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)

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Upload additional documents (optional):

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