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

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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		

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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