are facilitated by the instructional coach and include classroom teachers, the principal, assistant principal, MTSS lead, and special populations staff, as appropriate.

The campus MTSS process ensures ongoing monitoring and timely instructional adjustments. Tier 2 students are progress-monitored biweekly, while Tier 3 students are monitored weekly. Intervention effectiveness is reviewed every four to six instructional weeks. Adjustments are initiated when students demonstrate insufficient progress across three consecutive data points, continue performing below 70% mastery, or fail to meet established growth goals. Adjustments may include changes to instructional strategies, group size, frequency, or intensity.

Interventions for students receiving special education, Section 504, dyslexia, or emergent bilingual services are coordinated with appropriate special programs personnel. Intervention services are provided in addition to, not in place of, services required through ARD, Section 504, LPAC, or dyslexia programs. Through consistent intervention schedules, collaborative data reviews, and ongoing progress monitoring, the campus will address learning gaps, accelerate student growth, and ensure responsive instructional support.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

The campus will utilize a structured Professional Learning Community (PLC) model that provides opportunities for both focused weekly collaboration and broader monthly alignment. Weekly PLC meetings will be organized by grade level and department, allowing teachers to collaborate around current instructional priorities, student performance data, curriculum implementation, assessment results, and identified student needs. These meetings will provide teachers with consistent opportunities to plan collaboratively, analyze student work and assessment data, identify students needing additional support or enrichment, and determine appropriate instructional responses.

In addition to weekly PLCs, the campus will conduct monthly PLC meetings that bring staff together by grade level and across vertical departments. Grade-level collaboration will support alignment among teachers serving the same students, while vertical department meetings will provide opportunities to examine curriculum and instructional practices across grade levels. Vertical collaboration will help teachers identify learning gaps, strengthen alignment of standards and instructional expectations, and ensure students are prepared for the academic demands of the next grade level.

Through this combination of weekly grade-level/department PLCs and monthly grade-level and vertical department collaboration, the campus will establish a consistent cycle of communication, data analysis, instructional planning, and reflection. PLC discussions will remain focused on student learning and growth, with teachers and instructional leaders using current data to determine what students have learned, identify students who need additional support or enrichment, and adjust instruction and intervention accordingly. This structure will promote collective responsibility for student achievement while strengthening instructional consistency and alignment across the campus.

How frequently will PLCs occur?

PLCs will occur on a consistent and scheduled basis throughout the school year. Grade-level PLCs will meet weekly to provide frequent opportunities for teachers and instructional leaders to review student performance data, discuss student progress, collaboratively plan instruction, identify students in need of additional support or enrichment, and make timely instructional adjustments based on current data.

Department PLCs will meet monthly to provide opportunities for broader collaboration and vertical alignment across grade levels. These meetings will focus on curriculum and standards alignment, instructional practices, student performance trends, common areas of strength and need, and continuity of learning across grade levels.

This combination of weekly grade-level PLCs and monthly department PLCs will provide the campus with a consistent structure for ongoing collaboration, data analysis, instructional planning, and progress monitoring. The frequency of the meetings will allow staff to respond to immediate student needs while also maintaining long-term instructional alignment across the campus.

Who will facilitate PLCs?

PLCs will be facilitated by campus principals, the instructional coach, and designated lead teachers. This shared leadership approach will ensure that PLC meetings remain focused, purposeful, and aligned with campus instructional priorities and student achievement goals.

Campus principals will provide leadership and oversight to ensure PLC discussions and activities remain aligned with campus improvement goals and identified student needs. The instructional coach will support the PLC process by facilitating data analysis, collaborative planning, instructional strategy development, and discussions related to effective teaching practices. Lead teachers will also facilitate PLC conversations, support collaboration among colleagues, and help maintain a consistent focus on student learning and instructional improvement.

Facilitation responsibilities may vary based on the purpose and focus of each PLC meeting. By utilizing principals, the instructional coach, and lead teachers, the campus will build shared ownership of the PLC process while developing instructional leadership capacity among staff. Facilitators will work to ensure that PLC meetings are data-driven, action-oriented, and focused on improving instructional practices and student outcomes.

Who is required to attend PLCs?

All teachers are required to participate in regularly scheduled PLC meetings. Teachers will attend the grade-level and/or department PLCs that align with their instructional responsibilities. Consistent participation ensures that all teachers are actively engaged in collaborative planning, data analysis, progress monitoring, and discussions focused on improving instructional practices and student outcomes.

Teachers will be expected to come prepared to review relevant student data, contribute to discussions regarding student strengths and areas of need, collaborate on instructional strategies and interventions, and participate in the development of appropriate next steps. This expectation promotes shared responsibility and collective ownership for student learning and ensures that instructional decisions are informed by the knowledge and expertise of the entire instructional team.

Campus administrators, the instructional coach, and other instructional or special programs staff may also participate in PLCs as appropriate to provide leadership, coaching, specialized expertise, and additional support based on the needs of students and staff.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The campus utilizes the LIFT PLC Protocol to provide a consistent, structured process for collaborative planning, data analysis, instructional decision-making, and continuous improvement. The protocol provides a common framework for PLC meetings and helps ensure that collaborative time remains focused on student learning, instructional effectiveness, and measurable student growth.

Using the LIFT PLC Protocol, teachers and instructional leaders examine relevant student performance data and student work to identify areas of strength, learning gaps, and students who may require additional support or enrichment. PLC teams use this information to discuss the effectiveness of current instructional practices, identify priority standards and skills, determine appropriate instructional responses, and establish clear next steps for instruction and intervention.

The protocol supports an ongoing cycle of planning, implementation, monitoring, and adjustment. Teachers collaboratively determine instructional strategies and interventions, implement those strategies in the classroom, and then return to subsequent PLC meetings with updated student data to evaluate student response and progress. When data indicate that students are not demonstrating expected growth, the team identifies adjustments to instruction or intervention rather than waiting until the end of an instructional period to respond.

The LIFT PLC Protocol also connects directly to the campus MTSS and intervention processes. Information identified through PLC data discussions helps inform student placement and support during the campus's two designated intervention times. Progress-monitoring data are then used to determine whether interventions are effective and whether students require continued, increased, decreased, or different levels of support.

Campus principals, the instructional coach, and lead teachers support implementation of the LIFT PLC Protocol by facilitating focused conversations, supporting data analysis, strengthening instructional practices, and helping teams follow through on identified action steps. Through consistent use of the protocol, the campus is building a collaborative culture in which teachers share responsibility for student success and use evidence of student learning to continually improve instruction and intervention.

Upload PLC agenda (optional):

PLC Mapping and Agenda 26_27 - PLC_ Rehearsal_SWAP.pdf
PLC Mapping and Agenda 26_27 - PLC Unit_Lesson.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Leadership development and ongoing coaching aligned with the LIFT Action Plan will focus on strengthening the principal's instructional leadership and implementation of campus improvement strategies. Key priorities include Observation and Feedback training, effective principal supervision and coaching, data analysis, progress monitoring, and implementation of the LIFT PLC Protocol. Training will strengthen the principal's ability to conduct classroom observations, provide actionable feedback, support teacher growth, and address implementation barriers. Emphasis will also be placed on establishing sustainable systems for continuous instructional improvement and increased student achievement beyond the grant period.	Region 7 ESC/LIFT Approved Provider	Executive Director of Academics
Principal	Ongoing leadership development, technical assistance, and coaching aligned with the LIFT Action Plan and identified campus improvement priorities. Professional development will strengthen the principal's capacity to serve as the campus instructional leader through effective implementation and monitoring of PLCs, use of the LIFT PLC Protocol, data-driven decision-making, classroom observation and feedback, instructional coaching systems, MTSS and intervention monitoring, and progress monitoring. Training will also focus on using implementation and student growth data to determine whether strategies are producing intended outcomes and making timely adjustments when necessary.	Region 7 ESC/LIFT Approved Provider, Principal Manager, and district leadership	Campus Principal and, when appropriate, Assistant Principal and other campus administrators supporting implementation of the LIFT Action Plan.

Role	Training/PD Description	Delivered By	Attended By
Teacher	Job-embedded professional development and coaching aligned with the instructional priorities identified in the LIFT Action Plan. Training will focus on effective implementation of high-quality instructional practices, use of the LIFT PLC Protocol, analysis of student data and student work, collaborative planning, progress monitoring, differentiation, intervention, and using data to make timely instructional adjustments. Teachers will receive ongoing support through weekly grade-level PLCs, monthly department/vertical collaboration, instructional coaching, modeling, feedback, and targeted professional learning based on identified teacher and student needs.	Region 7 ESC/LIFT Approved Provider, Campus Principal, Instructional Coach, district instructional leadership, and designated lead teachers.	All classroom teachers, special programs teachers, intervention staff, and other instructional staff as appropriate to the content or identified campus need.
Other Campus Admin (Assistant Principals, Instructional Coaches)	Capacity-building and job-embedded professional learning designed to strengthen the ability of campus administrators and instructional coaches to support implementation of the LIFT Action Plan. Training will focus on facilitating effective PLCs using the LIFT PLC Protocol, providing high-quality instructional coaching and feedback, analyzing student and implementation data, supporting collaborative planning, monitoring instructional practices, identifying professional learning needs, and assisting teachers in responding to student performance data. Additional emphasis will be placed on supporting the campus MTSS and intervention systems, monitoring student growth, and helping campus leadership determine whether improvement strategies are being implemented with fidelity and producing the intended results.	Region 7 ESC/LIFT Approved Provider, district leadership, Campus Principal, and other identified LIFT supports.	Assistant Principal, Instructional Coach, lead teachers serving in instructional leadership roles, special programs leadership, and other campus administrators or instructional leaders responsible for implementation of the LIFT Action Plan.

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Training and professional development will be differentiated based on staff experience, demonstrated performance, student outcome data, and identified areas of need. Teachers and leaders with less than two years of experience in their current role, as well as those demonstrating a need for additional support, will receive more intensive and frequent professional learning, coaching, modeling, and feedback. This differentiated approach will align with the LIFT Action Plan and will focus resources and support where they are most needed.

For inexperienced teachers, support will include increased access to the instructional coach, modeling of effective instructional practices, collaborative planning, observation and feedback cycles, support with data analysis, and targeted assistance with implementation of campus instructional expectations and the LIFT PLC Protocol. Weekly PLCs will provide an additional structure for these teachers to collaborate with experienced colleagues, analyze student data, plan instruction, and receive ongoing support. Lead teachers and other effective instructional staff may also be utilized to model practices and provide peer support.

Teachers whose instructional practices or student growth data indicate a need for additional support will receive targeted coaching based on the specific area of need. Support may include more frequent classroom observations, coaching cycles, modeling, co-planning, targeted professional development, and clearly identified action steps. Progress will be monitored through classroom evidence, implementation data, student performance data, and follow-up coaching to determine whether additional or adjusted support is necessary.

Similarly, leaders with less than two years of experience in their role or those requiring additional support will receive differentiated coaching and technical assistance from district leadership and Region 7 ESC through the LIFT work. Support may focus on instructional leadership, PLC facilitation and monitoring, data analysis, observation and feedback, MTSS and intervention systems, implementation monitoring, and execution of the LIFT Action Plan. Coaching frequency and focus will be adjusted based on the leader's demonstrated needs and progress.

Differentiation will be an ongoing process rather than a one-time determination. Campus and district leadership will use observation data, student growth data, implementation evidence, PLC outcomes, coaching feedback, and other relevant measures to identify needs and adjust the frequency, intensity, and content of professional development and coaching. As teachers and leaders demonstrate increased capacity and effectiveness, supports may be gradually reduced or shifted to areas of continued growth. This approach ensures that professional learning is responsive to individual needs while maintaining consistent expectations for high-quality instruction, leadership, and student achievement.

What tool will be used to evaluate implementation of the training (for example, classroom

walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus and district will use multiple tools to evaluate the implementation and effectiveness of professional development provided through the LIFT Action Plan. Classroom walkthrough and observation tools, instructional coaching documentation, PLC implementation tools/protocols, and leadership coaching and monitoring tools will be used to determine whether the practices addressed through training are being consistently implemented in classrooms and across campus systems. Region 7 ESC, district leadership, campus administrators, and the instructional coach will use these tools, as appropriate, to collect evidence of implementation and identify areas where additional coaching or professional development may be needed.

Classroom walkthroughs and observations will focus on specific instructional “look-fors” aligned with the professional development and instructional priorities identified in the LIFT Action Plan. Look-fors will include clear alignment between instruction and grade-level standards, evidence of appropriate rigor, student engagement in meaningful learning, checks for understanding, use of student data to inform instruction, differentiation based on student needs, targeted small-group instruction or intervention when appropriate, and evidence that students understand the learning objective and expectations for success. Walkthroughs will also look for implementation of instructional strategies and practices emphasized through LIFT-supported professional development and coaching.

Implementation of PLC training will be monitored through the LIFT PLC Protocol and PLC documentation. Look-fors will include consistent use of the established protocol, analysis of student data and student work, identification of specific learning needs, collaborative instructional planning, development of actionable next steps, identification of students requiring intervention or enrichment, and evidence that teams return to previously identified action steps to determine whether students demonstrated expected growth.

Instructional coaching tools and documentation will be used to monitor coaching cycles and teacher implementation. Look-fors will include clearly identified areas of instructional focus, evidence of modeling or collaborative planning when appropriate, actionable feedback, implementation of agreed-upon strategies, follow-up observations, and evidence of changes in instructional practice and student response over time.

Leadership coaching and monitoring tools will be used to evaluate the capacity of campus leaders to implement and sustain the systems addressed through LIFT training. Leadership look-fors will include effective facilitation and monitoring of PLCs, regular review of student growth and implementation data, evidence of timely instructional feedback to teachers, monitoring of MTSS and intervention systems, follow-through on identified action steps, differentiated support for teachers based on need, and alignment of campus decisions and resources with the LIFT Action Plan.

Information gathered through these tools will be used formatively rather than as isolated measures. District and campus leadership, the instructional coach, and Region 7 ESC will review implementation evidence alongside student growth data to determine whether training is transferring into practice and producing the intended results. Identified gaps will inform subsequent coaching, professional development, PLC support, and leadership assistance, creating a continuous cycle of training, implementation, monitoring, feedback, and adjustment.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive ongoing capacity-building support focused on effectively serving students in special populations, including students receiving special education services, emergent bilingual students, and other students requiring targeted supports. Professional learning will address differentiation, accommodations and modifications, data-driven instruction, progress monitoring, MTSS, intervention strategies, and effective implementation of individualized student supports.

Region 7 ESC, district and campus special programs staff, instructional coaches, and campus leadership will provide training, coaching, modeling, and collaborative planning support. Student performance and progress-monitoring data will be used to identify areas where additional staff development or coaching is needed. These supports will be reinforced through PLCs, instructional coaching, and ongoing collaboration between general education and special programs staff to ensure that all students have access to rigorous, grade-level instruction with appropriate supports based on individual needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

> **Milestone 1**

Description – What specific action or deliverable will be completed?

Establish and launch the campus instructional improvement system. By August 31, 2026, Rains Intermediate will establish and communicate campus non-negotiables for implementation of RBIS, HQIM, PLCs, observation/feedback, and schoolwide routines. Campus leadership will define roles, monitoring responsibilities, and implementation expectations for teachers and instructional leaders.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Campus Leadership Team, District/Campus Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus implementation plan; staff communication; leadership roles/responsibilities; PD agendas/attendance; campus monitoring calendar

Support Needed – What training, coaching, resources, or tools are required?

LIFT coaching; district instructional framework; RBIS/HQIM resources

Milestone 2

Description – What specific action or deliverable will be completed?

Implement protected, HQIM-aligned PLCs with fidelity. By September 30, 2026, the master schedule will provide at least one 45-minute common PLC/planning period weekly for all teachers, including special education and EB/ESL staff. PLCs will consistently use protocols for unit/module internalization, lesson internalization, lesson rehearsal, and student work analysis.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal/Instructional Leaders, PLC Leads, Campus Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Master schedule; PLC calendar; agendas; completed protocols; PLC observation/calibration data; teacher artifacts

Support Needed – What training, coaching, resources, or tools are required?

PLC training/coaching; HQIM protocols; LIFT PLC observation tool

Milestone 3

Description – What specific action or deliverable will be completed?

Launch differentiated observation and feedback cycles. By September 30, 2026, 100% of teachers will be assigned a support tier based on experience, effectiveness, and implementation evidence. Teachers needing intensive support will receive observation/feedback at least weekly, while other teachers will receive observation/feedback at least biweekly, using tools that include RBIS and HQIM look-fors.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Instructional Leaders, District/Campus Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher support-tier roster; observation calendar; observation/feedback tracker; action steps; Instructional Insights App/LIFT observation data

Support Needed – What training, coaching, resources, or tools are required?

O/F calibration; coaching-conversation training; real-time coaching support

Milestone 4

Description – What specific action or deliverable will be completed?

Complete the first instructional calibration and respond to implementation gaps. By October 31, 2026, campus and district leaders will conduct a BOY calibration cycle using classroom observation and PLC evidence to determine fidelity of RBIS/HQIM implementation. Leadership will identify the 2–3 highest-leverage instructional gaps and implement differentiated coaching/PD responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, District Coach, Campus Coach, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Calibration results; observation trend report; identified instructional gaps; teacher action steps; coaching/PD response plan

Support Needed – What training, coaching, resources, or tools are required?

District calibration support; Instructional Insights data; RBIS/HQIM coaching

Milestone 5

Description – What specific action or deliverable will be completed?

Implement a recurring assessment, student-work, and intervention cycle. By November 30, 2026, Rains Intermediate will consistently administer district/HQIM-aligned assessments, analyze achievement and growth data by student group and priority TEKS, examine student work in PLCs, and identify students requiring targeted intervention.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Instructional Leaders, PLC Teams, Intervention/MTSS Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Assessment calendar; data-meeting agendas; student work analysis; intervention rosters/ plans; progress-monitoring records

Support Needed – What training, coaching, resources, or tools are required?

District assessment plan; data protocols; MTSS/intervention support

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct a midyear performance-management review and course correction. By January 31, 2027, the Campus Leadership Team and DCSI will complete a formal MOY review of student outcome data and implementation evidence from PLCs, observations/feedback, assessments, interventions, and SWR. The team will identify root causes for areas off track and document specific adjustments, owners, timelines, and differentiated supports.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Superintendent/District Leadership, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY performance-management report; milestone status; student growth data; implementation trend data; revised action steps

Support Needed – What training, coaching, resources, or tools are required?

District performance-management routine; LIFT coaching; ESC support

Milestone 7

Description – What specific action or deliverable will be completed?

Strengthen instruction for special populations through responsive PLCs and coaching. By March 31, 2027, PLC, observation, assessment, and student-work data will be used to evaluate instructional effectiveness for special education and emergent bilingual students and other identified student groups. Campus leaders will provide targeted coaching and adjust intervention/instruction when subgroup progress is below campus goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Special Programs Staff, PLC Leads, Campus/District Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Disaggregated data; PLC artifacts; student work; coaching logs; intervention adjustments; progress-monitoring evidence

Support Needed – What training, coaching, resources, or tools are required?

Special education/EB expertise; Responsive PLC training; differentiated instructional coaching

Milestone 8

Description – What specific action or deliverable will be completed?

Complete EOY evaluation, demonstrate impact, and establish sustainability actions. By June 2027, Rains Intermediate will complete an EOY review of all eight TIP milestones and determine the relationship between implementation fidelity and student outcomes. Leaders will identify practices to sustain, gaps requiring continued improvement, and 2027–28 actions needed to maintain RBIS/HQIM, PLC, O/F, assessment/intervention, and performance-management systems.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Superintendent/District Leadership, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY milestone report; STAAR/local assessment results; PLC/O/F trend data; implementation fidelity data; 2027–28 sustainability/action plan

Support Needed – What training, coaching, resources, or tools are required?

District/ESC review; LIFT implementation data; performance-management support

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the Targeted Improvement Plan through a consistent performance management cycle aligned to the LIFT Action Plan. The principal and campus leadership team will routinely review implementation evidence, including PLC fidelity, observation and feedback data, HQIM/RBIS implementation, assessment results, student work, intervention progress, and student-group performance. The DCSI and district leaders will review progress with campus leadership at established checkpoints to determine whether milestones are on track and whether implementation is producing the intended changes in instructional practice and student outcomes. When data indicate that a milestone or student outcome goal is off track, leaders will identify root causes, determine needed adjustments, assign responsible owners and timelines, and monitor the effectiveness of those adjustments during subsequent reviews. Progress will be documented through milestone evidence, performance-management records, and BOY, MOY, and EOY reviews to ensure continuous improvement and accountability throughout the year.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The Principal and DCSI will have primary responsibility for reviewing progress toward the milestones. The Campus Leadership Team will support the review by analyzing implementation and student performance data, including PLC fidelity, observation and feedback trends, HQIM/RBIS implementation, assessment results, intervention data, and student-group progress. District instructional leaders and the Superintendent will participate at established performance-management checkpoints to review progress, identify barriers, and ensure appropriate district support. When milestones are off track, the Principal and DCSI will ensure corrective actions, responsible owners, and timelines are established and monitored.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources of implementation and student outcome evidence aligned to each milestone. Data sources will include PLC agendas and artifacts, observation and feedback records, walkthrough and calibration data, HQIM/RBIS implementation evidence, assessment results, student work, intervention and progress-monitoring records, and professional learning documentation. Campus leaders will compile and review these data through established performance management routines to determine whether milestones are on track. Evidence will be documented at each checkpoint and used to identify trends, determine implementation gaps, and make timely adjustments to instructional practices and supports.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through monthly performance management reviews led by
the Principal and DCSI. These reviews will include updates on milestone status, implementation evidence, student
performance data, identified barriers, and any needed adjustments or supports. Quarterly updates will be shared with
the Superintendent and other relevant district leaders, while campus staff and other stakeholders will receive progress
updates through leadership meetings, PLCs, staff meetings, and established campus communication structures. Data will
be presented in a clear, concise format that highlights progress toward goals, areas of concern, actions taken, and next steps
to maintain accountability and continuous improvement.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	45
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	30
Masters Grade Level	10

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	38
Masters Grade Level	15

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

60

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

70

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

60

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

Rains ISD

Memo

To: Board of Trustees

From: Joe Nicks and Shannon Freeman

Date: 11/2/2026

Re: Investment Report 3rd Quarter 2026

The Rains ISD has investments in three public investment pools meeting the requirements of Government Code 2256.016-2256.019. The public investment pools are Lone Star Investment Pool, Texas Class, and TexPool. Time deposits are held at Commercial Bank of Texas Emory.

We certify that the Rains ISD investment portfolio is in compliance with the District's investment strategy as expressed in the District's investment policy CDA (Legal)(Local) and with relevant provisions of law.

RAINS INDEPENDENT SCHOOL DISTRICT INVESTMENT REPORT
3RD QTR 2026

LIQUIDITY ACCOUNTS	BEGIN. BALANCE	INTEREST EARNED	DEPOSITS	WITHDRAWALS	ENDING BALANCE
Lone Star Investment Pool	$256.83	$2.38	0	0	$259.21
TexPool	$1,340.79	$12.60			$1,353.39
Money Market	$10,254.12	$77.73			$10,331.85
TexClass	$1,251,105.03	$14,219.74	$4,500,000.00	$2,926,000.00	$2,839,324.77
INVESTMENT TOTALS	**$1,262,956.77**	**$14,312.45**	**$4,500,000.00**	**$2,926,000.00**	**$2,851,269.22**
TOTALS	**$1,262,956.77**	**$14,312.45**			**$2,851,269.22**
AVERAGE % INTEREST	**JULY**	**AUG**	**SEPT**		
Lone Star Investment Pool	3.64%	3.66%	373.00%		
TexPool	3.65%	3.65%	3.68%		
Money Market	3.04%	3.04%	3.04%		
TexClass	3.78%	3.83%	3.91%		
CD - I&S 90 DAY	$0.00		0.00%		
CD - K & A Scholarship					

2026

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Property Value Study Appeals Services



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Prepared by: Robby Harbuck, Director, Property Value Study Appeals Division

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SUITE 202
TYLER, TEXAS 75702

512/447-6675 EXT. 3804

September 1, 2026

Ms. Shannon Freeman
Chief Financial Officer
Rains Independent School District
P.O. Box 247
Emory, TX 75440-0247

RE: 2025 Property Value Study Appeal Results - Rains ISD

Dear Ms. Freeman:

I'm pleased to share our report regarding the 2025 School District Property Value Study (PVS) appeal representation for Rains ISD. As a result of our appeal, the Comptroller's preliminary value estimate was reduced by $19,803,487, which is expected to generate a meaningful increase in state aid for the 2025-2026 funding year. Since 1992, our appeals on behalf of the district have led to total value reductions of $250,995,007, resulting in approximately $3,589,538 in additional state funding.

You can review the 2025 PVS findings at the following links on the Texas Comptroller's website:

• Preliminary Findings: https://comptroller.texas.gov/taxes/property-tax/pvs/2025p/index.php
• Final Findings: https://comptroller.texas.gov/taxes/property-tax/pvs/2025f/index.php

We appreciate your continued trust in our appeal services and hope our results have met your expectations. At your convenience, I would be grateful if you could assist in scheduling this report for review by the board.

Although the Comptroller has not yet released the results of the 2026 study, data collection has been underway since January 2026. We are initiating our preliminary review of the Comptroller's methodology and will begin compiling the necessary evidence to prepare a strong and effective appeal. Our goal remains to ensure the district receives its full and fair share of state aid, reflective of its actual taxable wealth.

If you have any questions or need further information, please feel free to contact me directly at 512-634-3804, toll-free at 800-262-7229 ext. 3804, or via email at robby.harbuck@lgbs.com.

Warm regards,

Robby Harbuck

Robby Harbuck, RPA
Director, Property Value Study Appeals Division

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190-903 Rains ISD
Reduction/State Aid Addsheet

PVS YEAR	Prior Value	Post Value	Value Reduction	State Aid Gain or Recapture Reduction	TOTALS
1994	$ 210,923,819	$ 201,749,605	$ 9,174,214	$ 225,000	All Years Reduction
1995	$ 179,732,476	$ 179,219,231	$ 513,245	$ 16,000	$ 250,995,007
1996	$ 179,307,309	$ 171,188,325	$ 8,118,984	$ 145,000	All Years State Aid
1999	$ 197,253,619	$ 196,627,238	$ 626,381	$ 9,000	$ 3,589,538
2000	$ 242,877,504	$ 236,175,924	$ 6,701,580	$ 209,000	
2001	$ 270,138,491	$ 253,511,183	$ 16,627,308	$ 404,000	
2002	$ 292,887,309	$ 275,819,500	$ 17,067,809	$ 312,000	
2003	$ 329,273,936	$ 282,087,938	$ 47,185,998	$ 1,001,000	
2008	$ 467,099,070	$ 464,632,426	$ 2,466,644	$ 23,000	
2010	$ 488,403,531	$ 486,153,058	$ 2,250,473	$ 5,000	
2011	$ 476,097,188	$ 474,719,646	$ 1,377,542	$ 4,000	
2012	$ 492,318,517	$ 490,116,290	$ 2,202,227	$ 29,500	
2013	$ 505,183,034	$ 501,533,839	$ 3,649,195	$ 48,500	
2015	$ 480,671,677	$ 478,188,409	$ 2,483,268	$ 34,500	
2016	$ 541,105,497	$ 524,366,893	$ 16,738,604	$ 238,500	
2017	$ 549,504,572	$ 541,133,405	$ 8,371,167	$ 121,000	
2018	$ 625,684,499	$ 608,922,494	$ 16,762,005	$ -	
2019	$ 704,703,925	$ 687,943,545	$ 16,760,380	$ 175,500	
2020	$ 732,498,352	$ 726,476,656	$ 6,021,696	$ 60,000	
2021	$ 856,918,870	$ 850,230,531	$ 6,688,339	$ 64,500	
2022	$ 1,077,911,441	$ 1,055,550,282	$ 22,361,159	$ 203,000	
2023	$ 960,233,526	$ 946,814,118	$ 13,419,408	$ 105,500	
2022	$ 1,055,550,282	$ 1,051,926,388	$ 3,623,894	$ 718	Audit
2025	$ 1,057,278,545	$ 1,037,475,058	$ 19,803,487	$ 155,320	

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COPY

STATE OF TEXAS
COUNTY OF RAINS

190903-2019PVS

CONTRACT

This Contract is between the law firm of Linebarger Goggan Blair & Sampson, LLP, hereinafter referred to as Firm, and Rains Independent School District, hereinafter referred to as District. This Contract is for the administrative appeal, audit, and any judicial appeal of the property value study findings as conducted by the Comptroller's Office as of January 1, 2019 for the school year 2019-2020 and for each succeeding year's study. Firm and District agree as follows:

I.
Administrative and Judicial Appeal Services

Firm agrees to represent District in the administrative appeal, audit, and any judicial appeal of the property value study conclusions for District. Included in such administrative and judicial appeal representation is research of the preliminary conclusions, the gathering and analysis of property sales, appraisals and such other evidence as may be necessary or appropriate, presentation of the appeal at administrative hearings, and prosecution of any judicial appeal. Firm agrees to retain any necessary consultants or appraisers as required.

II.
Fees and Expenses

Firm agrees to bear the costs of preparing and presenting the administrative appeal, audit, and prosecuting any judicial appeal including the expenses, if any, for appraisers or other consultants.

District agrees to pay Firm as compensation for services under this Contract a contingent fee equal to ten percent (10%) of the additional State aid that District qualifies for as a result of the administrative, judicial appeal, or audit. Payment of the fee to Firm shall be made following the certification of State aid amounts by the Commissioner of Education, or as agreed upon in a letter to District executed by a partner of the Firm.

III.
Termination

This contract covers the 2019 study and each succeeding annual study until this contract is terminated by either Firm or District. Firm or District may terminate this contract by providing 30 days written notice to the other party.

Compliance with Tx. Govt. Code §2270.002. In order to comply with Tx. Govt. Code §2270.002, the Firm verifies that it does not boycott Israel and will not boycott Israel during the term of the contract.

This Contract is executed on Sept 9th, 2019 at Rains County, Texas.

Rains Independent School District

By: Philip D Alexander
President
TITLE

Linebarger Goggan Blair & Sampson, LLP

By:
PARTNER

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Linebarger's School District Property Value Study (SDPVS) Appeal Services

An Overview of the 2025 SDPVS

We did not observe significant changes from the 89th Texas Legislative Session that would directly impact the Property Value Study (PVS). However, the Legislature prioritized several key areas, including property tax relief, teacher compensation, and increases to the basic allotment. Several major bills passed, with voter approval in the November 2025 elections of several constitutional amendments.

One of the most significant measures enacted during the 89th Texas Legislative Session is Senate Bill 4, which increases the homestead exemption for school district property taxes from $100,000 to $140,000. Additionally, senior citizens and disabled homeowners will benefit from an additional $60,000 exemption, bringing their total exemption to $200,000. These changes were approved by voters in the November 2025 elections and will apply retroactively to the 2025 tax year.

As part of its broader effort to reduce the property tax burden and continue rate compression initiatives from prior sessions, the Legislature approved a significant increase to the business personal property (BPP) tax exemption. The exemption was raised from $2,500 to $125,000, meaning businesses will no longer pay property taxes on the first $125,000 of their inventory. This measure was approved by voters in the November 2025 elections and is scheduled to take effect on or after January 1, 2026.

House Bill 2 delivered a record $8.5 billion in funding for public education. $4 billion specifically allocated for teacher and staff pay raises, including enhancements to the Teacher Incentive Allotment (TIA) and a new Teacher Retention Allotment (TRA). $1.3 billion dedicated to a new basic allotment, which raises the foundational per-student funding level. Increased funding for special education, full-day pre-kindergarten, and other targeted programs.

Service Highlights

- Over 105 Years of combined SDPVS Appeals Experience
- Comprehensive Administrative Appeals
- Litigation Services when required
- Eligibility Assignment Appeals
- School District Property Value Study Audits
- Over $535 million in additional state aid/gain in past 5 1/2 years
- Over $47.7 billion in valuation reduced in same timeframe

Property Value Appeal Services

Another challenge facing school districts stems from legislative changes made years ago that changed the Comptroller's annual review schedule. The biggest changes were biennial SDPVS reviews for most school districts and biennial compliance review for appraisal districts. Last year the Comptroller reviewed approximately one-half of the appraisal districts to determine their compliance with generally accepted standards, procedures, and methodology. School districts located in these appraisal districts were not reviewed in the 2025 School District Property Value Study and were assigned local value. However, these school districts are being reviewed in the Comptroller's 2026 School District Property Value Study (this year's study) and the study will determine whether to assign state value, local value, or substitute local value for state value under hold harmless provisions. Every school district that is assigned state value could be subject to losses in school funding.

The other half of Texas school districts, those selected for the 2025 School District Property Value Study review and assigned valid local values, are excluded from the 2026 School District Property Value Study while their appraisal districts undergo the compliance review. These excluded school districts will be assigned local value in the 2026 School District Property Value Study. However, if any of these school districts had invalid 2025 SDPVS findings, they will be subject to an annual review and will be included in the 2026 School District Property Value Study. Under this annual review, the Comptroller's staff will determine whether to assign state value, local value, or substitute local value for state value under hold harmless provisions. Any time the Comptroller assigns state value to a school district, it stands to lose school funding.

The Importance of a SDPVS for 2026

Changes from the 89th legislative regular session have not reduced the importance of the Comptroller's SDPVS. Based on historical school funding distribution and equalization methods, the Comptrollers estimate of total taxable value for every school district should continue to be a significant component in the state funding formula. The 2026 SDPVS estimate will determine the total taxable value used for all 2026-2027 school district funding. Ultimately, the 2026 SDPVS value estimate will become one of the most crucial components in determining the cost to every school district and the State for all shared 2026-2027 funding.

Property Value Appeal Services

2026 SDPVS Possible Outcomes

If a school district is part of the 2026 SDPVS, the Comptroller's finding is based on Section 403.3011 of the Government Code. The four possible actions under this section include:

- Local value is valid and local value is assigned. Local value is invalid but greater than state value and local value is assigned.
- Local value is invalid, but the school district is eligible to substitute local value for state value for the first year of the two-year hold harmless period. An eligible school district's local value must have been valid in the two previous PVS reports, and its 2026 local value cannot be less than 90% of the lower limit of the Comptroller's margin of error. Eligible school districts qualifying for the second year of the hold harmless period will also have local value substituted for state value.
- Local value is invalid and state value is assigned.
- A provision effective January 1, 2010, requires appraisal districts to comply with the scoring requirement in their most recent Comptroller review.

Challenging Invalid Local Values

The critical issue is losing local value (declared invalid) and being assigned state value. In this case, a school district could lose state aid or be subject to increased recapture. Any school district assigned state value in the Comptroller's 2026 SDPVS will have to appeal to prevent unnecessary losses in state funding.

Complicating the matter are the limited timeframes and the constant revisions to the rules for filing a protest.

Once the 2026 SDPVS is released on January 31, 2027, school districts have only 40 days to prepare and submit their appeals. The appeal must comply with the Comptroller's protest rules for evidence submission and State Office of Administrative Hearings review. The Comptroller continues to revise the protest rules, thereby increasing evidence requirements. These rules make compliance difficult and allow the Comptroller to reject protests deemed not in compliance. In addition to complying with the Comptroller's changing protest rules, each school district protest must include evidence sufficient for review by the State Office of Administrative Hearings. Ultimately, if all of these steps fail, school districts may challenge the ruling in district court.

Property Value Appeal Services

Our school finance system fails to function as intended when estimates of total taxable value are inaccurate or inequitable. Your school district can prevent unfair estimates of total taxable value that reduce state funding and increase local taxes with an effective appeal identifying any inaccuracies in the Comptroller's Property Value Study. We file successful PVS Appeals for numerous school districts across the State and are prepared to assist your district.

Comprehensive Administrative Appeals

When values determined by the Comptroller are inaccurate or inequitable, Linebarger Goggan Blair & Sampson, LLP (Linebarger) is prepared to appeal on behalf of any school district to ensure accurate state funding and prevent unnecessary demands on its taxpayers. As in previous years, successful appeals require solutions to technical, procedural, and legal issues identified in the SDPVS. We are committed to providing quality appeals services capable of producing the results that every school district deserves. To ensure that we provide results, Linebarger maintains a full-time appeals staff with direct experience in appraising and evaluating categories included in the Comptroller's SDPVS. In addition, our staff has direct experience in all facets of ratio study methodology and Comptroller procedures.

When necessary, we are prepared to seek additional relief through district court or as an advocate for issues with the Comptroller and Texas Education Agency (TEA). Our experience includes successful litigation on numerous value issues in previous SDPVS's.

In addition to your school district, our SDPVS appeals division represents approximately 237 school districts of various sizes throughout the state. In each case, we provide complete administrative appeals services beginning with a review of unedited preliminary data before the release of the SDPVS and continues to representation in post-appeal remedies including audits and litigation. You can be confident that Linebarger will monitor all aspects of the PVS and will be prepared to effectively appeal any issues adversely affecting your state funding.

We believe that our commitment to quality appeals services is demonstrated by our performance and continuing relationships with

Property Value Appeal Services

our clients. The vast majority of school districts have continually retained our firm for PVS appeals services for many years. Our best performance indicator is our clients' satisfaction with the services we provided. They demonstrate that satisfaction through their repeated renewal of our service contracts.

Our successful appeals and audits have provided clients with over $47.7 billion in reductions to the Comptroller's estimate of total taxable value as well as $535 million in additional state aid. These unparalleled results are indicative of our appeals division's commitment and technical expertise.

Administrative Appeals Services

Specific administrative appeals services included in our proposal are:

1. Review sales and appraisals of properties contributing to the Comptroller's invalid local value finding including compliance with Comptroller rules and International Association of Assessing Officers standards.
2. Review Comptroller in-house studies contributing to the invalid local value finding.
3. Review Comptroller statistical measures and sampling procedures.
4. Review tax roll values and submit evidence to ensure Property Value Study accuracy.
5. Gather, prepare, and submit protest evidence for issues related to Items 1-4.
6. Gather, prepare, and submit additional evidence requested by the Comptroller.
7. Represent the school district in all staff resolution conferences related to the appeal.
8. Represent the school district in protest hearings to the State Office of Administrative Hearings including gathering, preparing, and submitting evidence.
9. Advise the school district on post-administrative hearing remedies or judicial action available for unresolved appeal issues.
10. Perform all functions necessary to initiate and complete available post-administrative hearing remedies or judicial review.
11. Gather and prepare all evidence, depositions, retain expert witnesses, and perform other functions necessary to support relief sought under Items 8 and 10.

12. Gather, prepare, and submit audits of PVS findings under Section 403.302 of the Texas Government Code.
13. Provide assistance and advice on all issues related to the Comptroller's 2026 PVS and its impact on 2026-2027 school finance.

Although appeals can be prepared after the release of the PVS, their effectiveness may be diminished. Time restraints may prevent a complete analysis of technical appeal issues or the gathering of critical evidence. To ensure the quality of our services to existing clients, we do not perform statewide mass mailings or blind solicitations after the release of the preliminary PVS.

Self-Report Appeals

For each of our school district clients, we conduct a review of self-reported local tax roll values to ensure their accuracy in the Comptroller's PVS. Since original certification, every tax roll has been adjusted due to late exemptions, post-certification changes, and court-ordered reductions. The PVS only removes these losses if a school district prepares and files a self-report appeal. We will continue to file self-report appeals to ensure an accurate assigned value when it is financially beneficial to your school district.

Eligibility Assignment Appeals

Although eligible school districts do not incur any loss in school funding, some school districts appeal to preserve future eligibility. If you believe this type of appeal would be beneficial to your school district, we have the staff and resources to assist in preparing an effective appeal.

PVS Audits

After the appeal deadline, typically in late summer, we review your school district's local tax roll values for a potential audit. Our audit review identifies cases in which reporting tax roll adjustments would improve state funding. If needed, we can also file an audit for some previous tax years to remove court-ordered value losses. As with self-report appeals, these losses are only removed from the PVS when a school district files an audit.

Property Value Appeal Services

At Linebarger, we understand the financial limits facing your school district. We recognize the necessity of maximizing state funding to reduce local revenue demands, and avoid revenue cap limitations. Perhaps of greatest importance is the desire to ensure equity in the distribution of state financial aid to all Texas schools and the students they serve.

Linebarger's Qualified Personnel

Property Value Study Expertise

Our firm offers a full-time appeals staff with direct experience in appraising and evaluating categories included in the School District Property Value Study. In addition, our staff has direct experience in all facets of ratio study methodology and compliant Comptroller procedures. Over the past five and a half years, our PVS team has achieved an estimated $47.7 billion in value reduction with an estimated $535 million in additional state aid gain/funding.

Robby Harbuck, our division director, has participated in numerous informal conferences and formal hearings as an advocate for the Comptroller of Public Accounts Property Tax Assistance Division and with the firm.

Experienced Personnel

Robby Harbuck

Director, Property Value Studies Division



Mr. Robby Harbuck is a seasoned property tax professional with decades of experience in appraisal and property value analysis. From the Palestine, Texas area, Mr. Harbuck began his career in property appraisal while still in high school, gaining early experience with Colvin & Associates, Property Tax Consultants.

In early 1990, he joined the Anderson County Appraisal District as a field appraiser. Later that year, he transitioned to the Henderson County Appraisal District, where he continued in the same role before being promoted in 1995 to Appraisal Supervisor/Senior Appraiser.

In 2000, Mr. Harbuck accepted a position with the Texas Comptroller of Public Accounts in the Property Tax Assistance Division. He served as a field appraiser and was promoted to Lead Appraiser in 2009, contributing significantly to statewide assessments.

Property Value Appeal Services

In 2013, Mr. Harbuck joined the firm as Director of the Property Value Study (PVS) Appeals Division. In this role, he represents over 238 school districts across Texas in all matters related to the Texas Comptroller's Property Value Study. He also leads the PVS Division staff, ensuring the delivery of the highest quality appeals services available statewide.

Mr. Harbuck holds the designation of Registered Professional Appraiser (RPA) from the Texas Department of Licensing and Regulation and the Certified Tax Administrator (CTA) designation (inactive) from the Texas Association of Assessing Officers. He also holds several professional certificates and is a Certified Assessment Evaluator (CAE) candidate through the International Association of Assessing Officers.

Anna M. Jones

Assistant Director, Property Value Studies Division



Anna is a lifelong resident of Shelby County, Texas, currently residing in Center. She began her academic journey at Panola College, where she earned an Associate of Science degree. While pursuing her studies, she gained experience in office technology while working at Panola College in the Business Manager office. She later worked at the Shelby County Appraisal District as Data and Document Control Coordinator, launching her path in property tax.

Anna earned her Residential Professional Appraiser designation and continued to grow her expertise with rolls at the Nacogdoches Central Appraisal District and the Texas Comptroller's Property Tax Assistance Division.

In 2015, she joined the firm as Assistant Director of Property Value Study Appeals Division. In this role she plays a key part in representing approximately 238 school districts across Texas in matters related to the Comptroller's Property Value Study. With nearly 40 years' experience in property tax, Anna brings a wealth of knowledge, dedication, and leadership to her work.

Property Value Appeal Services

Bill Messick

Coordinator, Property Value Study Appeals Division



Mr. Messick has spent his entire career in the property appraisal arena, with experience at all levels of the industry, from field appraiser to supervisor. Mr. Messick spent more than a decade as the manager of Property Tax Assistance Division of the Texas Comptroller's office, where he oversaw the completion of the annual Property Value Study which determines the taxable value of all property in each school district in Texas.

As the coordinator of Linebarger's Property Value Study Appeals Division, Mr. Messick will assist with property value study appeals, market research appraisal methods and procedures, along with reporting appeals data.

Mr. Messick graduated from Oklahoma State University in Stillwater, Oklahoma. He lives in Flower Mound, enjoys fishing, and spending time with his grandson, Mac.

Valarie Kirkwood

Assistant Director, Property Value Study Appeals Division



Valarie Kirkwood, originally from Logansport, Louisiana, has spent decades in East Texas.

Ms. Kirkwood began her career working for Texas State Bank as a computer manager, in the early days of electronic data processing. She has filled roles from benefits coordinator for a large hospital to billing supervisor managing accounts for multiple large insurance clients. Her attention to detail and customer service focus has made her a valuable team member in each role.

As the assistant director of Linebarger's Property Value Study Appeals Division, Ms. Kirkwood will assist with property value study appeals, filing self-report appeals, filing audits and preparing proposals.

Ms. Kirkwood attended Panola College in Carthage, Texas and has an Associate of Science. She lives in Tenaha and enjoys playing piano and is an active member of her local church.

Property Value Appeal Services

Jim L. Lambeth



Capital Partner, Management Committee Member, and Managing Attorney for the Tyler Office

Jim Lambeth manages Linebarger's Tyler and Northeast Texas offices. In this role, he oversees law firm operations and ensures strong relationships with clients from the Corsicana, Kaufman, Longview, Lufkin, Paris, Rockwall, Waxahachie, Waco, and Tyler law offices. He also oversees the firm's Property Value Study Appeals Division that represents over 238 Texas school districts. The firm's PVS division challenges the state Comptroller's School District Property Value Study findings through administrative and district court appeals and these actions result in tens of millions of dollars in aid gain for the firm's school district clients each year.

Mr. Lambeth has deep ties to East Texas, serving as an assistant district attorney in Smith County. He serves as the Northeast Texas Joint TAAO/TAAD Chapter treasurer and teaches TDLR Certified Property Tax Professional continuing education classes and required courses including ethics, case law, and legislative updates. Mr. Lambeth serves his local community as a member of the Smith County Peace Officers Association and as an Advisory Board member during the inception of the Tyler Junior College Law Enforcement Academy. Mr. Lambeth has held leadership positions on various boards and committees, including the Tyler Economic Development Council, and previously served as chairman of the Tyler Area Chamber of Commerce. He has volunteered with the Tyler Literacy Council, CASA program of Smith, Van Zandt, and Wood Counties. Additionally, he is a former lay leader and trustee of Lanes Chapel United Methodist Church.

Mr. Lambeth earned his Juris Doctorate from Texas Tech University School of Law in 1995 and was honored with the prestigious American Jurisprudence Award in Constitutional Studies.

Jose Padilla



Capital Partner

Mr. Padilla has a strong background in tax and appellate law and is responsible for prosecuting suits filed on behalf of the El Paso Consolidated Tax Office, Hudspeth County, and Culberson County. He also serves on the firm's Litigation and Legal Standards Sub-committee and will ensure that all collection activities are compliant with all federal, state and local laws and regulations.
After obtaining his law degree, Mr. Padilla spent two years with the El Paso County District Attorney's Office in the Appellate Division. During this time, he wrote appellate briefs to the 8th District Court of Appeals

LINEBARGER ATTORNEYS AT LAW

and legal memoranda on current developments in criminal law and procedure. Mr. Padilla joined Linebarger in 2003. He represents our clients throughout the State of Texas in various courts of appeals and before the Texas Supreme Court. He is also licensed to practice law in the States of New Mexico and California, and in Federal Court for the Western District of Texas.

Mr. Padilla is a member of the El Paso Bar Association, the Mexican-American Bar Association, the West Texas Chapter of the Texas Association of Assessing Officers, and is a fellow and nominating chair of the Texas Bar Foundation.

Mr. Padilla graduated from Bowie High School in El Paso and received a Bachelor of Arts degree in History/Political Science from Baylor University in 1997. He received his Juris Doctorate in 2001 from Texas Tech University, where he was a member of Phi Alpha Delta Law Fraternity and the Hispanic Law Student Association.

Statewide Resources

Linebarger has been representing school districts, cities, and other political entities in all ad valorem taxation matters including collections since 1976. For over 50 years, our firm has established a reputation for unmatched experience and quality work that generates tangible results. We are committed to providing services that are unsurpassed in both quality and scope to meet the changing needs of our clients.

Although our Appeals Division is located in our Austin office, we also maintain fully-staffed offices in Alice, Allen, Beaumont, Brownsville, Conroe, Corpus Christi, Corsicana, Dallas, Eagle Pass, Edinburg, El Paso, Fort Stockton, Fort Worth, Greenville, Houston, Kaufman, Liberty, Livingston, Longview, Lufkin, Mesquite, Odessa, Orange, Paris, Richmond, Rockwall, San Angelo, San Antonio, Sherman, Texas City, Tyler, Victoria, Waco, and Waxahachie to ensure our 1,965 ad valorem tax clients receive prompt and personal service.

Of these clients, 440 are school districts ranging from smaller districts up to districts as large as Houston, Dallas, and El Paso ISDs. Each of these offices and our more than 900 Texas staff members are prepared to assist our appeals division.

In summary, Linebarger offers experienced and qualified personnel in Texas to prepare an appeal or audit of a property value study that will effectively maximize state funding and reduce unnecessary demands on your taxpayers.

Property Value Appeal Services

Our Property Value Study Appeal Clients

Our Property Value Study Appeals Division represents 220 school districts for their Property Value Study Appeals. The vast majority of our school district clients have continually retained our firm for Property Value Study appeals services for many years.

Fees

Comprehensive Administrative, Self-Report Appeals and Audits

We provide our appeal and audit services on a contingency fee basis; our clients incur no expense unless an appeal or audit is necessary. We bill our clients only for additional state funding or reductions in shared local revenue (recapture) due to our appeal or audit. When this occurs, we invoice our contingent fee as our clients receive state funding adjustments due to our appeal or audit. This fee arrangement reduces their budget demands and allows a school district access to the additional state aid funds/recapture reduction provided by our appeal or audit.

Eligibility Assignment Appeals

Our appeals division can assist your district with an eligibility assignment appeal of the 2026 Property Value Study. Other fee arrangements for appeals related to eligibility assignments under Section 403.3011 of the Texas Government Code are available.

If your district decides to appeal to preserve future eligibility, please contact us to determine our fees and types of assistance available. Since these types of Property Value Study value assignments are not known until the release of the Comptroller's findings on January 31, 2027, time to prepare appeals is limited.

RAINS ELEMENTARY

Campus Improvement Plan
2026/2027

Stronger Together



Jennifer Dracos
1759 W. HWY 69 Emory, Tx
903-473-2222
dracosj@rainsisd.org

Date Reviewed:

Date Approved:

RAINS ELEMENTARY

Mission

All in. All together. Investing in OUR kids. Rains County is stronger together.
3 Towns 1 School - Stronger Together

Vision

In the pusuit of excellence:
We value community parternships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.

Nondiscrimination Notice
RAINS ELEMENTARY 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.

RAINS ELEMENTARY Site Base

Name	Position
Lutz, Mandy	Campus Administrator
Sheppard, Lori	Teacher
Glover, Leslie	Teacher
Hiser, Brigada	Teacher
Bangs, Keri	Community Member
Clarkston, Jim	Community Member
Douglas, Kevin	Parent
Hollon, Kelsi	Parent
McMillan, Shatoya	Teacher
Egan-Brown, Cassity	Teacher
Dracos, Jennifer	Campus Administrator

Resources

Resource	Source
Carl Perkins	Federal
E-Rate Funds	Federal
ESSER	Federal
Federal Grants	Federal
Federal Title I Funding	Federal
Special Education Funding	Federal
Title I	Federal
Title II, A	Federal
Title III	Federal
Title IV Funding	Federal
Title V, RLIS	Federal
Campus Budget	Local
Technology Budget	Local
County Safety Funds	Other

RAINS ELEMENTARY

Goal 1. (Student Achievement and Academic Growth) Rains Elementary will increase student achievement and academic growth through rigorous TEKS-aligned Tier I instruction, effective implementation of high-quality instructional materials, data driven instructional response, and timely intervention and enrichment for every learner.

Objective 1. (Early Literacy) By May 2027, at least 85% of K–2 students will meet grade-level reading benchmarks or demonstrate expected annual growth, as measured by district-approved literacy assessments. The percentage meeting grade-level benchmarks will increase by at least 10 percentage points from beginning-of-year to end-of-year assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Bluebonnet Reading Language Arts with fidelity in all K–2 classrooms, ensuring TEKS alignment, lesson internalization, and consistent instructional practices. (Title I SW Elements: 2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1)	Administrators, Instructional Coach(es), Teachers	8//26-5/27/27		
2. Implement UFLI Foundations during the daily WIN block to provide explicit, systematic phonics instruction aligned to individual student needs. (Title I SW Elements: 1.1,2.2) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1)	Assistant Principal, Classroom Teachers, Instructional Coach(es), Interventionist(s), Principal(s), Teachers	August 2026-May 2027		
3. Conduct collaborative data meetings to analyze literacy performance and adjust instruction. (Title I SW Elements: 1.1,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1)	Assistant Principal, Grade Level Teachers, Instructional Coach(es), Interventionist(s), Principal(s)	August 2027-May 2027		
4. Targeted Small-Group Literacy Instruction Teachers will provide differentiated, explicit small-group literacy instruction during the core reading block based on student assessment data, focusing on phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 3.1,3.3,4.1,5.3,5.4)	Administrators, Classroom Teachers, Instructional Coach(es)	August 2026–May 2027		
5. Literacy Data Tracking and Student Goal Setting Teachers will maintain student literacy data trackers to monitor progress toward grade-level benchmarks. Grade-level teams will review assessment results and establish measurable	Administrators, Instructional Coach(es), Teachers	August 2026–May 2027		

RAINS ELEMENTARY

Goal 1. (Student Achievement and Academic Growth) Rains Elementary will increase student achievement and academic growth through rigorous TEKS-aligned Tier I instruction, effective implementation of high-quality instructional materials, data driven instructional response, and timely intervention and enrichment for every learner.

Objective 1. (Early Literacy) By May 2027, at least 85% of K–2 students will meet grade-level reading benchmarks or demonstrate expected annual growth, as measured by district-approved literacy assessments. The percentage meeting grade-level benchmarks will increase by at least 10 percentage points from beginning-of-year to end-of-year assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instructional goals for students not meeting expectations. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.3,4,4.1,5,5.3,5.4)				
6. Reading Instructional Walkthroughs Administrators and instructional coaches will conduct focused literacy walkthroughs to monitor implementation of Bluebonnet RLA, instructional delivery, student engagement, and evidence of student learning. (Title I SW Elements: 2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 1,2) (ESF: 1.2,2,2.1,3,3.1,3.3,4,4.1,5,5.2)	Administrators, Instructional Coach(es)	August 2026–May 2027		

RAINS ELEMENTARY

Goal 1. (Student Achievement and Academic Growth) Rains Elementary will increase student achievement and academic growth through rigorous TEKS-aligned Tier I instruction, effective implementation of high-quality instructional materials, data driven instructional response, and timely intervention and enrichment for every learner.

Objective 2. (Mathematics) By May 2027, at least 85% of K–2 students will meet grade-level mathematics benchmarks or demonstrate expected annual growth, with a minimum 10-percentage-point increase in students meeting grade-level benchmarks from beginning-of-year to end-of-year assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Bluebonnet Math with fidelity, including daily TEKS-aligned instruction and consistent use of adopted instructional materials. (Title I SW Elements: 2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2)	Administrators, Instructional Coach(es), Teachers	August 2026-May 2027		
2. Utilize formative assessments, exit tickets, and student work analysis to identify misconceptions and provide timely instructional adjustments. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3,5.4)	Administrators, Instructional Coach(es), Teachers	August 2026-May 2027		
3. Targeted Mathematics Small-Group Instruction Teachers will provide differentiated small-group mathematics instruction based on formative assessment data to address gaps in number sense, computation, mathematical reasoning, and problem-solving. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3,5.4)	Administrators, Instructional Coach(es), Teachers	August 2026–May 2027		
4. Mathematics Data-Driven PLCs Grade-level teams will collaboratively analyze Bluebonnet Math assessments and student work to identify instructional gaps, plan reteaching, and develop enrichment opportunities. (Title I SW Elements: 1.1,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,4,4.1)	Administrators, Instructional Coach(es), Teachers	August 2026–May 2027		
5. Mathematics Instructional Coaching Instructional coach will support teachers through modeling, co-planning, classroom observations, and feedback focused on effective implementation of Bluebonnet Math and developmentally appropriate mathematics	Administrators, Instructional Coach(es)	August 2026–May 2027		

RAINS ELEMENTARY

Goal 1. (Student Achievement and Academic Growth) Rains Elementary will increase student achievement and academic growth through rigorous TEKS-aligned Tier I instruction, effective implementation of high-quality instructional materials, data driven instructional response, and timely intervention and enrichment for every learner.

Objective 2. (Mathematics) By May 2027, at least 85% of K–2 students will meet grade-level mathematics benchmarks or demonstrate expected annual growth, with a minimum 10-percentage-point increase in students meeting grade-level benchmarks from beginning-of-year to end-of-year assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instruction. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2,2.1,3,3.1,4,4.1,5,5.2)				

RAINS ELEMENTARY

Goal 1. (Student Achievement and Academic Growth) Rains Elementary will increase student achievement and academic growth through rigorous TEKS-aligned Tier I instruction, effective implementation of high-quality instructional materials, data driven instructional response, and timely intervention and enrichment for every learner.

Objective 3. (High Quality Instruction and Teacher Effectiveness) By May 2027, 100% of K–2 teachers will participate in ongoing lesson internalization and professional learning, and at least 90% of instructional walkthroughs will demonstrate effective TEKS-aligned instruction, student engagement, and checks for understanding, using a consistent campus walkthrough tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Learning Walks Administrators and instructional coaches will facilitate collaborative learning walks to identify effective instructional practices, monitor campuswide instructional priorities, and promote consistency in implementation of high-quality instructional materials. (Title I SW Elements: 2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2)	Administrators, Instructional Coach(es), Teachers	August 2026-May 2027		
2. Data-Driven Professional Learning Communities Grade-level teams will participate in structured PLCs focused on student learning outcomes, assessment analysis, lesson internalization, instructional planning, and response to student needs. (Title I SW Elements: 2.2) (Strategic Priorities: 1,2) (ESF: 4,4.1,5,5.1,5.2)	Administrators, Instructional Coach(es), Teachers	August 2026-May 2027		
3. Provide job-embedded professional development and instructional coaching based on identified teacher and student needs. (Title I SW Elements: 2.2) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 1,2) (ESF: 1,1.2,2.1,5.1,5.2)	Administrators, Instructional Coach(es), Teachers	August 2026-May 2027		
4. Individualized Teacher Growth and Support Administrators and instructional coaches will provide differentiated professional learning and coaching opportunities aligned to T-TESS dimensions, classroom walkthrough evidence, and identified instructional needs. (Title I SW Elements: 1.1,2.5) (Target Group: K,1st,2nd) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5,5.2)	Administrators, Instructional Coach(es)	August 2026–May 2027		

RAINS ELEMENTARY

Goal 2. (Targeted Intervention and Student Growth) Rains Elementary will provide timely, evidence-based academic interventions to ensure students experiencing learning difficulties receive individualized support.

Objective 1. By May 2027, at least 80% of students receiving Tier 2 or Tier 3 academic intervention will demonstrate measurable progress toward individualized reading or mathematics intervention goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a protected 60-minute daily WIN block focused on targeted intervention and enrichment. (Title I SW Elements: 2.2) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Instructional Coach(es), Teachers	August 2026-May 2027		
2. Conduct MTSS meetings to review student performance, intervention effectiveness, and instructional adjustments. (Title I SW Elements: 2.2) (Target Group: K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3,3.3,5,5.1,5.3,5.4)	Administrators, Teachers	August 2026-May 2027		
3. Progress Monitoring and Intervention Adjustments Teachers and interventionists will conduct ongoing progress monitoring of students receiving Tier 2 and Tier 3 interventions and adjust instructional strategies, groupings, and intervention intensity based on individual student performance. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,4,4.1,5,5.3,5.4)	Administrators, Instructional Coach(es), Interventionist(s), Teachers	August 2026–May 2027		
4. Data-Based Intervention Grouping Students will be grouped for targeted reading and mathematics intervention according to specific skill deficits identified through diagnostic and formative assessments. Groups will be adjusted as students demonstrate progress. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,4,4.1,5,5.3,5.4)	Administrators, Instructional Coach(es), Interventionist(s), Teachers	August 2026–May 2027		
5. Family Communication Regarding Intervention Progress Teachers and interventionists will communicate with families regarding student intervention	Administrators, Teachers	Each grading period and a		

RAINS ELEMENTARY

Goal 2. (Targeted Intervention and Student Growth) Rains Elementary will provide timely, evidence-based academic interventions to ensure students experiencing learning difficulties receive individualized support.

Objective 1. By May 2027, at least 80% of students receiving Tier 2 or Tier 3 academic intervention will demonstrate measurable progress toward individualized reading or mathematics intervention goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
needs, academic progress, and strategies to reinforce foundational skills at home. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,3.4,4,4.1,5,5.3,5.4)				

RAINS ELEMENTARY

Goal 3. (Safe and Positive School Culture) Rains Elementary will maintain a safe, nurturing, and supportive school environment that promotes positive student behavior, social-emotional development, and student success.

Objective 1. By May 2027, Rains Elementary will decrease documented student behavior incidents by 15% compared with the established baseline and ensure that 100% of classrooms implement campuswide behavioral expectations and social-emotional learning routines.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement consistent campuswide behavioral expectations through the Rains Elementary Playbook. (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,3,3.1,3.2,5,5.1)	All Staff Members	August 2026-May 2027		
2. Provide daily social-emotional learning opportunities and explicit instruction in self-regulation, conflict resolution, and positive relationships. (Second Step) (Title I SW Elements: 2.6) (Target Group: PRE K,K,1st,2nd) (ESF: 3,3.1,3.2,3.3)	Administrators, Classroom Teachers	August 2026-May 2027		
3. Maintain consistent school safety practices through staff training, emergency drills, and monitoring of campus procedures. (Target Group: All) (ESF: 3.1)	All Staff Members	August 2026-May 2027		
4. Positive Behavior Recognition Implement a campus-wide positive behavior recognition system aligned with the Rains Elementary Playbook to reinforce expected behaviors, student responsibility, leadership, and positive relationships. (Title I SW Elements: 1.1,2.6) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 1) (ESF: 3,3.1,3.2,3.3,5,5.1)	All Staff Members	August 2026–May 2027		
5. Proactive Behavior Intervention and Support Utilize student behavior data to identify recurring concerns and implement individualized behavior supports, including parent communication, counseling support, and developmentally appropriate interventions. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 1,2,4) (ESF: 3,3.1,3.2,3.3,3.4,5,5.1)	Administrators, Counselor, Teachers	August 2026–May 2027		

RAINS ELEMENTARY

Goal 3. (Safe and Positive School Culture) Rains Elementary will maintain a safe, nurturing, and supportive school environment that promotes positive student behavior, social-emotional development, and student success.

Objective 2. By May 2027, Rains Elementary will maintain an average daily attendance rate of at least 95% through promotion of regular student attendance through positive recognition, family communication, and early intervention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance weekly and identify students demonstrating patterns of excessive absences. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.4)	Administrators	August 2026-May 2027		
2. Attendance Recognition and Incentives Implement positive attendance recognition to encourage consistent student attendance, recognize improvement, and promote the importance of daily participation in instruction. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.4)	Administrators, PEIMS Department, Teachers	August 2026–May 2027		
3. Early Attendance Intervention Identify students demonstrating patterns of chronic absenteeism and implement targeted family communication and individualized attendance improvement plans to address barriers to regular attendance. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)	Administrators, Counselor, Teachers			
4. Family Attendance Awareness Communicate the relationship between regular attendance and academic success through campus newsletters, Class Dojo, parent conferences, and schoolwide communication. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)	Administrators, Counselor, Teachers	August 2026–May 2027		

RAINS ELEMENTARY

Goal 4. (Student Engagement, Readiness and Community Partnership) Rains Elementary will strengthen partnerships among school, home, and community to support student learning and promote a positive campus culture while promote regular student attendance through positive recognition, family communication, and early intervention.

Objective 1. By May 2027, Rains Elementary will increase documented family participation in campus events by 15% compared with the previous school year and provide regular school-to-home communication to 100% of families through accessible communication channels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide consistent communication regarding student progress, campus events, instructional priorities, and opportunities for family participation. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	All Staff Members	August 2026-May 2027		
2. Parent-Teacher Academic Partnerships Provide regular opportunities for parents and teachers to collaborate regarding student academic progress, attendance, behavior, and individualized learning needs through conferences and ongoing communication. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	All Professional Staff	August 2026-May 2027		
3. Family Literacy and Mathematics Engagement Provide opportunities for families to participate in literacy and mathematics learning experiences that strengthen understanding of grade-level expectations and provide strategies to support student learning at home. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)	Administrators, All Professional Staff	Each semester		
4. Parent Feedback and Campus Improvement Provide opportunities for parents and families to share feedback regarding campus communication, student learning, school culture, and family engagement through surveys and stakeholder meetings.	Administrators	Spring Semester		
5. Community Partnerships and Student Opportunities Strengthen partnerships with local organizations, businesses, and community members to provide resources, student	Administrators, Counselor, Teachers	August 2026–May 2027		

RAINS ELEMENTARY

Goal 4. (Student Engagement, Readiness and Community Partnership) Rains Elementary will strengthen partnerships among school, home, and community to support student learning and promote a positive campus culture while promote regular student attendance through positive recognition, family communication, and early intervention.

Objective 1. By May 2027, Rains Elementary will increase documented family participation in campus events by 15% compared with the previous school year and provide regular school-to-home communication to 100% of families through accessible communication channels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
recognition opportunities, and meaningful engagement experiences that support student learning and campus culture. (Title I SW Elements: 2.1) (Target Group: PRE K,K,1st,2nd) (ESF: 3,3.1,3.4)				

Demographics

Demographics Data Sources

Attendance
Class, School, and Special Program Schedules
Classroom and School Walkthrough Data
Classroom Technology Needs
Common Benchmark Assessments
Communication: Formal and Informal
Community Demographics
Community Input
Demographic Data
Disaggregated STAAR Data
Discipline Referrals
Enrollment
Ethnicity
Failure Lists
Family and Community Participation Counts
Growth Projections
Highly Qualified Staff
Homeless Students
Instructional Design/Delivery
Interviews
Leadership and Administrative Support Structures
Master Schedule
Multi-Year Trends
Paraprofessional and Other Staff Qualifications
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Conferences or Meetings
Parent Participation
Recruitment and Retention Rates and Other Data
Results Driven Accountability (RDA)
Safe Schools Checklist
Schedule for Student Support Services
School Map and Physical Environment
Scope and Sequence and Pacing Guide Documents
Special Program Participation
Staff Development

Comprehensive Needs Assessment

Demographics Data Sources (Continued)

Staff Mobility/Stability
Survey and Interviews of Students/Staff/Parents
Teacher Certifications/Qualifications Data
Technology
Texas Teacher Evaluation & Support System (T-TESS)

Demographics Strengths

Diversity is increasing
Intervention available for at-risk
CIS program is helping students and families
Make all students feel valued

Demographics Weaknesses

SPED staffing that is consistent and trained
Training for staff for at-risk and SPED
Resources for homeless families
Mental health outreach
GT program
Community outreach programs

Demographics Needs

SPED staffing that is consistent and trained
Training for staff for at-risk and SPED
Resources for homeless families
Mental health outreach
GT numbers and exposure
Community outreach programs

Demographics Summary

Action Plan:
Increase SPED training for all staff members.
Promote the CIS program and what it can offer the community.
Have already made steps towards improving GT through streamlined portfolios and CogAT testing.

Student Achievement

Student Achievement Strengths

Use of standardized assessments to gather data
Utilization of MTSS for monitor/discuss
Identifying students for special programs
Use of data reports in parent-teacher conferences

Student Achievement Weaknesses

Difficulty in critical thinking and vocabulary
Vertical alignment
Streamlining of assessments
Data reports can be hard for parents to read and do not give "whole picture" of the student

Student Achievement Needs

Difficulty in critical thinking and vocabulary
Curriculum for phonics and phonemic awareness
Vertical alignment
Streamlining of assessments
Data reports can be hard for parents to read and do not give "whole picture" of the student

School Culture and Climate

School Culture and Climate Strengths

Family events
Welcoming campus
Emphasis on positivity and communication
Positive relationships between staff
Effective communication from the campus

School Culture and Climate Weaknesses

Parent conferences during PD days
More staff teambuilding
More planning time for teams

School Culture and Climate Needs

Parent conferences during PD days
More staff teambuilding
More planning time for teams

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

4-day work week
Casual dress

Staff Quality, Recruitment and Retention Strengths (Continued)

Small town atmosphere
Staff support and training

Staff Quality, Recruitment and Retention Weaknesses

Competitive salary
Incentives for staying long term
Increased pay for paraprofessionals
Behavior support & training
More fully certified staff

Staff Quality, Recruitment and Retention Needs

Competitive salary
Incentives for staying long term
Increased pay for paraprofessionals
Behavior support & training
More fully certified staff

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Variety of assessments
TEKS alignment

Curriculum, Instruction and Assessment Weaknesses

Training for upcoming Bluebonnet curriculum
Hard copies of resources when applicable
Strong phonics program
Vertical and horizontal alignment
Strong Tier 1 instruction
Effective technology

Curriculum, Instruction and Assessment Needs

Training for upcoming Bluebonnet curriculum
Hard copies of resources when applicable
Strong phonics program
Vertical and horizontal alignment
Strong Tier 1 instruction
Effective technology

Family and Community Involvement

Family and Community Involvement Strengths

Literacy night and other family engagement nights
Class Dojo
Facebook
PTO support

Family and Community Involvement Weaknesses

Engagement across campuses
Keep up or increase family engagement events
Parent conferences on PD Fridays

Family and Community Involvement Weaknesses (Continued)

More volunteers within the school

Family and Community Involvement Needs

Engagement across campuses
Keep up or increase family engagement events
Parent conferences on PD Fridays
More volunteers within the school

School Context and Organization

School Context and Organization Strengths

Weekly email for staff
HUB for resources
Clear schedules and duty roster
Mentor program

School Context and Organization Weaknesses

New Teacher Academy from district
Cosmetic needs for school building
Increased cameras for safety
Black and white district expectations

School Context and Organization Needs

New Teacher Academy from district
Cosmetic needs for school building
Increased cameras for safety
Reminders of expectations for staff and resources available
Black and white district expectations-systems

Technology

Technology Strengths

NewLine TVs
Classroom sets of devices
Helpful technology department

Technology Weaknesses

More devices for students
NewLine or other smartTVs in all classrooms (with training)
Updated teacher computers
Laptops for teachers that are mobile
Stronger WiFi

Technology Needs

More devices for students
NewLine or other smartTVs in all classrooms (with training)
Updated teacher computers
Laptops for teachers that are mobile
Stronger WiFi

Comprehensive Needs Assessment Data Sources

Assessment of Technology Skills
At-Risk by Category
Attendance
Class, School, and Special Program Schedules
Classroom and School Walkthrough Data
Classroom Technology Needs
Enrollment
Ethnicity
Family and Community Participation Counts
Highly Qualified Staff
Homeless Students
Leadership and Administrative Support Structures
Master Schedule
Multi-Year Trends
Other Staff Effectiveness Data
Paraprofessional and Other Staff Qualifications
Parent and Community Partnership Data
Parent Conferences or Meetings
Parent Participation
PEIMS Reports
Recruitment and Retention Rates and Other Data
Safe Schools Checklist
Schedule for Student Support Services
School Map and Physical Environment
Scope and Sequence and Pacing Guide Documents
Special Program Participation
Survey and Interviews of Students/Staff/Parents
Teacher Certifications/Qualifications Data

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers

- Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance
- Ensure **compliance**, effectively **implement legislation** and **inform** policymakers
- Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - https://tea.texas.gov*

RAINS INTERMEDIATE

Campus Improvement Plan
2026/2027

Stronger Together



JC Vance
409 FM 3299 Emory, Tx
903-473-2222
vancej@rainsisd.org

Date Reviewed: 04/29/2026

Date Approved:

RAINS INTERMEDIATE

Mission

All in. All together. Investing in OUR kids. Rains County is stronger together.
3 Towns 1 School - Stronger Together

Vision

In the pusuit of excellence:
We value community parternships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.

Nondiscrimination Notice
RAINS INTERMEDIATE 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.

Resources

Resource	Source
Carl Perkins	Federal
E-Rate Funds	Federal
ESSER	Federal
Federal Grants	Federal
Federal Title I Funding	Federal
Special Education Funding	Federal
Title I	Federal
Title II, A	Federal
Title III	Federal
Title IV Funding	Federal
Title V, RLIS	Federal
Campus Budget	Local
Technology Budget	Local
County Safety Funds	Other

RAINS INTERMEDIATE

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Expectations) Students and district personnel will be held to consistent and high expectations that will result in growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	5/29/27	(S)IMA - Curriculum	Criteria: Teacher observations 11/11/24 - Significant Progress 12/04/23 - Some Progress
2. Create a campus-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (Target Group: All) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	5/29/27		Criteria: Agendas for meetings 12/04/23 - Significant Progress
3. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Target Group: All) (ESF: 4.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	5/29/27		Criteria: PLCs, Grade level meetings, and student data 11/11/24 - Significant Progress 12/04/23 - Some Progress
4. Implement tiered supports that increase student achievement and improve school climate, as measured by a 10% increase in student performance on STAAR. We aim to see a positive upward trend across all survey results, reflecting continuous growth in stakeholder satisfaction, engagement, and overall campus climate. (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, All Professional Staff, All Staff Members	5/29/27		Criteria: Student academic and behavior data.

RAINS INTERMEDIATE

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 2. (Professional development) Provide opportunities for relevant and professional development for all staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Target Group: All) (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	5/29/27	(F)Title I - $15,000	11/11/24 - Some Progress 12/04/23 - Some Progress

RAINS INTERMEDIATE

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 3. (Retain highly effective staff.) S1 - Provide the support necessary for staff members to thrive and feel fully supported in their roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide timely and meaningful feedback on professional practices to support continous improvement. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	ongoing		11/11/24 - Some Progress 11/11/24 - Pending
2. Administration will provide each teacher with timely written feedback a minimum of three times per year to support instructional growth, professional reflection, and continuous improvement. (Target Group: All) (Strategic Priorities: 1) (ESF: 5.2)	Assistant Principal, Assistant Superintendent for Curr/Instruction, Principal(s)	ongoing		Criteria: August 2026- Beginning 04/28/26 - No Progress
3. Provide teachers with additional protected planning time each nine weeks to support instructional preparation, collaboration, data analysis, and improved student outcomes. (Target Group: All) (Strategic Priorities: 1) (ESF: 5.3)	Assistant Principal, Principal(s)	2026-2027 school year		

RAINS INTERMEDIATE

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 1. (Success will be achieved by engaged students having input, being heard, and feeling connected.) S1- Strategically collect and analyze input from all members of the learning community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (ESF: 1,1.1,1.2,3,3.1,3.4)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	5/29/27		Criteria: Rosters and agendas of meetings and PLCs. 11/11/24 - Significant Progress
2. Develop and administer student surveys throughout the school year to gather feedback on campus climate, student experiences, and school programs in order to guide continuous improvement efforts. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1)	Assistant Principal, Assistant Superintendent for Curr/Instruction, Principal(s)	December and April		Criteria: Student survey data
3. Implement schoolwide challenges and rewards that recognize and celebrate student achievement in academic areas. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3)	Assistant Principal, Assistant Superintendent for Curr/Instruction, Principal(s)	monthly		Criteria: Monthly winners of schoolwide academic challenges and behavior challenges.

RAINS INTERMEDIATE

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 2. (Students will be challenged because they feel safe, comfortable, and cared for by district personnel) S1- Create systems of campus safety across campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year-long character development programs on campus. (Target Group: All) (ESF: 3,3.2,3.3)	Counselor, Principal(s)	5/29/27		11/11/24 - Some Progress
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHATT, etc.). (Title I SW Elements: 2.1) (Target Group: AtRisk) (ESF: 3,3.1,3.2,3.3,3.4)	Counselor, Principal(s)	ongoing		11/11/24 - Some Progress
3. Increase visible staff and administrator presence during morning arrival, lunch periods, and hallway transitions to promote student safety, strengthen relationships, and maintain a positive, orderly campus environment. (Target Group: All) (ESF: 3.3)	Assistant Principal, Assistant Superintendent for Curr/Instruction, Principal(s), Teachers			

RAINS INTERMEDIATE

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 3. (Parents and community will be connected through open communication, events, and engagement.) S1- Increased opportunitites for parent engagement and community partnerships through programs, parent nights and school day activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide various opportunities for meaningful involvement with parents, community members, and local businesses during the school day and at extracurricular events to strengthen partnerships, increase engagement, and support student success. Curriculum Night Math Night Reading Night (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Administrators	Annually		Criteria: Number of parents participating 11/11/24 - Some Progress
2. Offer scheduled parent-teacher conferences each school year to provide families with opportunities to meet with teachers, discuss student progress, and strengthen home-school communication. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.3,3.4)	Assistant Principal, Assistant Superintendent for Curr/Instruction, Principal(s)			

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 1. (Student growth) According to MAP, WIN intervention labs will produce a growth in at-risk students equal to one-grade level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. According to MAP data, all students will grow by at least one academic year from where they started the 26/27 school year. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 5,5.3)	Administrators, Classroom Teachers, Dyslexia Teacher, Instructional Coach(es), Interventionist(s)	5/29/27		Criteria: MAP data at the end of the 26/27 school year.
2. Implement ongoing assessments to monitor student progress. Teachers and staff will provide timely feedback to help students understand their areas for improvement and celebrate their successes. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.3,5,5.1,5.3)	Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		Criteria: Weekly PLC meetings and testing data

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 2. (Math STAAR Achievement) The total student population will increase from 24% to 58% "Meets" on the Math STAAR test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly PLCs where teachers unpack the upcoming Bluebonnet lessons, anticipate misconceptions, and plan the Meets-level rigor (multi-step, explain-your-thinking tasks). Use short observation and feedback cycles of 10–15 minutes, focused on one look-for, such as student talk and justification. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 4,4.1)	Administrators, Classroom Teachers, Department Heads, Instructional Coach(es)	5/29/27		Criteria: STAAR scores for the 26/27 school year.
2. Dedicated intervention labs will provide additional support for core subjects. Based on their STAAR performance and MAP data, these labs will focus on specific areas where students are struggling. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.4)	Instructional Coach(es), Interventionist(s), Principal(s)	Ongoing		

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 3. (Reading STAAR Achievement) The total student population will increase from 42% to 55% "Meets" on the Reading STAAR test.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly PLCs where teachers unpack the upcoming Bluebonnet lessons, anticipate misconceptions, and plan the Meets-level rigor (multi-step, explain-your-thinking tasks). Use short observation and feedback cycles of 10–15 minutes, focused on one look-for, such as student talk and justification. (Target Group: All) (ESF: 4,4.1)	Administrators, Classroom Teachers, Department Heads, Instructional Coach(es)	5/29/27		Criteria: STAAR scores for the 26/27 school year.
2. Dedicated intervention labs will provide additional support for core subjects. Based on their STAAR performance and MAP data, these labs will focus on specific areas where students are struggling. (Title I SW Elements: 1.1) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.4)	Instructional Coach(es), Interventionist(s), Principal(s)	Ongoing		

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 4. (STAAR Math Achievement - African American students) By the end of the 2026–27 school year, increase the percentage of Hispanic students in grades 3–5 performing at Meets or above on Math STAAR from 20% to 44%, through strong Tier 1 instruction, responsive intervention, frequent data review, and family partnership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly PLCs where teachers unpack the upcoming Bluebonnet lessons, anticipate misconceptions, and plan the Meets-level rigor (multi-step, explain-your-thinking tasks). Use short observation and feedback cycles of 10–15 minutes, focused on one look-for, such as student talk and justification. (Title I SW Elements: 1.1,2.5) (Target Group: AA) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Classroom Teachers, Title I Staff	May 2027		Criteria: STAAR data
2. Review Bluebonnet unit assessments and brief STAAR-style checks; disaggregate results by African American students and TEKS to identify strengths and priority needs. (Title I SW Elements: 2.5) (Target Group: AA) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Administrators, Classroom Teachers, Interventionist(s)	monthly		Criteria: STAAR/Testing Data

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 5. (STAAR Reading Achievement - African American students) By the end of the 2026–27 school year, increase the percentage of African American students in grades 3–5 performing at Meets or above on Reading STAAR from 24% to 58%, through strong Tier 1 instruction, responsive intervention, frequent data review, and family partnership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly PLCs where teachers unpack the upcoming Bluebonnet lessons, anticipate misconceptions, and plan the Meets-level rigor (multi-step, explain-your-thinking tasks). Use short observation and feedback cycles of 10–15 minutes, focused on one look-for, such as student talk and justification. (Title I SW Elements: 1.1,2.5) (Target Group: AA) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Classroom Teachers, Title I Staff	May 2027		Criteria: STAAR data
2. Review Bluebonnet unit assessments and brief STAAR-style checks; disaggregate results by African American students and TEKS to identify strengths and priority needs. (Title I SW Elements: 2.5) (Target Group: AA) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Administrators, Classroom Teachers, Interventionist(s)	monthly		Criteria: STAAR/Testing Data

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 6. (STAAR Math Achievement - Hispanic students) By the end of the 2026–27 school year, increase the percentage of Hispanic students in grades 3–5 performing at Meets or above on Math STAAR from 18% to 53%, through strong Tier 1 instruction, responsive intervention, frequent data review, and family partnership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly PLCs where teachers unpack the upcoming Bluebonnet lessons, anticipate misconceptions, and plan the Meets-level rigor (multi-step, explain-your-thinking tasks). Use short observation and feedback cycles of 10–15 minutes, focused on one look-for, such as student talk and justification. Make sure bilingual and emergent bilingual students get language supports during core math: sentence stems, math vocabulary routines, visuals, and partner talk. (Title I SW Elements: 2.5) (Target Group: H) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Classroom Teachers, ESL Teacher(s), Title I Staff	May 2027		Criteria: STAAR data
2. Review Bluebonnet unit assessments and brief STAAR-style checks; disaggregate results by Hispanic students and TEKS to identify strengths and priority needs. (Title I SW Elements: 1.1,2.5) (Target Group: H) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3)	Administrators, Classroom Teachers, Interventionist(s)	Monthly		

RAINS INTERMEDIATE

Goal 3. (Academics) All students deserve high quality educational opportunities.

Objective 7. (STAAR Reading Achievement - Hispanic students) By the end of the 2026–27 school year, increase the percentage of Hispanic students in grades 3–5 performing at Meets or above on Reading STAAR from 38% to 49%, through strong Tier 1 instruction, responsive intervention, frequent data review, and family partnership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly PLCs where teachers unpack the upcoming Bluebonnet lessons, anticipate misconceptions, and plan the Meets-level rigor (multi-step, explain-your-thinking tasks). Use short observation and feedback cycles of 10–15 minutes, focused on one look-for, such as student talk and justification. Make sure bilingual and emergent bilingual students get language supports during core math: sentence stems, math vocabulary routines, visuals, and partner talk. (Title I SW Elements: 2.5) (Target Group: H) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Classroom Teachers, ESL Teacher(s), Title I Staff	May 2027		Criteria: STAAR data
2. Review Bluebonnet unit assessments and brief STAAR-style checks; disaggregate results by Hispanic students and TEKS to identify strengths and priority needs. (Title I SW Elements: 1.1,2.5) (Target Group: H) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Administrators, Classroom Teachers, ESL Teacher(s), Interventionist(s)	monthly		Criteria: Bluebonnet/Testing Data

Comprehensive Needs Assessment

RAINS INTERMEDIATE Site Base

Name	Position
Vance, Justin	Campus Administrator
Asbill, Dusty	Campus Manager
Bartley, Ginger	Campus Manager
Mcmullen, Kristin	Teacher
Banks, David	Community Member
Massey, Jeni	Teacher
McKinney, Kristin	Teacher
Williams, Whitney	Teacher
Donley, Elizabeth	Teacher
Sage, Jennifer	Paraprofessional
Shreves, Leah	parent
Dunning, Ron	Parent

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov

RAINS HIGH SCHOOL

Campus Improvement Plan
2026/2027

Stronger Together



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Date Reviewed:

Date Approved:

RAINS HIGH SCHOOL

Mission

All in. All together. Investing in OUR kids. Rains County is stronger together.
3 Towns 1 School - Stronger Together

Vision

In the pusuit of excellence:
We value community parternships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.

Nondiscrimination Notice
RAINS HIGH SCHOOL 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.

RAINS HIGH SCHOOL Site Base

Name	Position
Harris, Sharee	Counselor
McNair, Lynlee	Dean of Students
Fisher, Robert	CTE Director
Akin, Jeff	Principal
Clayton, Kortney	Assistant Principal
Lance, Jonathan	Teacher/Audio Video
Samples, Janet	Teacher
Cockrell, Sherri	Teacher
Wallace, Shantil	Teacher
Cook, Jeremy	Parent Representative
Roberts, Robert	Parent Representative
Sustaire, Jayde	Business/Community Rep.
Weddle, Carla	Business/Community Rep.
Gowin, Stephen	Business/Community Rep.
Cook, Wyatt	Student
Castro, Layci	Principal Secretary

Resources

Resource	Source
Carl Perkins	Federal
E-Rate Funds	Federal
ESSER	Federal
Federal Grants	Federal
Federal Title I Funding	Federal
Special Education Funding	Federal
Title I	Federal
Title II, A	Federal
Title III	Federal
Title IV Funding	Federal
Title V, RLIS	Federal
Campus Budget	Local
Technology Budget	Local
County Safety Funds	Other

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Students and district personnel will be held to consistent and high expectations that will result in) S1 - Ensure a guaranteed and viable core curriculum implemented with fidelity.S2 - Provide a years worth of growth for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a guaranteed and viable core curriculum implemented with fidelity. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 4,5.1)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Instructional Coach(es)	Current - May 27, 2027	(S)IMA - Curriculum	
2. Develop the RISD definition of guaranteed and viable curriculum. (Title I SW Elements: 2.1,2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1,2,3) (ESF: 1.1,1.2,3,3.2,3.4,5,5.1,5.2,5.3)	Assistant Superintendent for Curr/Instruction	Current - May 27, 2027	(F)Budget Allocations Federal, (L)$200 for suppplies/per teacher, (L)Budget Allocations - $200	
3. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.2,4.1)	Academic Teams, Assistant Superintendent for Curr/Instruction, Campus Administration, Classroom Teachers, CTE Teachers, Dean of Students, Department Heads, Instructional Coach(es)	Current - May 27, 2027		
4. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly) (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Technology Staff	Current - August 4, 2027	(F)Title II, A - $2,000	
5. Create a district-wide process for ongoing vertical planning and alignment of the written, taught, and tested curriculum. (Yearly) (Title I SW Elements: 2.2,2.5) (Target Group: All) (ESF: 4,5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	Current - Oct. 31, 2027		
6. Implement and monitor the efficacy of guaranteed and viable core curriculum in all subject areas.(Yearly) (Title I SW Elements: 2.2,2.5) (Target Group: 9th,10th,11th,12th) (ESF: 1.1,1.2,3.1,3.2,3.3,4.1,5.1,5.2,5.3)	Assistant Superintendent for Curr/Instruction, Classroom Teachers, Department Heads, Instructional Coach(es), Principal(s)	8/4/2026-6/27/2027		Criteria: Department Head meeting along with clear roles for and responsibilities for 1.1 that will help monitor and focus on classroom routines, data driven instruction, mentor support and behavioral expectations of students in the classroom. There will be clear expectations of teachers on time-on-task and

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 1. (Students and district personnel will be held to consistent and high expectations that will result in) S1 - Ensure a guaranteed and viable core curriculum implemented with fidelity.S2 - Provide a years worth of growth for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				being at school on time.
7. Create parameters that define an acceptable years worth of academic growth for a student (Title I SW Elements: 2.1,2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 1.2,3.1,3.2,3.3,3.4,4.1,5.1,5.2,5.3)	Assistant Principal, Assistant Superintendent for Curr/Instruction, Dean of Student Services, Department Heads, Instructional Coach(es), Principal(s)	8/4/2026 - 5/27/2027	(L)Local budget	
8. Create parameters that define an acceptable years worth of social growth for a student. (Target Group: 9th,10th,11th,12th)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Principal(s), Teachers	10/1/2026-11/30/27		
9. Develop the RISD academic growth data points district-wide. (Target Group: All) (Strategic Priorities: 3) (ESF: 1.2,4.1,5.1,5.2,5.3)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	9/1/2026-10/31/2027		
10. Develop the RISD social growth data points district-wide. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.2)	Assistant Superintendent for Curr/Instruction, Counselor, Department Heads, Instructional Coach(es), Principal(s)	1/8/2026-1/6/2027	(F)Title IV Funding - $5,000	
11. Develop a district-wide process for data disaggregration and progress monitioring (Title I SW Elements: 1.1,2.5) (Target Group: SPED,504,9th,10th,11th,12th) (ESF: 1.2,3.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	8/9/2026-5/20/2027		
12. Develop and create a district-wide calendar for ongoing progress monitoring: Progress monitoring will be set on a monthly basis except for Biology. Bio will be progress monitored by the unit. (Title I SW Elements: 2.2) (Target Group: 9th,10th,11th,12th) (ESF: 1.2,3,3.1,3.2,4.1,5.1,5.3)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	8/9/2027	(L)Campus Budget	

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 2. (Coordinate the entire instructional program to support student success across all student groups.) S1 - Provide equitable instruction that is differentiated to meet all students' needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2026-On-going	(F)Title I - $10,000	
2. Develop district and campus processes for the collection, disaggregration, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Assistant Superintendent for Curr/Instruction, Director of Federal Programs and Accountability, Principal(s), Special Education Director	10/1/2026-11/30/2026		
3. Students in the following programs will show measurable progress as indicated by the 2022-2023 RDA and Accountability Reports: Special Education, English as a Second Language (ESL), Other Special Populations, and Career and Technical Education (CTE). The LEA ensures that the activities under Title II, Part A will be aligned with these challenges in State Academic standards. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Director of Federal Programs and Accountability, Special Education Director	8/2026-8/2027	(F)Title II, A	

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 3. (Commitment to the provision of technology necessary for students to be competitive in the workplace.) S1- Develop a technology replacement cycle. S2- Provide highly effective instructional technology resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: 9th,10th,11th,12th)	Department Heads, Principal(s), Technology Director	8-4-2026- 11/30/2026		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Director of Federal Programs and Accountability, Technology Director	10/1/2026- 11/30/2027		
3. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 5.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
4. Provide ongoing implementation support for instructional technology (software, hardware, and applications).	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Ongoing		
5. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s), Technology Director	Current- 7/6/2027		

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 4. (Provide opportunities for relevant and professional development for all staff.) S1- Student data, campus leadership, and teacher interests will drive professional development options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 5)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	10/1/2026-11/30/2026	(F)Title I - $15,000	
2. incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Assistant Superintendent for Curr/Instruction	1/24/2026-2/29/2027		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Assistant Superintendent for Curr/Instruction, Principal(s)	1/8/2026-1/5/2027		
4. Create and implement a calendar to embed professional development throughout the school year.	Assistant Superintendent for Curr/Instruction, Principal(s)	4/1/2026-6/30/2027		

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 5. (Retain highly effective staff.) S1 - Provide the support necessary for staff members to thrive and feel fully supported in their roles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build new-to-profession and new-to-campus teachers through intentional and thorough training of mentors. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	7/27/2025-8/30/2025		
2. Provide timely and meaningful feedback on professional practices to support continous improvement. (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	9/1/2025-Ongoing		
3. Provide competitive non-monetary incentives and monetary incentives, as resources allow. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Chief of Business Operations, Principal(s)	3/1/2023-6/30/2026		

RAINS HIGH SCHOOL

Goal 1. (Culture) Create a culture of support and high expectations to grow and succeed.

Objective 6. (Recruit highly qualified staff through grassroots and networking efforts.) S1 - The benefits of employment at RISD will be marketed in various networks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RISD will partner with universities, the regional service centers, and teacher preperation programs to market available positions and benefits. (Strategic Priorities: 1)	Assistant Superintendent for Curr/Instruction, Principal(s)	Annually		
2. Continually monitor and grow the FYTA to keep up with top trends and meet the needs of new to the profession teachers. (Strategic Priorities: 1) (ESF: 2)	Assistant Superintendent for Curr/Instruction, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
3. RISD will create recongnizable branding that will be utilized across all platforms to promote the school district. (ESF: 2)	Administrators	Ongoing		
4. Utilize relationships of current staff as brand ambassadors to recruit colleagues from across the state. (Title I SW Elements: 2.1) (Strategic Priorities: 1)	Classroom Teachers	Ongoing		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 1. (Success will be achieved by engaged students having input, being heard, and feeling connected to our) S1- Strategically collect and analyze input from all members of the learning community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students (Title I SW Elements: 2.6) (Target Group: 9th,10th,11th,12th) (ESF: 3.2)	Assistant Superintendent for Curr/Instruction, Department Heads, Principal(s)	6/1/2026-10/2/2027	(L)Activity Funds	
2. Research and analyze the most effective cross-campus focus groups and teams.	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/4/2025-5/2026		
3. Create and implement a caldendar for cross-campus meetings utilizing professional development days. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,3)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	8/1/2026-8/1/2027		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 2. (Students will be challenged because they feel safe, comfortable, and cared for by district personnel) S1- Create systems of campus safety across campusses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus.	Counselor, Principal(s)	6/1/2026-5/30/2027		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk (CIS, TCHATT, etc.). (Title I SW Elements: 2.2,3.1) (Target Group: AtRisk) (ESF: 3,3.3,3.4)	Counselor, Principal(s)	6/1/2026-5/30/2027		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness.	Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention.	Assistant Superintendent for Curr/Instruction	Ongoing	(F)Title I - $10,000	
5. Provide a safe and secure campus from both inside and outside the walls of the building. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (ESF: 1,1.1,1.2,3.2,5.1)		on going	(F)General Funds, (L)Technology Funds	Criteria: Continue with necessary drills that are important to the safety of the students (fire, tornado, shelter, lockdown, hold and evacuate). It is our goal to continue improvements to to the campus that will benefit and enable the needs for a safer campus. 10/27/26 - On Track (S)

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 3. (All district personell are valued, heard, informed, and connected.) S1- Provide 5th-day options on staff development days.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement a calendar for 5th-day options that including relevant professional development as determined in Objective 4	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2026-6/2027		
2. Create and implement a calendar that is dedicated to connecting campus groups and promotes unity amongst all district personnel. (ESF: 3.1)	Assistant Superintendent for Curr/Instruction, Instructional Coach(es), Principal(s)	1/2026-7/2027		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 4. (Parents and community will be connected through open communication, events, and engagement.) S1- Increased opportunitites for parent engagement and community partnerships through programs, parent nights and school day activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a RISD brand campaign to encourage positive community support and school spirit. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	7/1/2025-5/30/2026		
2. Provide various opportunities for meaningful involvement with parents, community, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	Annually		

RAINS HIGH SCHOOL

Goal 2. (Relationships) Trust, safety, and relationships are grown, valued, and maintained to build success.

Objective 5. (With a common goal in mind, students, staff, parents, and community will work together to achieve su) S1- Collaborate and engage with district and community partners to collect important information. S2- Collaborate and engage with district and community partners to effectively plan and communicate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and calendar round table meetings that include: staff,students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 3.1) (ESF: 3.4)	Administrators	8/2023-8/2026		
2. Create and distribute surveys to staff and community that gather information regarding preferred methods of communication.(Yearly) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Superintendent	3/27/2026-6/1/2027 Annual		
3. Research and create a focus group to determine connection events. Group to include staff, students, parents, community leaders, administration, and local businesses. (Title I SW Elements: 1.1,3.1) (Strategic Priorities: 3) (ESF: 1,1.1,3,3.2,3.4)	Principal(s), Superintendent	8/1/2025-5/1/2027		
4. Utilization of centralized communication (Rains ISD App) that is easily accessed by staff, students and community.	Principal(s), Superintendent	3/24/2023-Ongoing		
5. Create and calendar events across campuses that promote school pride and leadership. (secondary to secondary and secondary to elementary).	Principal(s)	8/1/2023-5/1/2027		
6. Utilize Superintendent's Teacher Advisory Council and Superintendent's Student Advisory Council to discuss pressing district concerns.	Superintendent	Ongoing		

RAINS HIGH SCHOOL

Goal 3. (Goal 3 - Academic Growth) Maintain a high standard in the classroom with both teachers and students through teacher/student relationships, high expectations, progress monitoring, CCMR and college readiness.

Objective 1. (Classroom atmosphere) Have a classroom that is safe, welcoming, clean and suitable for student success. Have the appropriate materials needed; rooms decorated where the students feel comfortable; keeping doors locked at all times for safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain a clean and safe environment (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.2,3.4,5.1)	Administrators, Aides, Teachers	throughout the year	(L)Budget Allocations - $250	

RAINS HIGH SCHOOL

Goal 3. (Goal 3 - Academic Growth) Maintain a high standard in the classroom with both teachers and students through teacher/student relationships, high expectations, progress monitoring, CCMR and college readiness.

Objective 2. (College and Career, Military Readiness) Assuring that all seniors are prepared for either college, a career or the military by the time they graduate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will complete the CCMR along with TSI . College bound Students will take the ACT before graduating. Students will also take the PSAT by their Sophomore/Junior year. RHS goal is to have every student graduate core complete with a certificate of completion for in their area of endorsement. (Title I SW Elements: 2.5) (Target Group: 10th,11th,12th) (Strategic Priorities: 3) (ESF: 1,2,2.1,3,3.1,3.2,3.4,4,4.1,5,5.1,5.2)	Administrators, Counselor, Counselor, CTE Director, CTE Teachers	Aug. to May	(L)Budget Allocations	
2. VU scholarships added to help Junior and Seniors with College scholarships. Gives students and parents the opportunity to find the best option for college scholarships and colleges that best suit their options for the future. (Title I SW Elements: 2.1,2.3,2.6,3.1,3.2) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Administrators, Counselor, Counselor	Dec. to May	(O)$3,500.00	

RAINS HIGH SCHOOL

Goal 3. (Goal 3 - Academic Growth) Maintain a high standard in the classroom with both teachers and students through teacher/student relationships, high expectations, progress monitoring, CCMR and college readiness.

Objective 3. (Monitoring student growth) Student growth will be monitored with progress monitoring on a monthly basis. There will be a BOY and EOY to help determine the growth rate throughout the semester/year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will be monitored through progress monitoring and EKS Ready testing (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,4,4.1,5)	Administrators, Counselor, Instructional Coach(es), Teachers	BOY, EOY - PM monthly	(L)Budget Allocations	

Comprehensive Needs Assessment

Demographics

Demographics Strengths

* Rains High School demographics is a population of 504 students with a race of white at 452; African American at 31; Indian/Ak Nat. at 18; Asian at 8 and Nat. HA/Other PI at 2. The school shows a SPED population of 74 students and 111 that are 504. The strengths for Rains ISD and RHS is as follows:

- A close-knit school community allows staff to build positive relationships with students and families and provide individualized support.
- The campus serves a diverse range of learners, providing opportunities to develop inclusive instructional practices that meet students' individual needs; along with a strong CTE program.
- Established relationships with students allow staff to identify barriers to attendance, engagement, and academic progress.

Demographics Weaknesses

- Differences in academic readiness among student groups require differentiated instruction, targeted interventions, and ongoing progress monitoring.
- Variations in family availability, access to transportation, and other outside factors may affect opportunities for parent and family engagement.
- Changes in student enrollment or demographic composition may require adjustments to staffing, instructional resources, and student support services.

Demographics Needs

- The campus needs to regularly disaggregate academic performance data by demographic and student groups to identify achievement gaps, monitor progress, and

Demographics Needs (Continued)

implement evidence-based strategies that promote equitable outcomes.

- The campus needs to strengthen collaboration with families and community partners to increase engagement and connect students with resources that support academic success and overall well-being.
- The campus needs to implement targeted academic interventions and differentiated instructional strategies to address differences in academic readiness and support successful completion of graduation requirements.

Demographics Summary

Rains High School benefits from a close-knit school community, strong relationships between staff and students, and a comprehensive Career and Technical Education (CTE) program that provides opportunities for students to explore career pathways and develop workforce skills. However, differences in academic readiness, family engagement, and student needs may present challenges to consistent academic progress and student success. The campus needs to continue analyzing demographic and academic performance data to identify achievement gaps, implement targeted interventions, strengthen family and community partnerships, and address barriers to attendance and engagement. Continued efforts to provide equitable access to instructional resources, academic support, and college and career readiness opportunities will help ensure all students are prepared for graduation and success beyond high school.

Student Achievement

Student Achievement Data Sources

ACT/SAT Data
AP Testing Results
At-Risk by Category
Attendance
CCMR Verification
Classroom and School Walkthrough Data
College/University/ Dual Credit/AP Enrollment
Common Benchmark Assessments
Disaggregated STAAR Data

Student Achievement Strengths

96% in CCMR
Over 80% completed Texas College Bridge
Data tracking was better during the 2024-25 school year

Student Achievement Weaknesses

1.) Attendance
2.) Apathy in the classroom
3.) Lack of Rigor in the classroom

Student Achievement Needs

1.) PD on small groups in the classroom.
2.) PD on data tracking and what to do with data once a test is complete
3.) Common lesson plan template
4.) More teaching bell to bell
5.) More Rigor
6.) Monthly common assessments for data tracking
7.) TEKS Ready testing for BOY/EOY
8.) Continuity from year to year

Student Achievement Summary

Our campus has great potential given the right training and personnel in place. We have plans in place already for training this summer and at the beginning of the year. We are making plans to get the campus on track to excel.

School Culture and Climate

School Culture and Climate Data Sources

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

ACT Results
ACT/SAT Data
AP Testing Results
Assessment of Technology Skills
At-Risk by Category
Attendance
CCMR Verification
Certificates of High School Equivalency
Class, School, and Special Program Schedules
Classroom and School Walkthrough Data
Classroom Technology Needs
College Entrance Exams
College, Career, and Military Readiness (CCMR)
College/University/ Dual Credit/AP Enrollment
Common Benchmark Assessments
Communication: Formal and Informal
Community Demographics
Community Input
Community Service Agencies and Support Services
Comparable Campuses Report
Course/Class Assignments
Course/Class Completion, Grades, and Other Data
Course/Class Grades
Decision-Making Processes
Demographic Data
Disaggregated STAAR Data
Discipline Referrals
District Policies
Drop-out Rates
Duty Roster
Enrichment Course/Class Materials
Enrollment
Ethnicity
Expulsion/Suspension Records
Failure Lists
Family and Community Participation Counts
Federal Program Guidelines
Feedback Data
Focus Groups
Foundational Course/Class Materials

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Gender
Grade Detail Reports (by grading cycle)
Graduation Plan Types
Graduation Records
Graduation, Completion, and Dropout Rates
Growth Projections
High-Yield Strategies
Highly Qualified Staff
Homeless Students
Horizontal and Vertical Team Alignment Processes
Instructional Design/Delivery
Interviews
Leadership and Administrative Support Structures
Lesson Study/Delivery Processes
Maintenance Records
MAP Testing Results
Master Schedule
Mobility/Stability
Multi-Year Trends
Other Staff Effectiveness Data
Paraprofessional and Other Staff Qualifications
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Conferences or Meetings
Parent Participation
Parent Volunteer Information
Parent, Staff, and Student District Survey
Parental Involvement Policy
PBM Risk Levels
PEIMS Attendance Summary
PEIMS Discipline Reporting
PEIMS Reports
Professional Development Data
Program Support Services
Promotion/Retention Rates
Promotion/Retention Rates
Questionnaires
Recruitment and Retention Rates and Other Data
Report Card Grades
Resource Allocations

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Results Driven Accountability (RDA)
Safe Schools Checklist
Safe Schools Checklist
SAT Results
SCE Policy
Schedule for Student Support Services
School Map and Physical Environment
School Structure
Scope and Sequence and Pacing Guide Documents
Semester Exam Grades
Special Program Participation
Special Program Qualifications
Special Programs Evaluations
Special Student Populations
STAAR EOC Group Report (E1, A1, E2, Bio, U.S.)
STAAR EOC Summary (Student Demographics)
Staff Development
Staff Mobility/Stability
Staff Plus Delta
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Standards-Based Curriculum Resources and Materials
State and Local Student Assessment Data Tables
State Assessment Data
Student Course Requests
Student Discipline Data
Student Misconceptions
Student-Specific and Differentiated Strategies
Summary of Student Progress (not taking STAAR)
Supervision Structure
Support Structure: Mentor Teachers
Survey and Interviews of Students/Staff/Parents
Surveys
TAPR
Teacher Certifications/Qualifications Data
Teacher Turnover Rates
Teacher Turnover Rates
Teacher-Student Ratios
Technology
Technology Hardware and Software

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Technology Infrastructure, Networks, etc.
Technology Plan
Technology Policies and Procedures
Texas Success Initiative (TSI) Data
Texas Teacher Evaluation & Support System (T-TESS)
TSIA Results

School Culture and Climate Strengths

Rains High School has weekly newsletters to both staff and students. along with daily announcements during third period.
Teacher Appreciation
Open House
Staff Lunches throughout the school year
Mental Health Training
Meet the wildcat
Class of 2025 - student parent meeting
Freshman Orientation - students - first day of school

School Culture and Climate Weaknesses

Excessive absences
Attendance
Vaping
Rigor in the classroom
Proper training for teachers (classroom management)
Student behavior
Cellphones
Parent communication

School Culture and Climate Needs

Needs would be: Attendance incentives, programs on the effects of vaping, etc... Getting more students involved in extra-curricular activities, Motivational speakers,

School Culture and Climate Summary

There are many great teachers at RHS that work to bring out a strong campus climate for the students and staff members. The focus will be to address the attendance issues and the depletion of the culture and climate through staff planning throughout the 2024-25 school year on how to best meet the needs of our weaknesses.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Classroom and School Walkthrough Data
Classroom Technology Needs
Communication: Formal and Informal
Decision-Making Processes
Highly Qualified Staff
Interviews
Leadership and Administrative Support Structures
Paraprofessional and Other Staff Qualifications
Promotion/Retention Rates
Recruitment and Retention Rates and Other Data
School Structure
Teacher Turnover Rates
Teacher-Student Ratios

Staff Quality, Recruitment and Retention Strengths

Four Day Week
Pay scale incentive starting with TIA
Distinguished teachers for new teacher mentors
Department's involved in hiring process
Pay increase from the State

Staff Quality, Recruitment and Retention Weaknesses

Salaries are low compared to districts around RISD
Retention of teachers is short
More Professional Development needed
Consistency with discipline both with Admin. and classroom teachers

Staff Quality, Recruitment and Retention Needs

I feel that even though we are a lower paying district in the surrounding area, RISD can still bring in good quality teachers with the formula of "Loyalty, Admin. support, family atmosphere, and taking care of your people." Yes, money is an issue, but for a first year teacher, having a supportive group goes a long way. That's what we are striving for at RHS, family atmosphere, loyalty and taking care of each other.

Staff Quality, Recruitment and Retention Summary

With the start of the 2024-25 school year, we seem to be moving in the right direction for a great year!

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Assessment of Technology Skills
Attendance
Classroom Technology Needs
Common Benchmark Assessments
Communication: Formal and Informal
Course/Class Grades
Demographic Data
Disaggregated STAAR Data
Enrollment
Feedback Data
Grade Detail Reports (by grading cycle)

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

Instructional Design/Delivery
Leadership and Administrative Support Structures
MAP Testing Results

Curriculum, Instruction and Assessment Strengths

Weekly Up-dates from the Asst. Principal through facebook/voxer/email,
Purchased Lowman Program for Math, English, Biology and Amer. History
Asst. Principal's moral boosters with monthly appreciation gifts/ games, etc...
Weekly announcements to the campus
Instructional Coach on campus
Progress Monitoring
New Curriculum in Alg. I - Bluebonnet

Curriculum, Instruction and Assessment Weaknesses

Teacher understanding the importance of DATA is lacking
Core Based Planning
Universal Lesson plans for all teachers

Curriculum, Instruction and Assessment Needs

Scope and Sequence

Curriculum, Instruction and Assessment Summary

RHS plans to focus on Data driven assessments that are focused on rigorous material that are TEKS based, create a lesson plan that all will follow and help implement focus on areas of student needs. Looking forward to 2025-26 RHS will focus their data for needed intervention that will help drive student needs in the classroom setting.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance
Community Input
Feedback Data
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Conferences or Meetings
Parent Participation
Parent Volunteer Information
Parent, Staff, and Student District Survey
Parental Involvement Policy
Teacher Turnover Rates

Family and Community Involvement Strengths

Meet the Teacher
PTO
Parent/Community Feedback Surveys
SBDM
Campus Communication through Phone calls, Facebook, emails, newsletters and Skyward
Guardians on every Thursday as door greeters

Family and Community Involvement Weaknesses

Parental involvement
Students lack of empathy at school
Not allot of school spirit
Open House turn out is very low for HS (Turn out was better at the start of the 2024 school year)

Family and Community Involvement Needs

More ideas for student involvement in extra curricular; We need to gain the trust of the community and see more staff support across the disciplines/activities. Example: Staff members make more effort to attend their student events or other events that staff members are a part of.

Family and Community Involvement Summary

Our goal is to booster the moral of the teachers and staff, along with the students, to inspire change and togetherness as a family. Involving the families and community together as a whole to start the year off! Many calls were made over the summer for senior/freshman scheduling.

School Context and Organization

School Context and Organization Strengths

BOY,MOY and EOY will be utilized to identify the needs of students for the intervention process.
CTE classes will be in a pathway for students to gain certification in their pathway of choice.

School Context and Organization Weaknesses

Keeping students on a pathway
Having all CTE classes that lead to certification
Open up a better line of communication with parents with school expectations - There has been some negative feedbac on changes made at the second semester by parents who feel their child should be able to leave for lunch or check out of school at anytime.

School Context and Organization Needs

Structure for those students who are struggling in STAAR tested areas. Keeping the classroom sizes down and having class time for intervention.
Organizing a more efficient way to keep up with attendance, tardies , and parent contact

School Context and Organization Summary

Comprehensive Needs Assessment

With some changes being made at the end of the school year, RHS expectations for the 2024-25 school year are higher for student achievement. Administration is taking steps to monitor attendance on a weekly basis, TCB for seniors will be a top priority for CCMR , higher number of students receiving CTE certifications. In addition, having closer communication with parents and community members.

Technology

Technology Strengths

1 to 1 student devices
Have New Line TV's in Math Department, CTE, Science
Up to date computer lab with desk top computers
We have a poster and sticker printer

Technology Weaknesses

We need Newline Panels in English and History.

Technology Needs

Ideally, we would like to have chrome book carts in each classroom that contains the number of devices for the teacher's biggest class.

Technology Summary

We have the technology needed to keep up with the current trends but with technology ever evolving we need to start looking at more up to date devices.

Site Base Meeting 5/29/24

Printed Name:	Signature:
Robert L. Roberts	
Jayde Sustaire	
Matt Cook	
Jeremy Cook	
Lynlee McNair	
Shakee' Harris	Shakee' Harris
Jonathan Lance	
Robert Fisher	
Janet Samples	
Sherri Cockrell	
Laygi Triesb	
Jay Harper	
Carla Waddle	Carla Waddle
Stephen Gowin	Stephen Gowin
Jeff Akin	
Shantil Wallace	

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov

Rains Independent School District

Rains Intermediate

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 7

How many district staff members will be responsible for capacity building with this campus?

15

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

The district will utilize the $580,000 LIFT Grant as the primary funding source to support implementation of the Targeted Improvement Plan. Of the total grant award, $406,001 is budgeted for the district's Approved Provider, Region 7 Education Service Center (ESC), to provide comprehensive technical assistance, professional development, instructional support, coaching, implementation guidance, and other services aligned with the identified improvement strategies. The district and campus leadership will work collaboratively with Region 7 to strengthen instructional systems, build staff capacity, promote fidelity of implementation of evidence-based practices, and track progress toward measurable improvement goals.

An additional $155,099 of LIFT Grant funds is budgeted to is budgeted to fund a portion of the salaries of designated instructional coaches and the program director who will provide direct leadership and implementation support for the improvement work. These positions will support job-embedded instructional coaching, professional learning, collaborative planning, data analysis and progress monitoring, implementation of instructional strategies, and alignment between district and campus improvement efforts. The remaining $18,900 of the LIFT Grant is budgeted for allowable indirect costs associated with the administration and management of the grant. Together, these expenditures account for the full $580,000 LIFT Grant award.

Implementation of the Targeted Improvement Plan will also leverage approximately 15 existing district and campus staff members, including the superintendent, assistant superintendent, executive director of academics, campus principal, assistant principal, designated campus instructional coach, general education teachers, special programs teachers, and

paraprofessionals. The regular salaries and benefits of personnel not supported through the LIFT Grant will continue to be funded through existing district, local, state, federal, and applicable special program funding sources. Utilizing existing personnel allows the district to maximize grant resources while ensuring that improvement efforts are integrated across district and campus leadership, instructional staff, special programs, and student support systems.

Materials and resources needed to implement the improvement strategies will be provided through the Region 7 ESC Approved Provider allocation and through existing district, state, federal, and special program resources, as allowable and appropriate. These resources may include professional learning materials, instructional resources, intervention supports, assessment and progress-monitoring tools, and other materials necessary to strengthen instruction and support identified student needs.

The district's funding approach is intentionally designed to support both successful implementation and long-term sustainability. LIFT Grant resources will be strategically invested in Region 7 ESC technical assistance and professional learning, instructional coaching and program leadership, and allowable indirect costs. At the same time, the district will build the capacity of existing administrators, instructional leaders, teachers, special programs staff, and paraprofessionals to sustain the systems, practices, and instructional improvements developed through the grant. This approach will allow the district to continue the core improvement work beyond the LIFT Grant period through existing personnel, structures, and available funding sources.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

While the LIFT Grant provides significant resources to strengthen and accelerate implementation of the Targeted Improvement Plan, the district's improvement strategy is not solely dependent upon continued grant funding. If grant funding were not available, the district would continue to implement the core components of the strategy by leveraging existing personnel, district resources, and available local, state, federal, and special program funding sources.

The district has already established internal capacity to support the improvement work through approximately 15 existing staff members, including the superintendent, assistant superintendent, executive director of academics, campus principal, assistant principal, instructional coaches, general education teachers, special programs teachers, and paraprofessionals. These personnel would continue to support implementation through existing district and campus structures, including instructional leadership, professional learning communities, collaborative planning, data analysis, progress monitoring, classroom observations, instructional coaching, and ongoing evaluation of student outcomes.

Without LIFT Grant funding, the district would prioritize the highest-impact components of the strategy within its existing budget and would utilize available local, state, federal, and special program funds, as allowable, to support identified needs. Professional development and technical assistance currently provided through Region 7 ESC would be evaluated and prioritized based on campus needs, available district resources, and other ESC services available to the district. The district would also maximize the expertise of existing instructional coaches, administrators, program staff, and teacher leaders to provide job-embedded professional learning and coaching internally.

Instructional materials, intervention resources, assessment tools, and other implementation supports would be reviewed to determine which resources are essential to achieving the identified improvement goals. Existing district resources would be utilized first, and additional expenditures would be prioritized based on student performance data, identified needs, and available funding. Where appropriate and allowable, the district would leverage federal and state program funds to supplement local resources and support specific student populations and instructional needs.

The district is intentionally using the LIFT Grant to build sustainable systems and staff capacity rather than creating an improvement model that can function only with grant funding. The knowledge, processes, instructional practices, leadership structures, and coaching capacity developed through the grant will remain within the district. Therefore, if LIFT Grant funding is reduced or discontinued, the district would adjust the scope and pace of implementation as necessary while maintaining the essential components of the improvement strategy. This approach ensures that continuous improvement, high-quality instruction, data-driven decision-making, and support for identified student needs remain district priorities regardless of the availability of grant funding.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district will intentionally redistribute talent, time, and resources to provide differentiated and proportionate support based on the identified needs of the campus. Rather than distributing district resources equally across all campuses, staffing support, instructional expertise, professional learning, coaching, and leadership attention will be prioritized according to student performance data, identified instructional needs, and progress toward the goals established in the Targeted Improvement Plan.

District leadership, including the superintendent, assistant superintendent, and executive director of academics, will provide increased oversight and direct support to the campus through regular progress monitoring, data reviews, instructional planning, and collaboration with campus leadership. The campus principal and assistant principal will work closely with district leadership and the designated instructional coach to identify areas requiring additional

support and to ensure resources are directed toward the classrooms, teachers, student groups, and instructional priorities demonstrating the greatest need.

Instructional coaching will be a key component of the district's talent redistribution strategy. Instructional coaches will provide targeted, job-embedded support through classroom observations, modeling, co-planning, feedback, data analysis, and follow-up coaching. Coaching time and intensity will be differentiated based on teacher and student needs rather than provided uniformly. Teachers requiring greater instructional support will receive more frequent coaching and feedback, while effective teachers and teacher leaders may be utilized to model strong instructional practices, support collaborative planning, and share effective strategies with colleagues.

The district will also strategically utilize special programs teachers, intervention personnel, paraprofessionals, and other available staff to address identified student needs. Student achievement, assessment, intervention, and special population data will be used to determine where additional instructional time, small-group support, intervention, and specialized resources are needed. Staffing assignments and schedules will be reviewed and adjusted when appropriate to maximize direct instructional support for students with the greatest demonstrated needs.

Financial and instructional resources will follow the same needs-based approach. LIFT Grant resources, Region 7 ESC technical assistance, professional development opportunities, instructional materials, intervention resources, and applicable district, state, federal, and special program funds will be prioritized to address the specific needs identified through the campus improvement process. The district will regularly review both implementation and student outcome data to determine whether resources are producing the intended results and will reallocate personnel, time, or resources when the data indicate that additional or different support is necessary.

Through this differentiated approach, the district will ensure that the campus receives a proportionate level of support aligned to the intensity of its identified needs. The goal is not simply to provide additional resources, but to strategically position the district's strongest available talent, expertise, time, and financial resources where they can have the greatest impact on instructional quality, teacher capacity, and student achievement.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

480

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

480

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

152

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028? Warning: If your campus has less than 165 instructional days and no plan to adjust to a calendar with at least 165 instructional days in the 2027-2028 school year, then the TAP is likely to be denied.

The district's current instructional calendar includes 152 instructional days. The district recognizes the value of increased instructional time and will evaluate and plan for opportunities to move toward a 165-day instructional calendar. This work will focus on determining how additional instructional days can be incorporated in a manner that is academically beneficial, operationally feasible, fiscally responsible, and sustainable for the district.

In the spring of the 2026-2027 school year, district leadership will conduct a comprehensive review of the current calendar and identify potential adjustments that would allow the district to progress toward 165 instructional days while maintaining appropriate professional development, teacher planning, and operational needs. This process will include an analysis of the current 152-day structure, consideration of non-instructional days that may be restructured or repurposed, evaluation of professional development and staff workday configurations, and review of other scheduling options that could provide additional instructional time.

The district will engage key stakeholders, including district and campus administrators, teachers, staff, and other appropriate stakeholders, in the planning process. District leadership will communicate the instructional rationale for increasing instructional time and solicit feedback regarding potential calendar options. The district will also evaluate the staffing, financial, transportation, food service, professional development, and other operational implications associated with adding instructional days.

Throughout the planning process, the district will evaluate the resources and structural changes necessary to support additional instructional days. This will include consideration of budget implications, staffing and employee compensation, operational costs, instructional priorities, and the district's ability to sustain an expanded instructional calendar over time.

Based on the results of this review, stakeholder input, available resources, and operational considerations, the district will work toward increasing the number of instructional days, with the goal of progressing toward the 165-day expectation. The district will continue to evaluate opportunities to expand instructional time while ensuring that any calendar changes are sustainable and support high-quality instruction and improved student outcomes.

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP	Campus	BOY/MOY/ EOY	Intervention and Enrichment
Curriculum Based Assessment		Campus	Monthly	Track student mastery of the TEKS and drive instructional decisions.
Curriculum Based Assessment		Campus	Bi-Monthly	Track student mastery of the TEKS and drive instructional decisions.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus utilizes a systematic process to track and monitor student academic growth through DMAC, MAP Growth assessments, Bluebonnet Curriculum-Based Assessments, classroom assessments, and ongoing progress monitoring. DMAC serves as the campus data management system to document student performance, compare baseline and subsequent assessment results, monitor TEKS mastery, and identify academic trends. Data will be updated following each assessment cycle and reviewed during biweekly grade-level meetings held every other Wednesday during collaborative planning. Led by the instructional coach, these meetings include grade-level teachers, campus administrators, special populations staff, interventionists, and the MTSS lead, as appropriate, to analyze student growth and determine instructional needs.

Students scoring below the 40th percentile on MAP Growth, demonstrating less than 70% mastery on Bluebonnet assessments, or consistently performing below grade-level expectations will be identified for additional instructional review and targeted support. Through the MTSS process, Tier 2 students will be progress-monitored biweekly, while Tier 3 students will be monitored weekly. Intervention effectiveness will be reviewed every four to six instructional weeks. Adjustments will be initiated when students demonstrate insufficient progress across three consecutive data points, remain below 70% mastery on targeted skills, or fail to meet established growth goals. The MTSS team will determine appropriate modifications to instructional strategies, intervention frequency, duration, or intensity.

The instructional coach will facilitate data reviews and document instructional decisions and follow-up responsibilities. Campus administrators will monitor implementation, while teachers and intervention staff will deliver targeted support and track student progress. Through consistent DMAC documentation, collaborative data analysis, and ongoing progress monitoring, the campus will make timely instructional adjustments, address learning gaps, and accelerate student achievement.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus provides two dedicated 45-minute intervention blocks daily, Monday through Thursday, to support students performing below grade level and students within special populations. Classroom teachers deliver targeted, skill-based instruction using Zearn Math for Texas for mathematics and previous grade-level Bluebonnet Learning materials for Reading Language Arts (RLA). Students are grouped by identified skill deficits, with optimal group sizes of 3–5 students for Tier 2 and 1–3 students for Tier 3 interventions.

Student placement and instructional decisions are guided by NWEA MAP Growth data, Bluebonnet Curriculum-Based Assessments, classroom assessments, and progress-monitoring results. Students scoring below the 40th percentile on MAP Growth or demonstrating less than 70% mastery on Bluebonnet assessments are identified for additional instructional review and consideration for intervention. Biweekly grade-level data meetings, held every other Wednesday during collaborative planning, are facilitated by the instructional coach and include classroom teachers, the principal, assistant principal, MTSS lead, and special populations staff, as appropriate.

The campus MTSS process ensures ongoing monitoring and timely instructional adjustments. Tier 2 students are progress-monitored biweekly, while Tier 3 students are monitored weekly. Intervention effectiveness is reviewed every four to six instructional weeks. Adjustments are initiated when students demonstrate insufficient progress across three consecutive data points, continue performing below 70% mastery, or fail to meet established growth goals. Adjustments may include changes to instructional strategies, group size, frequency, or intensity.

Interventions for students receiving special education, Section 504, dyslexia, or emergent bilingual services are coordinated with appropriate special programs personnel. Intervention services are provided in addition to, not in place of, services required through ARD, Section 504, LPAC, or dyslexia programs. Through consistent intervention schedules, collaborative data reviews, and ongoing progress monitoring, the campus will address learning gaps, accelerate student growth, and ensure responsive instructional support.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

The campus will utilize a structured Professional Learning Community (PLC) model that provides opportunities for both focused weekly collaboration and broader monthly alignment. Weekly PLC meetings will be organized by grade level and department, allowing teachers to collaborate around current instructional priorities, student performance data, curriculum implementation, assessment results, and identified student needs. These meetings will provide teachers with consistent opportunities to plan collaboratively, analyze student work and assessment data, identify students needing additional support or enrichment, and determine appropriate instructional responses.

In addition to weekly PLCs, the campus will conduct monthly PLC meetings that bring staff together by grade level and across vertical departments. Grade-level collaboration will support alignment among teachers serving the same students, while vertical department meetings will provide opportunities to examine curriculum and instructional practices across grade levels. Vertical collaboration will help teachers identify learning gaps, strengthen alignment of standards and instructional expectations, and ensure students are prepared for the academic demands of the next grade level.

Through this combination of weekly grade-level/department PLCs and monthly grade-level and vertical department collaboration, the campus will establish a consistent cycle of communication, data analysis, instructional planning, and reflection. PLC discussions will remain focused on student learning and growth, with teachers and instructional leaders using current data to determine what students have learned, identify students who need additional support or enrichment, and adjust instruction and intervention accordingly. This structure will promote collective responsibility for student achievement while strengthening instructional consistency and alignment across the campus.

How frequently will PLCs occur?

PLCs will occur on a consistent and scheduled basis throughout the school year. Grade-level PLCs will meet weekly to provide frequent opportunities for teachers and instructional leaders to review student performance data, discuss student progress, collaboratively plan instruction, identify students in need of additional support or enrichment, and make timely instructional adjustments based on current data.

Department PLCs will meet monthly to provide opportunities for broader collaboration and vertical alignment across grade levels. These meetings will focus on curriculum and standards alignment, instructional practices, student performance trends, common areas of strength and need, and continuity of learning across grade levels.

This combination of weekly grade-level PLCs and monthly department PLCs will provide the campus with a consistent structure for ongoing collaboration, data analysis, instructional planning, and progress monitoring. The frequency of the meetings will allow staff to respond to immediate student needs while also maintaining long-term instructional alignment across the campus.

Who will facilitate PLCs?

PLCs will be facilitated by campus principals, the instructional coach, and designated lead teachers. This shared leadership approach will ensure that PLC meetings remain focused, purposeful, and aligned with campus instructional priorities and student achievement goals.

Campus principals will provide leadership and oversight to ensure PLC discussions and activities remain aligned with campus improvement goals and identified student needs. The instructional coach will support the PLC process by facilitating data analysis, collaborative planning, instructional strategy development, and discussions related to effective teaching practices. Lead teachers will also facilitate PLC conversations, support collaboration among colleagues, and help maintain a consistent focus on student learning and instructional improvement.

Facilitation responsibilities may vary based on the purpose and focus of each PLC meeting. By utilizing principals, the instructional coach, and lead teachers, the campus will build shared ownership of the PLC process while developing instructional leadership capacity among staff. Facilitators will work to ensure that PLC meetings are data-driven, action-oriented, and focused on improving instructional practices and student outcomes.

Who is required to attend PLCs?

All teachers are required to participate in regularly scheduled PLC meetings. Teachers will attend the grade-level and/or department PLCs that align with their instructional responsibilities. Consistent participation ensures that all teachers are actively engaged in collaborative planning, data analysis, progress monitoring, and discussions focused on improving instructional practices and student outcomes.

Teachers will be expected to come prepared to review relevant student data, contribute to discussions regarding student strengths and areas of need, collaborate on instructional strategies and interventions, and participate in the development of appropriate next steps. This expectation promotes shared responsibility and collective ownership for student learning and ensures that instructional decisions are informed by the knowledge and expertise of the entire instructional team.

Campus administrators, the instructional coach, and other instructional or special programs staff may also participate in PLCs as appropriate to provide leadership, coaching, specialized expertise, and additional support based on the needs of students and staff.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The campus utilizes the LIFT PLC Protocol to provide a consistent, structured process for collaborative planning, data analysis, instructional decision-making, and continuous improvement. The protocol provides a common framework for PLC meetings and helps ensure that collaborative time remains focused on student learning, instructional effectiveness, and measurable student growth.

Using the LIFT PLC Protocol, teachers and instructional leaders examine relevant student performance data and student work to identify areas of strength, learning gaps, and students who may require additional support or enrichment. PLC teams use this information to discuss the effectiveness of current instructional practices, identify priority standards and skills, determine appropriate instructional responses, and establish clear next steps for instruction and intervention.

The protocol supports an ongoing cycle of planning, implementation, monitoring, and adjustment. Teachers collaboratively determine instructional strategies and interventions, implement those strategies in the classroom, and then return to subsequent PLC meetings with updated student data to evaluate student response and progress. When data indicate that students are not demonstrating expected growth, the team identifies adjustments to instruction or intervention rather than waiting until the end of an instructional period to respond.

The LIFT PLC Protocol also connects directly to the campus MTSS and intervention processes. Information identified through PLC data discussions helps inform student placement and support during the campus's two designated intervention times. Progress-monitoring data are then used to determine whether interventions are effective and whether students require continued, increased, decreased, or different levels of support.

Campus principals, the instructional coach, and lead teachers support implementation of the LIFT PLC Protocol by facilitating focused conversations, supporting data analysis, strengthening instructional practices, and helping teams follow through on identified action steps. Through consistent use of the protocol, the campus is building a collaborative culture in which teachers share responsibility for student success and use evidence of student learning to continually improve instruction and intervention.

Upload PLC agenda (optional):

PLC Mapping and Agenda 26_27 - PLC_ Rehearsal_SWAP.pdf
PLC Mapping and Agenda 26_27 - PLC Unit_Lesson.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Leadership development and ongoing coaching aligned with the LIFT Action Plan will focus on strengthening the principal's instructional leadership and implementation of campus improvement strategies. Key priorities include Observation and Feedback training, effective principal supervision and coaching, data analysis, progress monitoring, and implementation of the LIFT PLC Protocol. Training will strengthen the principal's ability to conduct classroom observations, provide actionable feedback, support teacher growth, and address implementation barriers. Emphasis will also be placed on establishing sustainable systems for continuous instructional improvement and increased student achievement beyond the grant period.	Region 7 ESC/LIFT Approved Provider	Executive Director of Academics
Principal	Ongoing leadership development, technical assistance, and coaching aligned with the LIFT Action Plan and identified campus improvement priorities. Professional development will strengthen the principal's capacity to serve as the campus instructional leader through effective implementation and monitoring of PLCs, use of the LIFT PLC Protocol, data-driven decision-making, classroom observation and feedback, instructional coaching systems, MTSS and intervention monitoring, and progress monitoring. Training will also focus on using implementation and student growth data to determine whether strategies are producing intended outcomes and making timely adjustments when necessary.	Region 7 ESC/LIFT Approved Provider, Principal Manager, and district leadership	Campus Principal and, when appropriate, Assistant Principal and other campus administrators supporting implementation of the LIFT Action Plan.

Role	Training/PD Description	Delivered By	Attended By
Teacher	Job-embedded professional development and coaching aligned with the instructional priorities identified in the LIFT Action Plan. Training will focus on effective implementation of high-quality instructional practices, use of the LIFT PLC Protocol, analysis of student data and student work, collaborative planning, progress monitoring, differentiation, intervention, and using data to make timely instructional adjustments. Teachers will receive ongoing support through weekly grade-level PLCs, monthly department/vertical collaboration, instructional coaching, modeling, feedback, and targeted professional learning based on identified teacher and student needs.	Region 7 ESC/LIFT Approved Provider, Campus Principal, Instructional Coach, district instructional leadership, and designated lead teachers.	All classroom teachers, special programs teachers, intervention staff, and other instructional staff as appropriate to the content or identified campus need.
Other Campus Admin (Assistant Principals, Instructional Coaches)	Capacity-building and job-embedded professional learning designed to strengthen the ability of campus administrators and instructional coaches to support implementation of the LIFT Action Plan. Training will focus on facilitating effective PLCs using the LIFT PLC Protocol, providing high-quality instructional coaching and feedback, analyzing student and implementation data, supporting collaborative planning, monitoring instructional practices, identifying professional learning needs, and assisting teachers in responding to student performance data. Additional emphasis will be placed on supporting the campus MTSS and intervention systems, monitoring student growth, and helping campus leadership determine whether improvement strategies are being implemented with fidelity and producing the intended results.	Region 7 ESC/LIFT Approved Provider, district leadership, Campus Principal, and other identified LIFT supports.	Assistant Principal, Instructional Coach, lead teachers serving in instructional leadership roles, special programs leadership, and other campus administrators or instructional leaders responsible for implementation of the LIFT Action Plan.

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Training and professional development will be differentiated based on staff experience, demonstrated performance, student outcome data, and identified areas of need. Teachers and leaders with less than two years of experience in their current role, as well as those demonstrating a need for additional support, will receive more intensive and frequent professional learning, coaching, modeling, and feedback. This differentiated approach will align with the LIFT Action Plan and will focus resources and support where they are most needed.

For inexperienced teachers, support will include increased access to the instructional coach, modeling of effective instructional practices, collaborative planning, observation and feedback cycles, support with data analysis, and targeted assistance with implementation of campus instructional expectations and the LIFT PLC Protocol. Weekly PLCs will provide an additional structure for these teachers to collaborate with experienced colleagues, analyze student data, plan instruction, and receive ongoing support. Lead teachers and other effective instructional staff may also be utilized to model practices and provide peer support.

Teachers whose instructional practices or student growth data indicate a need for additional support will receive targeted coaching based on the specific area of need. Support may include more frequent classroom observations, coaching cycles, modeling, co-planning, targeted professional development, and clearly identified action steps. Progress will be monitored through classroom evidence, implementation data, student performance data, and follow-up coaching to determine whether additional or adjusted support is necessary.

Similarly, leaders with less than two years of experience in their role or those requiring additional support will receive differentiated coaching and technical assistance from district leadership and Region 7 ESC through the LIFT work. Support may focus on instructional leadership, PLC facilitation and monitoring, data analysis, observation and feedback, MTSS and intervention systems, implementation monitoring, and execution of the LIFT Action Plan. Coaching frequency and focus will be adjusted based on the leader's demonstrated needs and progress.

Differentiation will be an ongoing process rather than a one-time determination. Campus and district leadership will use observation data, student growth data, implementation evidence, PLC outcomes, coaching feedback, and other relevant measures to identify needs and adjust the frequency, intensity, and content of professional development and coaching. As teachers and leaders demonstrate increased capacity and effectiveness, supports may be gradually reduced or shifted to areas of continued growth. This approach ensures that professional learning is responsive to individual needs while maintaining consistent expectations for high-quality instruction, leadership, and student achievement.

What tool will be used to evaluate implementation of the training (for example, classroom

walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus and district will use multiple tools to evaluate the implementation and effectiveness of professional development provided through the LIFT Action Plan. Classroom walkthrough and observation tools, instructional coaching documentation, PLC implementation tools/protocols, and leadership coaching and monitoring tools will be used to determine whether the practices addressed through training are being consistently implemented in classrooms and across campus systems. Region 7 ESC, district leadership, campus administrators, and the instructional coach will use these tools, as appropriate, to collect evidence of implementation and identify areas where additional coaching or professional development may be needed.

Classroom walkthroughs and observations will focus on specific instructional “look-fors” aligned with the professional development and instructional priorities identified in the LIFT Action Plan. Look-fors will include clear alignment between instruction and grade-level standards, evidence of appropriate rigor, student engagement in meaningful learning, checks for understanding, use of student data to inform instruction, differentiation based on student needs, targeted small-group instruction or intervention when appropriate, and evidence that students understand the learning objective and expectations for success. Walkthroughs will also look for implementation of instructional strategies and practices emphasized through LIFT-supported professional development and coaching.

Implementation of PLC training will be monitored through the LIFT PLC Protocol and PLC documentation. Look-fors will include consistent use of the established protocol, analysis of student data and student work, identification of specific learning needs, collaborative instructional planning, development of actionable next steps, identification of students requiring intervention or enrichment, and evidence that teams return to previously identified action steps to determine whether students demonstrated expected growth.

Instructional coaching tools and documentation will be used to monitor coaching cycles and teacher implementation. Look-fors will include clearly identified areas of instructional focus, evidence of modeling or collaborative planning when appropriate, actionable feedback, implementation of agreed-upon strategies, follow-up observations, and evidence of changes in instructional practice and student response over time.

Leadership coaching and monitoring tools will be used to evaluate the capacity of campus leaders to implement and sustain the systems addressed through LIFT training. Leadership look-fors will include effective facilitation and monitoring of PLCs, regular review of student growth and implementation data, evidence of timely instructional feedback to teachers, monitoring of MTSS and intervention systems, follow-through on identified action steps, differentiated support for teachers based on need, and alignment of campus decisions and resources with the LIFT Action Plan.

Information gathered through these tools will be used formatively rather than as isolated measures. District and campus leadership, the instructional coach, and Region 7 ESC will review implementation evidence alongside student growth data to determine whether training is transferring into practice and producing the intended results. Identified gaps will inform subsequent coaching, professional development, PLC support, and leadership assistance, creating a continuous cycle of training, implementation, monitoring, feedback, and adjustment.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive ongoing capacity-building support focused on effectively serving students in special populations, including students receiving special education services, emergent bilingual students, and other students requiring targeted supports. Professional learning will address differentiation, accommodations and modifications, data-driven instruction, progress monitoring, MTSS, intervention strategies, and effective implementation of individualized student supports.

Region 7 ESC, district and campus special programs staff, instructional coaches, and campus leadership will provide training, coaching, modeling, and collaborative planning support. Student performance and progress-monitoring data will be used to identify areas where additional staff development or coaching is needed. These supports will be reinforced through PLCs, instructional coaching, and ongoing collaboration between general education and special programs staff to ensure that all students have access to rigorous, grade-level instruction with appropriate supports based on individual needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

> **Milestone 1**

Description – What specific action or deliverable will be completed?

Establish and launch the campus instructional improvement system. By August 31, 2026, Rains Intermediate will establish and communicate campus non-negotiables for implementation of RBIS, HQIM, PLCs, observation/feedback, and schoolwide routines. Campus leadership will define roles, monitoring responsibilities, and implementation expectations for teachers and instructional leaders.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Campus Leadership Team, District/Campus Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus implementation plan; staff communication; leadership roles/responsibilities; PD agendas/attendance; campus monitoring calendar

Support Needed – What training, coaching, resources, or tools are required?

LIFT coaching; district instructional framework; RBIS/HQIM resources

Milestone 2

Description – What specific action or deliverable will be completed?

Implement protected, HQIM-aligned PLCs with fidelity. By September 30, 2026, the master schedule will provide at least one 45-minute common PLC/planning period weekly for all teachers, including special education and EB/ESL staff. PLCs will consistently use protocols for unit/module internalization, lesson internalization, lesson rehearsal, and student work analysis.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal/Instructional Leaders, PLC Leads, Campus Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Master schedule; PLC calendar; agendas; completed protocols; PLC observation/calibration data; teacher artifacts

Support Needed – What training, coaching, resources, or tools are required?

PLC training/coaching; HQIM protocols; LIFT PLC observation tool

Milestone 3

Description – What specific action or deliverable will be completed?

Launch differentiated observation and feedback cycles. By September 30, 2026, 100% of teachers will be assigned a support tier based on experience, effectiveness, and implementation evidence. Teachers needing intensive support will receive observation/feedback at least weekly, while other teachers will receive observation/feedback at least biweekly, using tools that include RBIS and HQIM look-fors.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Instructional Leaders, District/Campus Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Teacher support-tier roster; observation calendar; observation/feedback tracker; action steps; Instructional Insights App/LIFT observation data

Support Needed – What training, coaching, resources, or tools are required?

O/F calibration; coaching-conversation training; real-time coaching support

Milestone 4

Description – What specific action or deliverable will be completed?

Complete the first instructional calibration and respond to implementation gaps. By October 31, 2026, campus and district leaders will conduct a BOY calibration cycle using classroom observation and PLC evidence to determine fidelity of RBIS/HQIM implementation. Leadership will identify the 2–3 highest-leverage instructional gaps and implement differentiated coaching/PD responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, District Coach, Campus Coach, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Calibration results; observation trend report; identified instructional gaps; teacher action steps; coaching/PD response plan

Support Needed – What training, coaching, resources, or tools are required?

District calibration support; Instructional Insights data; RBIS/HQIM coaching

Milestone 5

Description – What specific action or deliverable will be completed?

Implement a recurring assessment, student-work, and intervention cycle. By November 30, 2026, Rains Intermediate will consistently administer district/HQIM-aligned assessments, analyze achievement and growth data by student group and priority TEKS, examine student work in PLCs, and identify students requiring targeted intervention.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Instructional Leaders, PLC Teams, Intervention/MTSS Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Assessment calendar; data-meeting agendas; student work analysis; intervention rosters/ plans; progress-monitoring records

Support Needed – What training, coaching, resources, or tools are required?

District assessment plan; data protocols; MTSS/intervention support

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct a midyear performance-management review and course correction. By January 31, 2027, the Campus Leadership Team and DCSI will complete a formal MOY review of student outcome data and implementation evidence from PLCs, observations/feedback, assessments, interventions, and SWR. The team will identify root causes for areas off track and document specific adjustments, owners, timelines, and differentiated supports.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Superintendent/District Leadership, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY performance-management report; milestone status; student growth data; implementation trend data; revised action steps

Support Needed – What training, coaching, resources, or tools are required?

District performance-management routine; LIFT coaching; ESC support

Milestone 7

Description – What specific action or deliverable will be completed?

Strengthen instruction for special populations through responsive PLCs and coaching. By March 31, 2027, PLC, observation, assessment, and student-work data will be used to evaluate instructional effectiveness for special education and emergent bilingual students and other identified student groups. Campus leaders will provide targeted coaching and adjust intervention/instruction when subgroup progress is below campus goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Special Programs Staff, PLC Leads, Campus/District Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Disaggregated data; PLC artifacts; student work; coaching logs; intervention adjustments; progress-monitoring evidence

Support Needed – What training, coaching, resources, or tools are required?

Special education/EB expertise; Responsive PLC training; differentiated instructional coaching

Milestone 8

Description – What specific action or deliverable will be completed?

Complete EOY evaluation, demonstrate impact, and establish sustainability actions. By June 2027, Rains Intermediate will complete an EOY review of all eight TIP milestones and determine the relationship between implementation fidelity and student outcomes. Leaders will identify practices to sustain, gaps requiring continued improvement, and 2027–28 actions needed to maintain RBIS/HQIM, PLC, O/F, assessment/intervention, and performance-management systems.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Superintendent/District Leadership, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY milestone report; STAAR/local assessment results; PLC/O/F trend data; implementation fidelity data; 2027–28 sustainability/action plan

Support Needed – What training, coaching, resources, or tools are required?

District/ESC review; LIFT implementation data; performance-management support

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation of the Targeted Improvement Plan through a consistent performance management cycle aligned to the LIFT Action Plan. The principal and campus leadership team will routinely review implementation evidence, including PLC fidelity, observation and feedback data, HQIM/RBIS implementation, assessment results, student work, intervention progress, and student-group performance. The DCSI and district leaders will review progress with campus leadership at established checkpoints to determine whether milestones are on track and whether implementation is producing the intended changes in instructional practice and student outcomes. When data indicate that a milestone or student outcome goal is off track, leaders will identify root causes, determine needed adjustments, assign responsible owners and timelines, and monitor the effectiveness of those adjustments during subsequent reviews. Progress will be documented through milestone evidence, performance-management records, and BOY, MOY, and EOY reviews to ensure continuous improvement and accountability throughout the year.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The Principal and DCSI will have primary responsibility for reviewing progress toward the milestones. The Campus Leadership Team will support the review by analyzing implementation and student performance data, including PLC fidelity, observation and feedback trends, HQIM/RBIS implementation, assessment results, intervention data, and student-group progress. District instructional leaders and the Superintendent will participate at established performance-management checkpoints to review progress, identify barriers, and ensure appropriate district support. When milestones are off track, the Principal and DCSI will ensure corrective actions, responsible owners, and timelines are established and monitored.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources of implementation and student outcome evidence aligned to each milestone. Data sources will include PLC agendas and artifacts, observation and feedback records, walkthrough and calibration data, HQIM/RBIS implementation evidence, assessment results, student work, intervention and progress-monitoring records, and professional learning documentation. Campus leaders will compile and review these data through established performance management routines to determine whether milestones are on track. Evidence will be documented at each checkpoint and used to identify trends, determine implementation gaps, and make timely adjustments to instructional practices and supports.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress data will be shared with district leadership through monthly performance management reviews led by
the Principal and DCSI. These reviews will include updates on milestone status, implementation evidence, student
performance data, identified barriers, and any needed adjustments or supports. Quarterly updates will be shared with
the Superintendent and other relevant district leaders, while campus staff and other stakeholders will receive progress
updates through leadership meetings, PLCs, staff meetings, and established campus communication structures. Data will
be presented in a clear, concise format that highlights progress toward goals, areas of concern, actions taken, and next steps
to maintain accountability and continuous improvement.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	45
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	30
Masters Grade Level	10

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	38
Masters Grade Level	15

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

60

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

70

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

60

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

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RAINS INDEPENDENT SCHOOL DISTRICT

PROGRAM EVALUATION

CTE Programs 2025-26 Key Findings

Name(s): Paulette Aguilar & Robert Fisher
Title: CTE Directors

Key Findings:

Program Description:

- Provides students with career-focused pathways designed to prepare them for college, careers, and military service.
- Offers hands-on learning experiences, industry-based certifications, and leadership development opportunities.
- Connects classroom instruction to real-world applications and workforce expectations.

Implementation of Program:

- Integrates industry-aligned curriculum, hands-on instruction, and career-specific equipment across CTE programs.
- Supports student involvement in Career and Technical Student Organizations (CTSOs), competitive events, and leadership opportunities.
- Utilizes Perkins funding and district resources to strengthen instructional opportunities and support student success.
- Provides professional development to support teacher effectiveness and industry relevance - Region 7 ESC

Student Outcomes:

- Students earned industry-recognized certifications, including Emergency Medical Technician (EMT) and Phlebotomy credentials.
- Our students in CTSOs have been representing Rains ISD at the state and national level
- Students developed technical knowledge, leadership, teamwork, problem-solving, and workplace readiness skills.
- Hands-on projects and career-focused instruction provided opportunities for students to apply classroom knowledge in real-world settings.

Recommendations:

- Continue investing in industry-standard equipment, technology, and instructional resources.
- Expand opportunities for industry-based certifications, work-based learning, and community partnerships.
- Strengthen recruitment, retention, and completion within CTE Programs of Study.
- Utilize student achievement and program data to guide future improvements and resource allocation.
- Increase awareness of CTE programs and student accomplishments throughout the district and community.