

Agenda of Regular Meeting/Board Workshop

The Board of Trustees Rains ISD

A Regular Meeting/Board Workshop of the Board of Trustees of Rains ISD will be held Monday, October 13, 2025, beginning at 6:30 PM in the Philip Alexander Board Room - RAINS I.S.D. Administration Building, 1759 W. US Highway 69, Emory, Texas 75440.

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

- I. OPENING - CALL TO ORDER, PLEDGE(S) OF ALLEGIANCE & INVOCATION
- II. WILDCAT ROAR
- III. PUBLIC COMMENT
- IV. ITEMS FOR DISCUSSION AND/OR ACTION
 - IV.A. Consent Agenda
 - IV.A.1. Minutes of Previous Meeting(s)
 - IV.A.2. Financial Reports
 - IV.B. Academics & Student Services
 - IV.B.1. Consider and Approve the District Improvement Plan for the 2025-2026 school year
 - IV.C. Superintendent Reports
 - IV.C.1. District Activities, Facilities, and Projects
 - IV.C.2. Consider and Approve the Contract for Election Services with Rains County Election Administrator's Office
 - IV.C.3. Consider and Approve Law Enforcement Interlocal Agreement with Rains County
 - IV.C.4. Consider and Approve the Updated Rains ISD Multi-Hazard Emergency Operations Plan (MHEOP)
- V. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
 - V.A. Personnel Changes/Update
- VI. BOARD CORRESPONDENCE, HANDOUTS (As Available)
 - VI.A. TASB Fall Legal Seminars
- VII. CLOSED SESSION
 - VII.A. Personnel, Texas Government Code § 551.074
 - VII.B. Student Discipline, Texas Government Code § 551.082
 - VII.C. Student Information, Texas Government Code § 551.0821
 - VII.D. Security, Texas Government Code § 551.076 & § 551.089
 - VII.E. Consultation with Attorney, Texas Government Code § 551.071

- VIII. ACTION IF ANY, ON ITEMS DISCUSSED IN CLOSED SESSION
- IX. BOARD TRAINING WORKSHOP
 - IX.A. Legislative Update — Dennis Glenn, Region 7
- X. ADJOURNMENT

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

Posted on Monday, October 6, 2025, at 1:00 p.m. for the Rains I.S.D. Board of Trustees.

RAINS ISD
District Improvement Plan
2025/2026



Joe Nicks
1759 W. HWY 69 Emory, Tx
903-473-2222

RAINS ISD

Mission

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

Vision

*In the pursuit of excellence:
We value community partnerships.
We encourage communication.
We embrace challenges.
We celebrate growth and success.*

Nondiscrimination Notice

RAINS ISD 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 ISD Site Base

Name	Position
Darby, Jana	HS Teacher
Holland, Emma	HS Teacher
Barrios, Saylor	JH Teacher
Bartley, Justin	INT. Teacher
Farmer, Karlie	INT. Teacher
Jones, Tiny	INT. Teacher
Tanton, Amy	ELEM. Teacher
McDowell, Sharyse	ELEM. Teacher
McAllister, Christine	ELEM. Teacher
Nicks, Joe	District
Hayes, Lyndsay	District
Davidson, Molly	District
Portwood, John	District
Gowin, David	Business
Wasson, Holly	Business
Thurman, Karen	Community
McCall, Sherri	Community
Hill, Jennifer	Community
Ely, Staci	JH Teacher
Bellows, Shana	JH Teacher
West, Candace	Parent
Potts, Julia	Parent

Resources

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

RAINS ISD

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

Objective 1. (Students and District Personnel Expectations) Students and district personnel are communicated with and supported in achieving high expectations for growth and development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide district staff and students with expectations for success in clear and easy to understand language. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.1,3.2)	Administrators, Assistant Principal, Central Office Administration, District Administration, Instructional Coach(es), Principal(s)	Current - May 30, 2026	(S)IMA - Curriculum	
2. Determine and prioritize gaps between current curriculum and guaranteed and viable curriculum.(Yearly) (Title I SW Elements: 2.2) (Strategic Priorities: 2) (ESF: 1.2,4.1)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Current - May 30, 2026		
3. Complete plan and priority timeline to begin training and implementation of updated curriculum.(Yearly) (ESF: 1)	Central Office Administration, Instructional Coach(es), Technology Staff	Current - August 4, 2026	(F)Title II, A - \$2,000	
4. Create a district wide process for onboarding new teachers and curriculum alignment, focusing on the adoption of new OER curriculum (Title I SW Elements: 2.2,2.5) (ESF: 4,5)	Assistant Principal, Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
5. Implement growth data points from TIA pre and post test data, along with state assessment data to drive instruction. (Target Group: All) (ESF: 4,4.1,5,5.1,5.3)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	9/1/2025-10/31/2025		
6. Develop a district-wide process for data disaggregation and progress monitoring (ESF: 1.2,3.1,5.3)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Current-May 30, 2026		
7. Develop and create a district-wide calendar for ongoing progress monitoring (Title I SW Elements: 2.2) (ESF: 1.2,5.3)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	current - May 30, 2026		

RAINS ISD

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

Objective 2. (Instructional Program Alignment) Coordinate instructional program to support student success for all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate and align student support programs to ensure equitable access to the curriculum for all students including at-risk, special education, 504, dyslexia, foster care, homeless, GT, ESL, and race/ethnicity. (Title I SW Elements: 1.1,2.6)	504 Coordinator, Central Office Administration, Principal(s), Special Education Director	Ongoing	(F)Title I - \$499,619, (S)State Compensatory Funds - \$593,584	
2. Develop district and campus processes for the collection, disaggregation, and reporting of data monitoring for special programs. (Title I SW Elements: 2.6) (Target Group: ECD,ESL,SPED,GT,AtRisk,HS,504) (ESF: 5.3,5.4)	504 Coordinator, Central Office Administration, Principal(s), Special Education Director	Current-May 30, 2026		
3. Students in special populations show measurable progress as indicated through RDA and Accountability reports. (Title I SW Elements: 2.2,2.6) (Target Group: ESL,SPED,GT,CTE,AtRisk,FC,HS,504) (ESF: 5.3,5.4)	Central Office Administration, Special Education Director	8/2025-8/2026	(F)Title II, A	

RAINS ISD

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

Objective 3. (Technology Provision) Provision of technology necessary for students to be competitive in the workplace.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collect data to determine a technology replacement cycle and determine immediate need. (Target Group: All)	Department Heads, Principal(s), Technology Director	Ongoing		
2. Research funding sources including grants, local funds, and allotments for the purchase of updated technology. (Target Group: All) (ESF: 3.3)	Central Office Administration, Technology Director	Ongoing		
3. Create a purchasing calendar and budget for the replacement of district technology. (Target Group: All) (ESF: 3.3)	Central Office Administration, Chief of Business Operations, Technology Director	Current - May 30, 2026		
4. Collect data to inventory use and effectiveness of current instructional technology resources and gather ideas for new resources. (Title I SW Elements: 2.2) (ESF: 4,5.1)	Central Office Administration, Department Heads, Principal(s), Technology Director	Ongoing	(F)Title I, (L)Local budget, (L)Technology Budget, (S)IMA - Curriculum	
5. Provide ongoing implementation support for instructional technology (software, hardware, and applications). (ESF: 2.1)	Central Office Administration, Department Heads, Principal(s), Technology Director	Ongoing		
6. Create a calendar that provides training for staff in the use of effective instructional technology. (Target Group: All) (ESF: 2.1)	Central Office Administration, Department Heads, Principal(s), Technology Director	Ongoing		

RAINS ISD

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

Objective 4. (Professional Development) Student data, district needs, campus leadership, and teacher interests will drive the opportunities provided for professional development options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use analyzed student achievement data to determine potential areas for staff development. (Strategic Priorities: 1) (ESF: 5)	Central Office Administration, Department Heads, Principal(s)	Ongoing	(F)Title I - \$42,173, (S)State Compensatory Funds - \$127,000	
2. Incorporate a staff interest inventory into annual staff surveys to determine staff training interests. (ESF: 1.2,5.1)	Central Office Administration	Current - May 30, 2026		
3. Monitor efficacy of professional development with regards to current trends in best practices. (Title I SW Elements: 2.2) (ESF: 1.2)	Central Office Administration, Principal(s)	Ongoing		
4. Create and implement a calendar to embed professional development throughout the school year. (ESF: 2.1)	Assistant Superintendent for Curr/Instruction, Principal(s)	Current - May 30, 2026		

RAINS ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build capacity of new-to-profession and new-to-campus teachers through intentional and thorough training of mentors. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Central Office Administration, Department Heads, Instructional Coach(es), Principal(s)	Ongoing		
2. Provide timely and meaningful feedback on professional practices to support continuous improvement. (Strategic Priorities: 1) (ESF: 2)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
3. Provide competitive non-monetary incentives and monetary incentives, as resources allow. (Strategic Priorities: 1) (ESF: 2)	Central Office Administration, Principal(s)	Ongoing		

RAINS ISD

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

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

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

RAINS ISD

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

Objective 1. (Student Connections) Achieve success through students being engaged, having input and being connected to district visions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create campus specific leadership teams including staff and students (ESF: 1.1,1.2)	Central Office Administration, Department Heads, Principal(s)	Current - May 30, 2026		
2. Research and analyze the most effective cross-campus focus groups and teams. (ESF: 3.1)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
3. Create and implement a calendar for cross-campus meetings utilizing professional development days. (ESF: 3.1,3.2)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		

RAINS ISD

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

Objective 2. (Student and Personnel Safety) School community will enhance success through a feeling of safety and comfort at school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement year long character development programs on each campus. (ESF: 3)	Counselor, Principal(s)	Ongoing		
2. Continue to develop mental health resources for students and staff with a focus on At-Risk. (Target Group: AtRisk) (ESF: 3.3)	Counselor, Principal(s)	Ongoing		
3. Monitor, evaluate, and practice Rains ISD EOP for effectiveness. (ESF: 3)	Central Office Administration, Superintendent	Ongoing		
4. Provide staff development and student awareness on bullying, cyber-bullying, internet safety, CPR, child abuse, suicide, CPI, and violence prevention. (ESF: 2.1)	Central Office Administration	Ongoing	(F)Title I - \$10,000	

RAINS ISD

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

Objective 3. (District Personnel Connections) District personnel will achieve success through being valued, heard and connected to school district visions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement a calendar for 5th-day options that including relevant professional development as determined in Goal 1, Objective 4 (ESF: 2.1)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
2. Research and create effective focus groups for both on-campus and cross-campus planning; groups to include representation from all district personnel. (ESF: 2,3)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		
3. Create and implement a calendar that is dedicated to connecting campus groups and promotes unity amongst all district personnel. (ESF: 3.1)	Central Office Administration, Instructional Coach(es), Principal(s)	Ongoing		

RAINS ISD

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

Objective 4. (Parents and community Connections) Parents and school community members will be connected through open communication, events and engagement through programs such as parents nights, programs, school-day activities and other community partnerships.

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

RAINS ISD

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

Objective 5. (School Community Collaborations) Students, Staff, Parents and Community will share a common goal of student success that includes collaborations to plan and communicate.

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

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

At-Risk by Category
Attendance
Community Demographics
Course/Class Assignments
Drop-out Rates
Enrollment
Ethnicity
Gender
Graduation Records
Homeless Students
Mobility/Stability
Multi-Year Trends
Special Program Participation
Special Student Populations
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents
Teacher-Student Ratios

Demographics Strengths

100% Graduation Rate (22-23)
0.4% Dropout Rate (21-22)

Demographics Needs

- Continue to monitor and support students who qualify for Special Education, Section 504, and Dyslexia services.
- Continue to monitor and support students who qualify for Emergent Bilingual services.
- Continue to monitor and support students who qualify for McKinney Vento services.
- Continue to monitor and support students who are identified as At Risk and Economically Disadvantaged.

Comprehensive Needs Assessment

Demographics Summary

Demographics refer to the characteristics or makeup of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Enrollment

20/21- 1706

21/22- 1727

22/23- 1753

Ethnicity- 70% w, 20% h

Gender- 55% m, 45% f

SpEd/504- 12-14%

EB- 6-8%

All group percentages are steady over the last 3 years.

Student Achievement

Student Achievement Data Sources

ACT/SAT Data

Attendance

College, Career, and Military Readiness (CCMR)

College/University/ Dual Credit/AP Enrollment

Common Benchmark Assessments

Course/Class Assignments

Course/Class Completion, Grades, and Other Data

Course/Class Grades

Disaggregated STAAR Data

Graduation Plan Types

Graduation Records

Graduation, Completion, and Dropout Rates

Multi-Year Trends

Promotion/Retention Rates

Results Driven Accountability (RDA)

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

State and Local Student Assessment Data Tables
State Assessment Data
Summary of Student Progress (not taking STAAR)
Texas Success Initiative (TSI) Data

Student Achievement Strengths

- 100% Graduation Rate
- Districtwide Assessments (Benchmarks & Interims) to monitor the progress of students on a consistent and frequent basis.
- Employment of a full-time Instructional Coach at each campus.

Student Achievement Weaknesses

- Low attendance percentages across the district.
- Low performance in Math state assessments across the district.

Student Achievement Needs

- Continue providing and possibly increase support through Instructional Coaching on campuses.
- Possibly provide additional support to campuses through Truancy Personnel.

Student Achievement Summary

Student Achievement data are the annual and longitudinal reviews from varied sources of formal and informal data. The data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Classroom and School Walkthrough Data
Feedback Data
Parent Conferences or Meetings
Student Discipline Data
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

School Culture and Climate Strengths

- Safety Upgrades Districtwide
- Safety Audit Success
- Campus PFE Events
- Spirit of Community/Family
- Improved support, communication, and student discipline consistency from campus leadership per staff survey.

School Culture and Climate Weaknesses

- Outdated facilities with overall structural issues (leaky roofs, etc.).

School Culture and Climate Needs

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Determine additional funding sources to support staff salary needs.
- Continue Facilities Upgrades/Updates
- Continue efforts by campus leadership to improve student discipline consistency.
- Address staff with poor work ethic and attitudes per staff survey.
- Improve community relations/perceptions by increased communications of daily campus/classroom events and activities.

School Culture and Climate Summary

School Culture and Climate refers to the organization's values, beliefs, and customs that shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact with the system.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Community Demographics
Community Input
Course/Class Completion, Grades, and Other Data
District Policies
Multi-Year Trends
Paraprofessional and Other Staff Qualifications
Professional Development Data
Recruitment and Retention Rates and Other Data
Special Program Qualifications
Staff Development
Staff Mobility/Stability
Support Structure: Mentor Teachers
Teacher Certifications/Qualifications Data
Teacher-Student Ratios
Texas Teacher Evaluation & Support System (T-TESS)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

- Valuable incentives for staff quality including 4-day instructional week, childcare, \$320 for health insurance.
- Instructional Coach to support teachers on each campus.
- Submitting TIA application on Apr 15, 2024.

Staff Quality, Recruitment and Retention Weaknesses

- Applicant Pool Limitations (Rural Area)
- Student Attendance Concerns (Affects Funding)
- Competitiveness of Salary Schedules
- High Staff Turnover Rate
- High Class Sizes in Some Areas

Staff Quality, Recruitment and Retention Needs

- Build strong partnerships with universities for recruitment purposes.
- Improve local Teacher Mentoring Program
- Continue culture building through staff recognition and incentives.
- Continued support from campus Instructional Coaches.
- Continue to implement strategies to increase student attendance.

Staff Quality, Recruitment and Retention Summary

We have a good recruitment plan and procedures, but we need to improve our retention of new teachers. This can be done by improving relationships with the universities to ensure that qualified teachers are being recruited. We need to improve the support of all new teachers by improving the training for mentors and enhancing the First Year Teacher Academy.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

ACT/SAT Data
Class, School, and Special Program Schedules
Common Benchmark Assessments
Disaggregated STAAR Data
Enrichment Course/Class Materials
Foundational Course/Class Materials
High-Yield Strategies
Horizontal and Vertical Team Alignment Processes
Instructional Design/Delivery
Multi-Year Trends
PEIMS Reports
Promotion/Retention Rates
Scope and Sequence and Pacing Guide Documents
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standards-Based Curriculum Resources and Materials
Student-Specific and Differentiated Strategies
Summary of Student Progress (not taking STAAR)
Technology

Curriculum, Instruction and Assessment Strengths

- Utilizing MAP Growth testing at Int and JH campuses in all core subjects
- Completing benchmarks and Interim testing districtwide
- Increased access to CTE courses and programs of study
- Intervention time provided during the school day as well as on Intervention Fridays
- Addition of HQIM

Curriculum, Instruction and Assessment Weaknesses

- Transition to new STAAR items (SCR, ECR) requires additional training and curriculum development
- Continue to monitor services and support for our students who receive are served under any special program.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

- Increase opportunities to write in all courses, PK-12.
- Increase opportunities for vertical alignment discussion in ELAR and Math.
- Continue adding HQIM

Curriculum, Instruction and Assessment Summary

Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Input
Community Service Agencies and Support Services
Demographic Data
Family and Community Participation Counts
Mobility/Stability
Parent Activity Evaluations and Feedback
Parent and Community Partnership Data
Parent Volunteer Information

Family and Community Involvement Strengths

- Parents, businesses, and community members participate on campus and district improvement committees.
- Campus and district improvement committees review Parent/Family Engagement policy annually to revise, as needed.
- McKinney Vento supports through TEHCY program and Region 7 ESC SSA are helpful for effected families.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

-Lower parent involvement to PFE activities and events at the secondary campuses.

Family and Community Involvement Needs

- Continue to brainstorm and implement relevant PFE activity and event activities.
- Continue to brainstorm and implement strategies to increase parental involvement.

Family and Community Involvement Summary

Parent, Family, and Community Engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

School Context and Organization

School Context and Organization Data Sources

Communication: Formal and Informal
Community Demographics
Community Input
Decision-Making Processes
Discipline Referrals
Drop-out Rates
Duty Roster
Expulsion/Suspension Records
Leadership and Administrative Support Structures
Master Schedule
Multi-Year Trends
Parent Participation
PEIMS Reports
Program Support Services
Schedule for Student Support Services
School Map and Physical Environment

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

School Structure
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Supervision Structure
Support Structure: Mentor Teachers
Survey and Interviews of Students/Staff/Parents

School Context and Organization Strengths

- Teachers are involved in campus and district improvement committees.
- District has a collective vision and mission statement.

School Context and Organization Needs

- Continue to monitor and take steps towards ensuring efficient and effective processes across the organization.

School Context and Organization Summary

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Think about:

- District level supports around classes, schedules, student/staff teams
- How we support subjects in which students perform poorly
- Teacher voice in decision-making and school policies
- Teacher role in assessment choice decisions
- Are all stakeholders (teachers, parents, paras, support staff, and students) involved in decision-making
- Perceptions of students, parents, and community about the district and campuses

Comprehensive Needs Assessment

Technology

Technology Data Sources

- Assessment of Technology Skills
- Classroom Technology Needs
- Community Input
- District Policies
- Leadership and Administrative Support Structures
- Multi-Year Trends
- Professional Development Data
- Resource Allocations
- Staff Development
- Staff/Parents/Community/ Business members involved w/SBDM
- Survey and Interviews of Students/Staff/Parents
- Technology Hardware and Software
- Technology Infrastructure, Networks, etc.
- Technology Plan
- Technology Policies and Procedures

Technology Strengths

- Purchased 1400 additional Chromebooks with ESSER grant funds.
- Increased number of smartboards in classrooms.
- Improved network and infrastructure.

Technology Weaknesses

- Not yet 1-1 districtwide
- Technology struggles during state assessment

Technology Needs

Comprehensive Needs Assessment

- Implement a plan to fund new devices annually that would allow to cycle old devices down each year until they are retired.
- Evaluate the budget to determine how to implement the plan above.
- Research funding and grant opportunities to assist in the plan above.

Technology Summary

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real world experiences, including post-secondary opportunities.

Appendix- LEA Program Plan Requirements

Title I, Part A

LEA Plan Requirement	Description of Requirement
<p>Timely and Meaningful Consultation</p>	<p>Rains ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on page 3 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee meetings are scheduled for the following dates: 10/9/24, 11/20/24, 1/22/25, 2/19/25, 3/19/25, and 4/16/25. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May.</p>
<p>Coordination</p>	<p>Rains ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> ● Title I, Part C ● Title II, Part A ● Title III, Part A ● Title IV, Part A ● Individuals with Disabilities Act (IDEA) ● Rehabilitation Act of 1973 ● Carl D. Perkins Career and Technical Education Act of 2006 ● Head Start Act ● McKinney-Vento Homeless Assistance Act ● ESSER II & III ● SCE <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>

<p>Challenging State Academic Standards</p>	<p>Rains ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by three certified teachers, after-school tutorials with TEKS-aligned materials, and two paraprofessionals who work with small groups of students.</p>
<p>Periodic Review and Revisions</p>	<p>Rains ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for 10/9/24 and 1/22/25 and a summative evaluation scheduled for 4/16/25 to evaluate the effectiveness of the plan.</p>
<p>Required Descriptions:</p>	
<p>Student Progress Monitoring Supports</p>	<p>Rains ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Rains ISD has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Rains ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working</p>

	to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.
Teacher Quality	Annually, during the spring and summer of each year, Rains ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.
School Improvement and Support Activities	The district provides guidance and technical assistance to campuses identified for school improvement in meeting the legal requirements. This guidance includes drafting and sending parental notifications, administration of school choice options and notification, school plan assistance as appropriate, budgeting of resources to ensure that professional development is adequately supported, hiring of external technical assistance providers, administration and monitoring of local corrective actions.
Measure of Poverty	Rains ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.
Nature of Programs	All of Rains ISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.
Services to Homeless Children and Youth	Rains ISD currently serves approximately 60 homeless children and youth. <ol style="list-style-type: none"> 1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who

	<p>provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</p> <ol style="list-style-type: none"> 2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and youth with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
<p>Parent and Family Engagement Strategy</p>	<p>Rains ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2024-2025 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p> <p><i>Rains ISD Written PFE Policy</i></p>
<p>Early Childhood Education Programs and Transition Plans</p>	<p>Our preschool classes are located on our Elementary campus. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special</p>

	education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.
Identification of Eligible Children	Rains ISD operates no targeted assistance programs.
Middle to High School/ High School to Postsecondary Transitions	<p>Rains ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. From middle school to high school, the district provides an informational night for parents of 7th & 8th-grade students to learn about the career pathways and dual credit opportunities offered to high school students. Middle school students also attend a career pathway day to explore available options in high school. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition.</p> <p>Rains ISD works hard to coordinate with its higher education partner, Trinity Valley Community College and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.</p>
Discipline Disproportionality	Rains ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Rains ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.
Coordination and Integration	<p>Rains ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities.</p> <p>The district annually evaluates local workforce data to identify trends relating to in-demand, high-wage careers.</p>

Appendix- Title II DIP Requirements

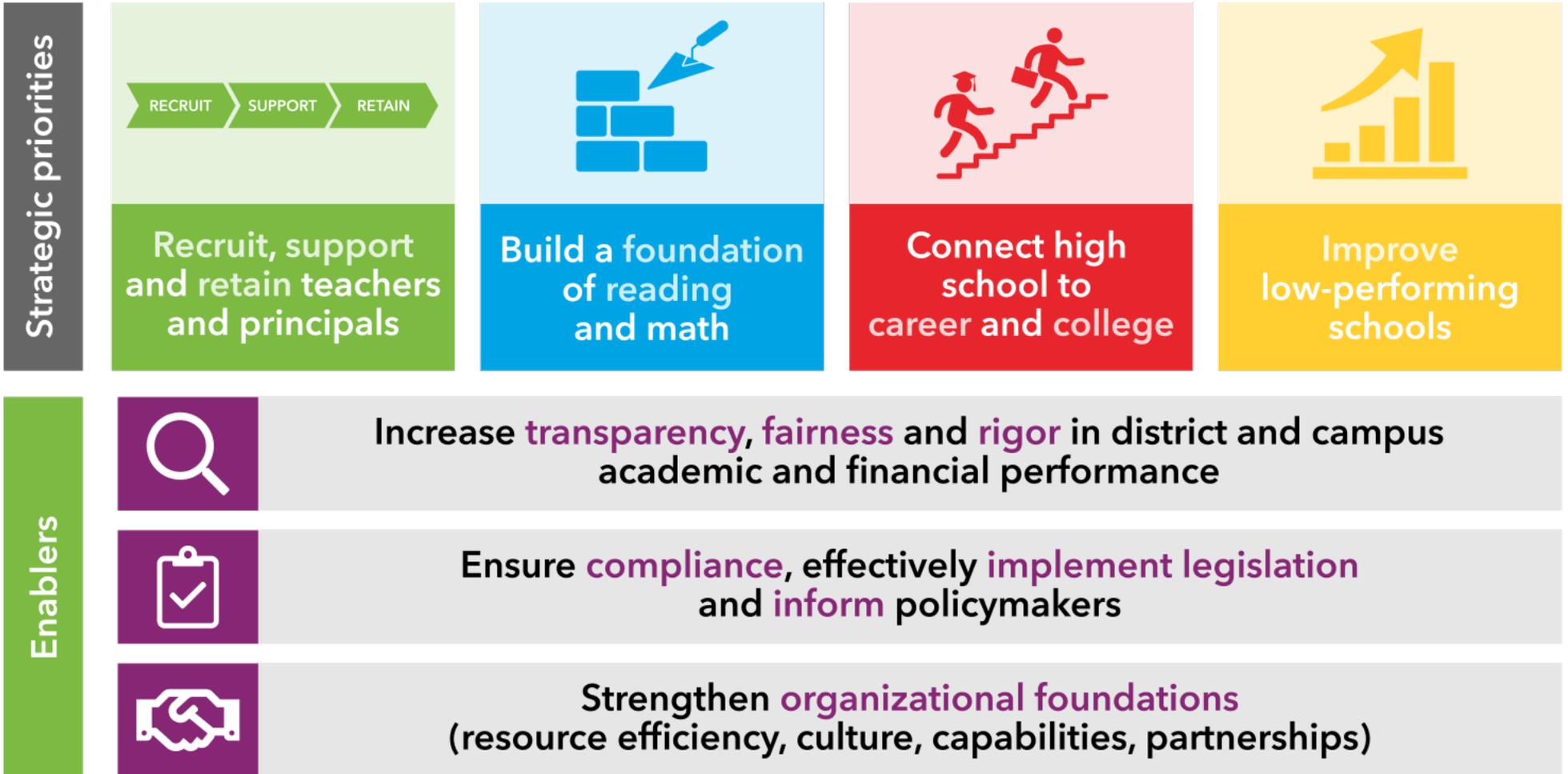
Title II, Part A	
Title II Requirement	Description of Requirement
REAP/Transferability	During the CNA for the 2024-2025 school year, the required stakeholders met on the following dates 2/27/24 and 3/27/24. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs in Title I, Part A were so extensive that our Title II, Part A funds would best be used to meet those needs. The decision was made by the committee to transfer 100% of the district's Title II, Part A allocation to Title I, Part A.

Appendix- Title IV DIP Requirements

Title IV, Part A

Title IV Requirement	Description of Requirement
REAP/Transferability	During the CNA for the 2024-2025 school year, the required stakeholders met on the following dates 2/27/24 and 3/27/24. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs in Title I, Part A were so extensive that our Title IV, Part A funds would best be used to meet those needs. The decision was made by the committee to transfer 100% of the district's Title IV, Part A allocation to Title I, Part A.

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



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