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

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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

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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		

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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.

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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			

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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)			

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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

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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		

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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		

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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

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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

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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		

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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