RAINS ELEMENTARY

Campus Improvement Plan
2026/2027

Stronger Together



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Date Reviewed:

Date Approved:

RAINS ELEMENTARY

Mission

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

Vision

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

Nondiscrimination Notice
RAINS ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

RAINS ELEMENTARY Site Base

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

Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RAINS ELEMENTARY

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

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

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

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

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

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

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

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

Demographics

Demographics Data Sources

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

Comprehensive Needs Assessment

Demographics Data Sources (Continued)

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

Demographics Strengths

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

Demographics Weaknesses

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

Demographics Needs

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

Demographics Summary

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

Student Achievement

Student Achievement Strengths

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

Student Achievement Weaknesses

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

Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Strengths

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

School Culture and Climate Weaknesses

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

School Culture and Climate Needs

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

4-day work week
Casual dress

Staff Quality, Recruitment and Retention Strengths (Continued)

Small town atmosphere
Staff support and training

Staff Quality, Recruitment and Retention Weaknesses

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

Staff Quality, Recruitment and Retention Needs

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

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Variety of assessments
TEKS alignment

Curriculum, Instruction and Assessment Weaknesses

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

Curriculum, Instruction and Assessment Needs

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

Family and Community Involvement

Family and Community Involvement Strengths

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

Family and Community Involvement Weaknesses

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

Family and Community Involvement Weaknesses (Continued)

More volunteers within the school

Family and Community Involvement Needs

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

School Context and Organization

School Context and Organization Strengths

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

School Context and Organization Weaknesses

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

School Context and Organization Needs

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

Technology

Technology Strengths

NewLine TVs
Classroom sets of devices
Helpful technology department

Technology Weaknesses

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

Technology Needs

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

Comprehensive Needs Assessment Data Sources

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

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

Strategic priorities



Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college

Improve low-performing schools

Enablers

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

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