

Rain Independent School District
Rains Intermediate
2018-2019 Campus Improvement Plan

Mission Statement

Rains Independent School District will meet all students' individual needs so they may become responsible citizens.

Core Beliefs

We believe that all students have the ability to learn and they possess the qualities to become valuable members of the community.

We believe all parents can influence their students' hopes and dreams and are essential participants in the educational process through involvement, communication, and partnerships between school and home.

We believe all teachers and paraprofessionals should build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

We believe all support staff (nurses, technology, maintenance, custodial, cafeteria, law enforcement, transportation, counselors, volunteers, etc.) are essential to the safety, security, and success of students.

We believe all principals should be visible, visionary leaders who are passionate about education and who foster a successful school community and learning environment.

We believe the superintendent and central office should define a clear vision for the district through leadership and visibility in the community and schools.

We believe the school board advocates for all students, voices the expectations of the community, and supports the mission, vision and values of the district.

Comprehensive Needs Assessment

Revised/Approved: August 24, 2018

Demographics

Demographics Summary

Rains Intermediate is a campus in Emory, Texas, that serves all students in grades 3-5 in Rains County. There are approximately 133 students in each grade level, for a total of 409 students served annually. There are six teachers in each grade level, so the student to teacher ratio is 22:1.

Our campus ethnicity demographics (using 2016-2017 TAPR data) are as follows:

2%	African-American
15%	Hispanic
78%	White
1.1%	American Indian
0.3%	Asian
0.0%	Pacific Islander
3.1%	Two or more races

Our other campus demographics are as follows:

57.7% Economically Disadvantaged

42.3% Non-Educationally Disadvantaged

0.0% Students with Disciplinary Placements

40% At-Risk

11.9% Mobility

The academic demographics on students currently enrolled in the 2017-2018 school year are as follows:

14% Special Education

14% 504/Dyslexia

07% English Language Learners

07% Gifted and Talented

Demographics Strengths

Rains Intermediate teachers and staff work hard to ensure that all stakeholders are engaged. Community engagement is high, despite the challenges that come with having 57.7% of the families living in economically-disadvantaged situations. With campus events such as Meet the Teacher Night, Open House, and other after-hours school activities, approximately 80-85% of the families attend.

Rains Intermediate has a diverse student population, and all of those populations work alongside one another in classrooms that differentiate to meet the needs of individual students. To the greatest extent possible, students are included in the mainstream classroom and receive grade-level content and instruction. Students with extensive special needs are enrolled in 33% of the classrooms, so there are two educators in those rooms: one is the teacher of record, and one is a specially-trained educator to accommodate or modify assignments as needed. By following a model of inclusion, teachers collaborate to

meet the needs in the classroom instead of having students pulled out.

At least two teachers are trained on each grade level to serve LEP students and/or Gifted and Talented students. By ensuring that classroom teachers have this important training, students are able to have special accommodations and projects imbedded in their core curriculum.

Problem Statements Identifying Demographics Needs

Problem Statement 1: On 4th grade STAAR Writing, only 47% of ELLs met the passing rate.

Problem Statement 2: On 4th grade STAAR Writing, only 49% of economically-disadvantaged students met the passing rate.

Problem Statement 3: On 4th grade STAAR Writing, only 59% of white students met the passing rate.

Problem Statement 4: Only 31% of special education students passed STAAR Science in grade 5.

Problem Statement 5: Only 47% of special education students passed STAAR Math in grades 3-5.

Problem Statement 6: Across grade levels, only 53% of special education students passed STAAR Reading.

Student Academic Achievement

Student Academic Achievement Summary

Overall, students in grades 3-5 performed at the state level on STAAR Math, Reading, Writing, and Science. Here is a summary of the spring 2017 scores on STAAR for all student groups:

STAAR	Grade 3	Grade 4	Grade 5
Reading	70%	79%	79%
Math	68%	80%	92%
Writing	---	54%	---
Science	---	---	68%

Student Academic Achievement Strengths

Student engagement in the curriculum is increasing each year, due in large part to the small-group instructional style of the teachers. Teachers have implemented Guided Math, Guided Reading, and Guided Writing in each grade level. The strength of this model is that students receive individualized attention from the teachers at the teacher table, then rotate to independent learning stations where students can participate in hands-on activities that build practice and confidence. While overall gains on STAAR testing are still a challenge, there have been gains in STAAR Math. Also, teachers have seen an increase in student achievement on unit tests, 9-weeks tests, and project-based learning.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR Writing scores dropped 23% overall when comparing 2016 scores to 2017 scores.

Problem Statement 2: STAAR Reading scores dropped 6% overall when comparing 2016 scores to 2017 scores.

Problem Statement 3: The percentage of all students who met or exceeded progress on all tests was 66%, which means 34% of students did not meet their goal of a year's worth of progress.

School Processes & Programs

School Processes & Programs Summary

INSTRUCTIONAL

At Rains Intermediate, we put instruction first. Everything that can be done to protect instructional time is a priority. The campus improvement committee has streamlined the master schedule to include:

- common planning periods for teachers in the same grade level,
- mentoring time for math and reading department heads,
- scheduling assemblies to occur only during lunches or special classes (PE, art, music, computer),
- new special classes to students' rotations (art and computer), and
- a 45-minute enrichment period where students can receive extra support in math, reading, dyslexia, ESL, or gifted/talented without missing core instruction.

CURRICULAR

All teachers are proficient at using the TEKS Resource System as an important part of their lesson planning cycle. Teachers use the scope and sequence to stay in sync with one another, and they use the TEKS verification document to check their understanding while planning lessons. Teachers give unit assessments, 9-week assessments, and other formative assessments to gauge student mastery. At the end of each 9 weeks, teachers meet with the department head and the principal to discuss each student's progress through the TEKS using data walls. The goal is to visualize students moving forward from the bottom quartiles to the upper quartiles throughout the year to ensure that no student is making little to no growth.

PERSONNEL

There are six teachers in each grade level:

- 3rd Grade = 2 math, 2 ELAR, 2 science/social studies
- 4th Grade = 2 math, 2 ELA, 2 writing (each teacher teaches science to their homeroom class)
- 5th Grade = 2 math, 2 ELAR, 2 science (each teacher teaches social studies to their homeroom class)

Additionally, there are 4 special education teachers and 11 para-professionals who work to meet the needs of all 53 special education students and 323 Title I students on campus.

There are also teachers who specialize in the following:

- Music
- P.E.
- Math Lab
- Reading Lab
- Dyslexia

ORGANIZATIONAL

Teachers meet twice monthly with their department cohorts in order to plan vertically. Teachers meet once weekly with their grade level department cohort to make lesson plans and assessments.

ADMINISTRATIVE

There is one campus principal and one campus counselor. Administrative duties for these two include:

- ARD meetings
- 504 coordinator
- RTI coordinator
- Testing coordinator
- Discipline
- Staff evaluations
- Campus publications and social media

School Processes & Programs Strengths

Rains Intermediate teachers and staff work well together to make the most of every program. There is constant communication and collaboration between staff to stream-line processes to better identify and serve all students. Teachers observe one another teaching and share insights during meetings. There is a culture of learning amongst staff that contributes to program strength.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Math teachers need an online tutorial program that gives students independent practice on grade level skills.

Problem Statement 2: Special education students need an online tutorial program that gives diagnostic, research-based instruction and practice.

Perceptions

Perceptions Summary

Rains Intermediate provides opportunities for all students to become respectful, responsible citizens. Teachers and staff collaborate closely to create a culture of high expectations where all students feel valued, safe, and challenged to excel. The focus on maintaining an engaging and supportive culture will remain strong. Staff and students will develop a growth mindset and grit in order to improve themselves. In addition, the campus will continue to promote character, conduct, and curriculum mastery. Social media will be utilized to keep the community abreast of campus initiatives and activities.

Perceptions Strengths

Students enjoy coming to Rains Intermediate every day, as evidenced by our student attendance rate of 96% in 2016-2017.

Ways in which the staff have worked to improve the culture and climate of Rains Intermediate include:

- School decor has been added in the common areas to make the building look more warm and inviting.
- Teachers stand at the door and greet students at the beginning of each class period.
- Teachers make 4 positive parent contacts each grading period.
- After-school programs are offered to build student strengths across multiple disciplines.
- Tutoring and academic UIL programs are offered to build students' content knowledge and expertise.
- Teachers and staff affirm colleagues and students for their positive contributions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The physical building needs more updates and remodeling to make the space feel more welcoming and inviting (office, playground, hallways).

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Revised/Approved: August 24, 2018

Goal 1: Improve student achievement

Performance Objective 1: With a focus on rigor in the classroom, at least 70% of special education students and 80% of all students will score at least Approaches on 2019 STAAR Reading.

Evaluation Data Source(s) 1: 2019 STAAR results, end-of-unit summative assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.	Principal, department heads	All instruction will be tightly connected to student assessment data so that the quality and quantity of targeted support is greatly increased. Teacher lesson plans for the daily 45-minute intervention period will include specific plans to address student needs.				
System Safeguard Strategy 2) All special education students who receive resource instruction in reading will be assessed, tutored, and monitored through an intervention program called ExactPath.	Special education teachers	Students' individual learning needs will be met via a diagnostic tool that assesses, provides independent instruction/tutoring, and monitors student mastery. The program will help fill instructional gaps for students who are at least one year below grade level. Students can access the program at home, which will increase parent/community engagement.				
System Safeguard Strategy 3) Students will be assessed and monitored through the Reading Inventory (lexile leveling), Accelerated Reader, and Guided Reading assessments at least 3 times per year.	Special education teachers, reading teachers	Through consistent monitoring of students' reading levels, teachers will be able to identify specific reading skills needed to improve overall reading. When reading skills improve, academic performance across disciplines improves.				

System Safeguard Strategy 4) Teachers will use small-group instruction such as Guided Reading, Daily 5, and reading stations to differentiate reading instruction.	ELAR teachers	Small-group instruction will maximize opportunities for students to receive targeted instruction. This instructional model also gives all students the opportunity to engage in the curriculum with the teacher's full attention on them.				
	Problem Statements: Demographics 6 - Student Academic Achievement 2, 3 Funding Sources: 211 Title I, Part A - 15000.00					
System Safeguard Strategy 5) Resources such as Newsela, AR, Flocabulary, Read Works, Story Works, Tumblebooks, Study Island, the Guided Reading library, Education Galaxy, and Brain Pop will be used to engage students with the curriculum.	Curriculum director, principal, librarian, ELAR teachers	The resources will provide a strong school-home connection because students can access many of the tools online 24/7. The resources will also engage students during reading stations, which will keep them on task and productive even during independent work time.				
	Problem Statements: Student Academic Achievement 2, 3					
System Safeguard Strategy 6) Continue to purchase and maintain books at various reading levels to meet the reading needs of all students.	Librarian, teachers	The library inventory will continue to grow with relevant, engaging titles that are Lexiled and are associated with AR tests to improve student reading and reading motivation.				
	Problem Statements: Student Academic Achievement 2, 3					
System Safeguard Strategy 7) ELAR teachers will provide RTI (highly qualified instruction or intervention, matched to student needs) that is specifically-designed for students who are not making progress in ELAR.	ELAR teachers, Title I reading teacher	With increased highly qualified instruction, students will be able to increase mastery in reading.				
	Problem Statements: Demographics 6 - Student Academic Achievement 2, 3 Funding Sources: 199 State Compensatory Education (SCE) - 24300.00, 211 Title I, Part A - 90000.00					

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 6: Across grade levels, only 53% of special education students passed STAAR Reading.
Student Academic Achievement
Problem Statement 2: STAAR Reading scores dropped 6% overall when comparing 2016 scores to 2017 scores.
Problem Statement 3: The percentage of all students who met or exceeded progress on all tests was 66%, which means 34% of students did not meet their goal of a year's worth of progress.
School Processes & Programs
Problem Statement 2: Special education students need an online tutorial program that gives diagnostic, research-based instruction and practice.

Goal 1: Improve student achievement

Performance Objective 2: With a focus on rigor in the classroom, at least 60% of special education students and 87% of all students will score at least Approaches on 2019 STAAR Math.

Evaluation Data Source(s) 2: 2019 STAAR results, end-of-unit summative assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.</p>	<p>Special Education Teachers, Math Teachers</p> <p>Problem Statements: Demographics 4, 5</p> <p>Funding Sources: 199 General Fund - 0.00</p>	<p>Through consistent monitoring of students' math levels, teachers will be able to identify specific math skills needed to improve overall math.</p>				
<p>System Safeguard Strategy</p> <p>2) Math teachers will provide RTI (highly qualified instruction or intervention, matched to student needs) that is specifically-designed for students who are not making progress in math.</p>	<p>Math teachers, Title 1 math teacher</p> <p>Problem Statements: Demographics 4, 5 - Student Academic Achievement 3 - School Processes & Programs 2</p> <p>Funding Sources: 199 State Compensatory Education (SCE) - 24300.00, 211 Title I, Part A - 45000.00</p>	<p>With increased highly qualified instruction, students will be able to show mastery of math concepts.</p>				
<p>System Safeguard Strategy</p> <p>3) Teachers will use small-group instruction such as Guided Math and math stations to differentiate instruction.</p>	<p>Math teachers</p> <p>Problem Statements: Demographics 5 - Student Academic Achievement 3 - School Processes & Programs 1</p>	<p>Small-group instruction will maximize opportunities for students to receive targeted instruction. This instructional model also gives all students the opportunity to engage in the curriculum with the teacher's full attention on them.</p>				
<p>System Safeguard Strategy</p> <p>4) Resources such as Education Galaxy, Study Island, Math Prodigy, Flocabulary, Newsela, and Brain Pop will be used to engage students with the curriculum.</p>	<p>Curriculum director, principal, librarian, math teachers</p> <p>Problem Statements: Demographics 5 - Student Academic Achievement 3 - School Processes & Programs 1</p>	<p>The resources will provide a strong school-home connection because students can access many of the tools online 24/7. The resources will also engage students during math stations, which will keep them on task and productive even during independent work time.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Only 31% of special education students passed STAAR Science in grade 5.
Problem Statement 5: Only 47% of special education students passed STAAR Math in grades 3-5.
Student Academic Achievement
Problem Statement 3: The percentage of all students who met or exceeded progress on all tests was 66%, which means 34% of students did not meet their goal of a year's worth of progress.
School Processes & Programs
Problem Statement 1: Math teachers need an online tutorial program that gives students independent practice on grade level skills.
Problem Statement 2: Special education students need an online tutorial program that gives diagnostic, research-based instruction and practice.

Goal 1: Improve student achievement

Performance Objective 3: With a focus on rigor in the classroom, at least 50% of special education students and 80% of all students will score at least Approaches on 2019 STAAR Science.

Evaluation Data Source(s) 3: 2019 STAAR results, end-of-unit summative assessments

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy 1) PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.</p>	Principal, department heads, special education staff, science teachers	All instruction will be tightly connected to student assessment data so that the quality and quantity of targeted support is greatly increased. Teacher lesson plans for the daily 45-minute intervention period will include specific plans to address student needs.				
<p>Problem Statements: Demographics 4 Funding Sources: 199 General Fund - 0.00</p>						
<p>System Safeguard Strategy 2) Science teachers in grades 3-5 will utilize the science labs to enhance science objectives.</p>	Science teachers	Students will have the added opportunity to experience hands-on tasks that are directly related to the science objectives that are addressed in the classroom.				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Only 31% of special education students passed STAAR Science in grade 5.

Goal 1: Improve student achievement

Performance Objective 4: By the end of the 2017-2018 school year, at least 70% of white students, 70% of all students, 65% of economically-disadvantaged students, 65% of Hispanic students, and 70% of all students will score at least Approaches on 2019 STAAR Writing.

Evaluation Data Source(s) 4: 2019 STAAR results, end-of-unit summative assessments

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The writing curriculum will be evaluated and new curriculum will be incorporated as needed.	Writing teachers, ELAR teachers	Gaps in the curriculum will be identified and fixed appropriately. Student mastery of writing TEKS will increase with the improvement in curriculum.				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1					
2) Provide staff development opportunities to address developing students' writing skills.	Writing teachers, ELAR teachers	With ongoing professional development and support, teachers will target specific skills that will help students become better writers.				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1					
3) Increase the incorporation of writing tasks across disciplines in grades 3-5. Writing will be a part of all teachers' lesson plans and all subject area's Performance Assessments in TEKS Resource System.	All teachers (math, reading, science, social studies)	With increased writing tasks across subject areas, students' skills will increase due to practice and real-life applications.				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1 Funding Sources: 270 Title V, Part B, Rural Low Income - 2439.00					
4) To the greatest extent possible, incorporate technology when students write.	Writing teachers, ELAR teachers	When using technology (Chromebooks, Google), students will have access to tools to help them be more effective writers: spell check, oral support, and decreased challenges related to handwriting. This will also aid in parent involvement, because students can work via Google applications at home and school.				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1					
5) Offer before-school, after-school, and during-school tutorials to address students' writing skill deficits in one-on-one or small group settings.	Writing teachers, ELAR teachers	With targeting instruction and intervention, students will grow at least one year in their writing skills.				
	Funding Sources: 199 State Compensatory Education (SCE) - 2500.00					

Performance Objective 4 Problem Statements:


Demographics
Problem Statement 1: On 4th grade STAAR Writing, only 47% of ELLs met the passing rate.
Problem Statement 2: On 4th grade STAAR Writing, only 49% of economically-disadvantaged students met the passing rate.
Problem Statement 3: On 4th grade STAAR Writing, only 59% of white students met the passing rate.
Student Academic Achievement
Problem Statement 1: STAAR Writing scores dropped 23% overall when comparing 2016 scores to 2017 scores.

Goal 1: Improve student achievement

Performance Objective 5: With a focus on rigor in the classroom, 70% of all ELL students will score at least Approaches on 2019 STAAR Reading in grades 3 through 5.

Evaluation Data Source(s) 5: 2019 STAAR results, end-of-unit summative assessments

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Students who are ELL learners will have access to content teachers who are ESL certified and who provide an enhanced learning experience through differentiation.	ESL-certified teachers in each grade level	Students will be provided with language supports in the classroom that will carry over to each class and provide them with the necessary tools to be successful in all learning settings.				
Problem Statements: Demographics 6						
System Safeguard Strategy 2) LPAC meetings will be held twice a year and TEA-approved accommodations will be selected for ELL students on an individual basis.	Teachers, Principal, Counselor, Parents, ESL coordinator	ELL students will be able to adequately access accommodations that are put into place for assistance and achieve the level of Approaches on STAAR assessments along with other classroom assessments and measurements.				
Problem Statements: Demographics 1						
System Safeguard Strategy 3) Before-school, during-school, and after-school tutorials will be offered to ELL students to give them vocabulary support that is content-specific.	All campus certified-teachers	With additional vocabulary support and instruction, ELL students will be able to master grade-level objectives more efficiently.				
Problem Statements: Demographics 1						
Funding Sources: 199 State Compensatory Education (SCE) - 3000.00						
						

Performance Objective 5 Problem Statements:





Demographics
Problem Statement 1: On 4th grade STAAR Writing, only 47% of ELLs met the passing rate.
Problem Statement 6: Across grade levels, only 53% of special education students passed STAAR Reading.

Goal 1: Improve student achievement

Performance Objective 6: Increase appropriate behavior in students, as evidenced by fewer than 135 office referrals for the 2018-2019 school year.

Evaluation Data Source(s) 6: PEIMS, Skyward

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>1) Continue a successful campus-wide discipline management plan that is communicated effectively with teachers and empowers teachers and students. The plan includes the Integrity Folder, which is sent home daily/weekly, and 5 school-wide rules.</p>	Teachers, principal, office staff	Fewer office referrals means that fewer students are missing instructional time in the classroom. It also means that students and teachers are building a community of respect and responsibility.				
<p>System Safeguard Strategy</p> <p>2) Provide opportunities to celebrate student success in academics and behavior.</p>	Principal, teachers	When students are celebrated for meeting expectations, they are motivated to excel.				
<p>System Safeguard Strategy</p> <p>3) Guidance lessons will be provided throughout the year on topics related to "Wildcat Pride" (respect, integrity, honor, bullying prevention, and peer conflict resolution)</p>	Campus counselor, teachers, principal	Lessons will empower students to behave proactively and positively in everyday situations.				
<p>System Safeguard Strategy</p> <p>4) Teachers and staff will build rapport with parents by contacting them about positive circumstances involving their children and potential problem situations before they arise.</p>	Teachers, staff, principal, counselor	The more parents are informed and involved, the more they will support school efforts to maximize their child's education.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


Goal 1: Improve student achievement


Performance Objective 7: Maintain or exceed a campus attendance rate of 97% for all students.


Evaluation Data Source(s) 7: PEIMS, Skyward


Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) Work closely with the Rains ISD Chief of Police and Justice of the Peace as a deterrent for students with excessive absences.	Principal, RISD Chief of Police, office staff, teachers	Decreased chronic attendance issues from repeat offenders				
System Safeguard Strategy 2) Provide incentives for students with 100% attendance rates, including consideration of tardies and early departures when not due to verified health appointments/circumstances.	Teachers, staff, principal	Students who attend school 100% of the time are more successful with the curriculum than students who have excessive absences/tardies.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 1: Improve student achievement

Performance Objective 8: With a focus on literacy and integrating writing in all subject areas, students will grow an average of 140 Lexile points.


Evaluation Data Source(s) 8: Scholastic Reading Inventory

Summative Evaluation 8:

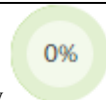
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) With a mindset toward growth, students will take the Scholastic Reading Inventory at the beginning, middle, and end of the year.	ELAR teachers, principal	All students will grow at least 100 Lexile points. At the end of the year, these are the grade level goals for Lexile scores: 3rd grade = 520 4th grade = 740 5th grade = 940				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Encourage parent and community involvement

Performance Objective 1: Increase student performance by engaging parents and the community in events at least four times per year.

Evaluation Data Source(s) 1: Event sign-in sheets, monthly newsletters, Facebook, website, campus marquee sign

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus will host Meet the Teacher Night (Fall) and Texas Public Schools Week: Open House (Spring) activities.	Principal, teachers, staff, counselor	By opening up the school for parents to see the learning environment, meet staff, ask questions, and see student artifacts, strong rapport will be built between school and community.				
Problem Statements: Perceptions 1						
2) The Parent-Teacher Organization (PTO) will continue to grow in active membership from teachers and families. Events may include a spring and fall book fair, Christmas talent show, playground work day, and family-involvement nights.	PTO, principal	With increased membership, the PTO will be able to coordinate more events and be able to donate more resources (time, money, and materials) to the school.				
3) The campus will host Parent Orientation Night (September) to inform parents of the curriculum, assessments, and expectations of each grade level.	Principal, teachers	When parents are informed of the intricacies of each grade level, they are more equipped to help their child succeed by providing specific support at home.				
4) At the end of each 9 weeks grading period, teachers will schedule conferences with parents/families of students who failed their class(es).	Teachers, principal, department heads	By offering parent conferences at the earliest sign of student failure, parents and teachers have time to plan for remediation, identify underlying issues, and problem-solve.				
						

Performance Objective 1 Problem Statements:





Perceptions
Problem Statement 1: The physical building needs more updates and remodeling to make the space feel more welcoming and inviting (office, playground, hallways).

Goal 3: Provide a safe and orderly environment

Performance Objective 1: 100% of staff, students, and families are safe at school in regard to: physical safety, internet safety, violence prevention, suicide prevention, conflict resolution, and bullying/cyber-bullying through strategies implemented annually.

Evaluation Data Source(s) 1: Emergency drill logs, lesson plans, Raptor reports, counselor risk assessments, district internet filter log, health services reports, discipline reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) The campus will participate in emergency drills: fire, shelter for weather, shelter in place, lock-down, and site evacuation.	Principal, teachers, office staff, Director of Operations, RISD Chief of Police	Through the routine implementation of emergency drills, staff and students will know and respond quickly in the event of a crisis at school.				
System Safeguard Strategy 2) Provide proactive and reactive programs to educate students about and help decrease bullying and cyber-bullying.	Counselor, principal, teachers	When students are aware of the ramifications of bullying and have been taught explicit strategies to build community, then incidents of bullying will decrease.				
System Safeguard Strategy 3) The school office will be remodeled to provide a safer, more stream-lined way of welcoming the public.	Maintenance and Operations department, principal, office staff	By providing a cleaner, more organized entry for the community to access the school, all aspects of school function will run more safely and efficiently.				
Problem Statements: Perceptions 1						
System Safeguard Strategy 4) All doors on campus that do not have a manual locking mechanism on the inside of the door will have a strategy/product in place to aid in quick and easy lock-down procedures.	Director of Operations, principal, CPOC staff	Teachers, staff, and community will be able to react quickly and easily in the event of a lock-down.				
System Safeguard Strategy 5) Continue to monitor and improve procedures for student pick up, campus visitors, and unauthorized people on campus.	Teachers, staff, counselor, principal, RISD Chief of Police	Students will only be released to authorized adults and 100% of staff and students will be safe on school grounds.				
6) Provide annual training opportunities for staff regarding defibrillator use, CPR, and crisis intervention.	District nurse, nurse's aide, Special Education department	With increased teacher and staff knowledge about health-related and special education-related crisis intervention, they will be able to respond more quickly and with confidence.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The physical building needs more updates and remodeling to make the space feel more welcoming and inviting (office, playground, hallways).

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.
1	1	2	All special education students who receive resource instruction in reading will be assessed, tutored, and monitored through an intervention program called ExactPath.
1	1	3	Students will be assessed and monitored through the Reading Inventory (lexile leveling), Accelerated Reader, and Guided Reading assessments at least 3 times per year.
1	1	4	Teachers will use small-group instruction such as Guided Reading, Daily 5, and reading stations to differentiate reading instruction.
1	1	5	Resources such as Newsela, AR, Flocabulary, Read Works, Story Works, Tumblebooks, Study Island, the Guided Reading library, Education Galaxy, and Brain Pop will be used to engage students with the curriculum.
1	1	6	Continue to purchase and maintain books at various reading levels to meet the reading needs of all students.
1	1	7	ELAR teachers will provide RTI (highly qualified instruction or intervention, matched to student needs) that is specifically-designed for students who are not making progress in ELAR.
1	2	1	PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.
1	2	2	Math teachers will provide RTI (highly qualified instruction or intervention, matched to student needs) that is specifically-designed for students who are not making progress in math.
1	2	3	Teachers will use small-group instruction such as Guided Math and math stations to differentiate instruction.
1	2	4	Resources such as Education Galaxy, Study Island, Math Prodigy, Flocabulary, Newsela, and Brain Pop will be used to engage students with the curriculum.
1	3	1	PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.
1	3	2	Science teachers in grades 3-5 will utilize the science labs to enhance science objectives.
1	5	1	Students who are ELL learners will have access to content teachers who are ESL certified and who provide an enhanced learning experience through differentiation.
1	5	2	LPAC meetings will be held twice a year and TEA-approved accommodations will be selected for ELL students on an individual basis.

Goal	Objective	Strategy	Description
1	5	3	Before-school, during-school, and after-school tutorials will be offered to ELL students to give them vocabulary support that is content-specific.
1	6	1	Continue a successful campus-wide discipline management plan that is communicated effectively with teachers and empowers teachers and students. The plan includes the Integrity Folder, which is sent home daily/weekly, and 5 school-wide rules.
1	6	2	Provide opportunities to celebrate student success in academics and behavior.
1	6	3	Guidance lessons will be provided throughout the year on topics related to "Wildcat Pride" (respect, integrity, honor, bullying prevention, and peer conflict resolution)
1	6	4	Teachers and staff will build rapport with parents by contacting them about positive circumstances involving their children and potential problem situations before they arise.
1	7	1	Work closely with the Rains ISD Chief of Police and Justice of the Peace as a deterrent for students with excessive absences.
1	7	2	Provide incentives for students with 100% attendance rates, including consideration of tardies and early departures when not due to verified health appointments/circumstances.
3	1	1	The campus will participate in emergency drills: fire, shelter for weather, shelter in place, lock-down, and site evacuation.
3	1	2	Provide proactive and reactive programs to educate students about and help decrease bullying and cyber-bullying.
3	1	3	The school office will be remodeled to provide a safer, more stream-lined way of welcoming the public.
3	1	4	All doors on campus that do not have a manual locking mechanism on the inside of the door will have a strategy/product in place to aid in quick and easy lock-down procedures.
3	1	5	Continue to monitor and improve procedures for student pick up, campus visitors, and unauthorized people on campus.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Weddle	Math Lab Teacher, Math Department Head	Math	
Stacy Martin	Reading Lab Teacher, ELAR Department Hea	ELAR	

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

RAINS INT (190903051) - RAINS ISD

Accountability Rating

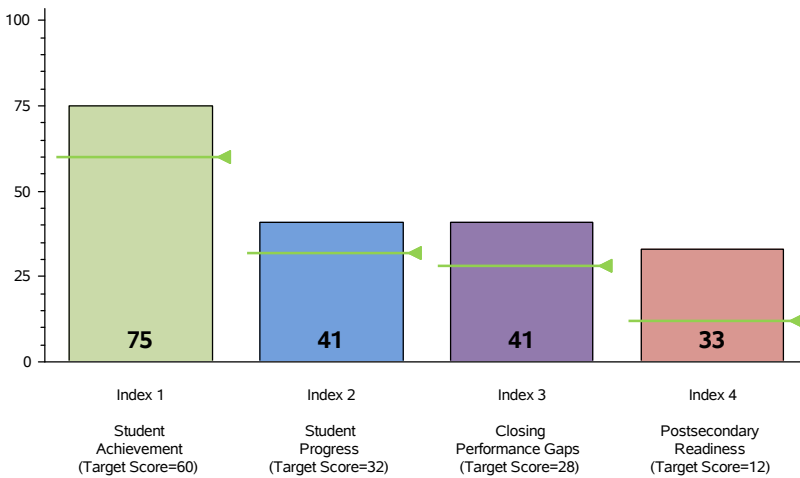
Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	350 Students
Grade Span	03 - 05
Percent Economically Disadvantaged	57.7
Percent English Language Learners	6.9
Mobility Rate	11.9
Percent Served by Special Education	14.3
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	638	856	75
2 - Student Progress	411	1,000	41
3 - Closing Performance Gaps	656	1,600	41
4 - Postsecondary Readiness			
STAAR Score	33.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		33

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	11 out of 16 = 69%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	21 out of 26 = 81%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

2015-16 Texas Academic Performance Report

District Name: **RAINS ISD**

Campus Name: **RAINS INT**

Campus Number: **190903051**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	81%	81%	*	65%	84%	*	-	-	*	55%	77%	*
Mathematics	2016	75%	86%	86%	*	88%	85%	*	-	-	*	45%	85%	75%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	80%	80%	-	87%	80%	*	*	-	*	57%	75%	*
Mathematics	2016	73%	60%	60%	-	67%	60%	*	*	-	*	36%	50%	*
Writing	2016	69%	73%	73%	-	93%	71%	*	*	-	*	36%	68%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	87%	87%	*	95%	85%	*	-	-	100%	50%	87%	83%
Mathematics	2016	86%	90%	90%	*	100%	90%	*	-	-	*	50%	90%	100%
Science	2016	74%	82%	82%	*	84%	84%	*	-	-	*	*	80%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	79%	80%	71%	85%	80%	56%	*	-	75%	45%	77%	71%
Reading	2016	73%	79%	83%	*	82%	83%	*	*	-	92%	54%	80%	68%
Mathematics	2016	76%	80%	79%	*	86%	79%	*	*	-	69%	43%	76%	79%
Writing	2016	69%	77%	73%	-	93%	71%	*	*	-	*	36%	68%	*
Science	2016	79%	80%	82%	*	84%	84%	*	-	-	*	*	80%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	37%	36%	*	31%	37%	*	*	-	38%	*	28%	*
Reading	2016	46%	48%	46%	*	51%	45%	*	*	-	62%	*	41%	*

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	36%	35%	*	26%	37%	*	*	-	*	*	27%	*
Writing	2016	41%	47%	41%	-	55%	41%	*	*	-	*	*	30%	*
Science	2016	47%	40%	36%	*	*	38%	*	-	-	*	*	34%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	13%	17%	*	15%	17%	31%	*	-	14%	11%	14%	12%
Reading	2016	17%	16%	20%	*	10%	22%	*	*	-	*	*	18%	*
Mathematics	2016	19%	13%	15%	*	18%	15%	*	*	-	*	*	13%	*
Writing	2016	15%	16%	20%	-	33%	18%	*	*	-	*	*	17%	*
Science	2016	16%	8%	9%	*	*	10%	*	-	-	*	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	60%	64%	*	67%	63%	*	*	-	*	57%	64%	70%
Reading	2016	60%	62%	64%	*	62%	65%	*	*	-	*	54%	63%	64%
Mathematics	2016	63%	58%	63%	*	71%	62%	*	*	-	*	61%	65%	76%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	13%	21%	*	23%	20%	*	*	-	*	21%	20%	26%
Reading	2016	16%	14%	19%	*	26%	17%	*	*	-	*	21%	24%	24%
Mathematics	2016	17%	13%	22%	*	19%	23%	*	*	-	*	21%	17%	28%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	45%	42%	-	*	39%	-	-	-	*	38%	39%	-

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	73%	79%	79%	*	84%	80%	*	-	-	*	*	76%	83%
Students Requiring Accelerated Instruction														
	2016	27%	21%	21%	*	*	20%	*	-	-	*	73%	24%	*
STAAR Cumulative Met Standard														
	2016	80%	87%	87%	*	95%	85%	*	-	-	100%	45%	87%	83%
Grade 5 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	77%	82%	82%	*	100%	80%	*	-	-	*	*	80%	100%
Students Requiring Accelerated Instruction														
	2016	23%	18%	18%	*	*	20%	*	-	-	*	64%	20%	*
STAAR Cumulative Met Standard														
	2016	85%	90%	90%	*	100%	90%	*	-	-	*	45%	90%	100%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 347
 Grade Span: 03 - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	79%	80%	-	-	-	-	-	71%	*	71%	-	71%	71%
Reading	2016	73%	79%	83%	-	-	-	-	-	68%	*	71%	-	68%	68%
Mathematics	2016	76%	80%	79%	-	-	-	-	-	79%	*	76%	-	79%	79%
Writing	2016	69%	77%	73%	-	-	-	-	-	*	-	*	-	*	*
Science	2016	79%	80%	82%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	37%	36%	-	-	-	-	-	*	-	*	-	*	*
Reading	2016	46%	48%	46%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2016	43%	36%	35%	-	-	-	-	-	*	-	*	-	*	*
Writing	2016	41%	47%	41%	-	-	-	-	-	*	-	*	-	*	*
Science	2016	47%	40%	36%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	13%	17%	-	-	-	-	-	12%	*	11%	-	12%	12%
Reading	2016	17%	16%	20%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	19%	13%	15%	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	15%	16%	20%	-	-	-	-	-	*	-	*	-	*	*
Science	2016	16%	8%	9%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	60%	64%	-	-	-	-	-	68%	*	68%	-	68%	68%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 347
 Grade Span: 03 - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	62%	64%	-	-	-	-	-	63%	*	*	-	63%	63%
Mathematics	2016	63%	58%	63%	-	-	-	-	-	74%	*	*	-	74%	74%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	13%	21%	-	-	-	-	-	26%	*	24%	-	26%	26%
Reading	2016	16%	14%	19%	-	-	-	-	-	26%	*	*	-	26%	26%
Mathematics	2016	17%	13%	22%	-	-	-	-	-	26%	*	*	-	26%	26%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	45%	42%	-	-	-	-	-	-	-	-	-	-	-

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	94%	100%	93%	94%	100%	*	-	100%	94%	94%	94%
Not Included in Accountability													
Mobile	4%	6%	5%	0%	7%	6%	0%	*	-	0%	4%	5%	6%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	*	-	0%	2%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	96.1%	*	97.3%	96.0%	94.7%	*	-	94.7%	95.8%	95.9%	98.2%
2013-14	95.9%	95.9%	96.5%	*	97.7%	96.3%	94.8%	*	*	95.4%	96.5%	96.4%	98.7%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	347	100.0%	1,659	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.2%
Pre-Kindergarten	0	0.0%	3.5%	4.2%
Kindergarten	0	0.0%	7.5%	7.1%
Grade 1	0	0.0%	7.5%	7.8%
Grade 2	0	0.0%	7.5%	7.8%
Grade 3	115	33.1%	6.9%	7.7%
Grade 4	109	31.4%	6.6%	7.5%
Grade 5	123	35.4%	7.4%	7.5%
Grade 6	0	0.0%	7.7%	7.4%
Grade 7	0	0.0%	7.7%	7.4%
Grade 8	0	0.0%	8.3%	7.3%
Grade 9	0	0.0%	7.8%	8.1%
Grade 10	0	0.0%	7.5%	7.3%
Grade 11	0	0.0%	7.2%	6.7%
Grade 12	0	0.0%	6.9%	6.1%
Ethnic Distribution:				
African American	4	1.2%	2.2%	12.6%
Hispanic	52	15.0%	15.7%	52.2%
White	272	78.4%	77.1%	28.5%
American Indian	5	1.4%	1.1%	0.4%
Asian	1	0.3%	0.3%	4.0%
Pacific Islander	0	0.0%	0.2%	0.1%
Two or More Races	13	3.7%	3.4%	2.1%
Economically Disadvantaged	196	56.5%	57.8%	59.0%
Non-Educationally Disadvantaged	151	43.5%	42.2%	41.0%
English Language Learners (ELL)	19	5.5%	5.7%	18.5%
Students w/ Disciplinary Placements (2014-2015)	2	0.5%	3.3%	1.4%
At-Risk	165	47.6%	49.2%	50.1%
Mobility (2014-2015)	52	13.3%	13.2%	16.5%

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	7.8%	1.9%	-	28.6%	8.2%
Grade 1	-	11.8%	4.1%	-	5.0%	7.4%
Grade 2	-	2.8%	2.7%	-	0.0%	3.4%
Grade 3	0.0%	0.0%	2.0%	20.0%	20.0%	1.6%
Grade 4	2.8%	2.8%	1.0%	0.0%	0.0%	0.8%
Grade 5	1.9%	1.9%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.0%	0.6%	-	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.7	18.9
Grade 1	-	20.7	19.1
Grade 2	-	17.7	19.1
Grade 3	18.6	18.6	19.1
Grade 4	17.8	17.8	19.0
Grade 5	20.2	20.2	20.8
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	-	15.6	17.1
Foreign Languages	-	16.7	19.1
Mathematics	-	14.8	18.1
Science	-	18.2	19.1
Social Studies	-	20.7	19.5

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	40.2	100.0%	100.0%	100.0%
Professional Staff:	30.3	75.4%	52.9%	64.3%
Teachers	28.3	70.5%	45.1%	50.5%
Professional Support	1.0	2.5%	4.5%	9.8%
Campus Administration (School Leadership)	1.0	2.5%	1.9%	2.9%
Educational Aides:	9.9	24.6%	13.9%	9.6%
Total Minority Staff:	0.0	0.0%	10.0%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.6%	10.1%
Hispanic	0.0	0.0%	1.5%	26.0%
White	28.3	100.0%	94.5%	60.8%
American Indian	0.0	0.0%	0.8%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.5%	1.1%
Males	1.0	3.5%	18.2%	23.5%
Females	27.3	96.5%	81.8%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	1.0%
Bachelors	24.3	85.9%	81.7%	74.7%
Masters	4.0	14.1%	16.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	8.5%	8.1%
1-5 Years Experience	7.0	24.7%	21.6%	27.3%
6-10 Years Experience	5.0	17.6%	15.4%	21.7%
11-20 Years Experience	8.0	28.2%	32.1%	27.3%
Over 20 Years Experience	8.3	29.4%	22.5%	15.7%
Number of Students per Teacher	12.2	n/a	12.8	15.2

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	14.9	13.4	10.9
Average Years Experience of Teachers with District:	9.5	8.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$35,967	\$45,507
1-5 Years Experience	\$33,472	\$34,241	\$47,996
6-10 Years Experience	\$38,382	\$38,637	\$50,459
11-20 Years Experience	\$43,752	\$45,502	\$53,794
Over 20 Years Experience	\$52,195	\$51,472	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$42,748	\$42,544	\$51,891
Professional Support	\$53,550	\$56,576	\$61,145
Campus Administration (School Leadership)	\$68,000	\$73,141	\$75,654
Instructional Staff Percent:	n/a	60.6%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	1.0	1,914.4

District Name: RAINS ISD
 Campus Name: RAINS INT
 Campus Number: 190903051

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 347
 Grade Span: 03 - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	19	5.5%	5.7%	18.3%
Career & Technical Education	0	0.0%	25.0%	24.3%
Gifted & Talented Education	30	8.6%	5.5%	7.7%
Special Education	42	12.1%	10.9%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	1.2%	1.5%	5.9%
Career & Technical Education	0.0	0.0%	6.0%	4.4%
Compensatory Education	3.0	10.6%	7.2%	2.9%
Gifted & Talented Education	0.0	0.0%	0.1%	1.9%
Regular Education	20.0	70.6%	71.7%	72.6%
Special Education	5.0	17.6%	11.4%	8.8%
Other	0.0	0.0%	2.0%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'###' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.