

Driscoll Independent School District

District Improvement Plan

District of Innovation 2022 - 2027



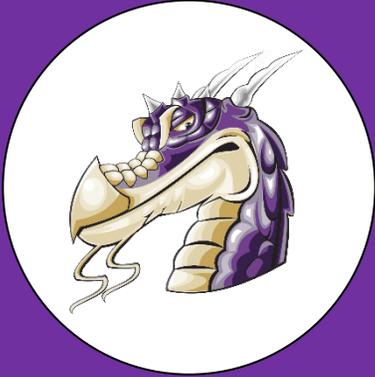
Simply the Best... Para Los Niños

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DRISCOLL ISD STRATEGIC PLAN 2022 - 2027



VISION:
Simply the Best,
Para los Niños...
for the Children

MISSION:
Educating and
Empowering
Students for
Future Success

In Driscoll ISD **We BELIEVE...**

- **STUDENTS** shall gain the knowledge, confidence and skills necessary to succeed in future endeavors.
- **FACULTY and STAFF** shall be highly qualified, fairly compensated and well resourced.
- **PARENTS and FAMILIES** shall be an integral part of their child's education.
- **CAMPUS LEADERSHIP** shall be strong communicators who are knowledgeable, supportive and honest.
- **DISTRICT LEADERSHIP** shall be ethical, highly qualified, experienced and transparent.
- **SCHOOL BOARD MEMBERS** shall be student centered in all decisions and dedicated to maximizing stakeholders' return on investment.

<p><u>PILLAR 1:</u> Student Success</p>	<p>1.1 Every Student Grows Every Year 1.2 Annually Increase Student Engagement for All Students in All Student Groups 1.3 Annually Increase the Percentage of Students Who Feel Safe at School 1.4 Annually Increase Student Satisfaction for All Students in All Student Groups</p>
<p><u>PILLAR 2:</u> High Performing and Engaging Staff</p>	<p>2.1 Continuous Development and Training for Faculty and Staff 2.2 Annually Increase Staff Engagement and Satisfaction 2.3 Competitive Recruitment and Retention Plan</p>
<p><u>PILLAR 3:</u> Quality Service and Meaningful Community Engagement</p>	<p>3.1 Annually Increase Parent/Family Engagement and Satisfaction 3.2 Annually Increase Community Partnerships and Satisfaction</p>
<p><u>PILLAR 4:</u> Effective and Efficient Operations</p>	<p>4.1 Ensure Strong Financial Stewardship and Clear Communication with All Stakeholders 4.2 Annually Improve Safety and Security Measures at All District Facilities 4.3 Ensure Operational Efficiency and Well-Maintained Facilities</p>

DRISCOLL ISD Site Base

Name	Position
Garcia, Cynthia M.	Superintendent
Morin, Monica	Principal
Hinoja, Vangie	Assistant Principal
Vasquez, Shana	Counselor
Esquivel, Sonya	Elementary 2nd Grade Teacher
Hinojosa, Evangeline	Elementary 3rd Grade Teacher
De La Mora, Mary	Elementary 5th Grade Math/Sc Teacher
Gonzalez, Maranda	Middle School Math Teacher
Slade, Jennifer	Middle School ELAR Teacher
Morin, Rick	Business Representative
Saenz, Joy	Community Member
Reyes, Crissy	Parent
Cantu, Lora	Special Ed

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

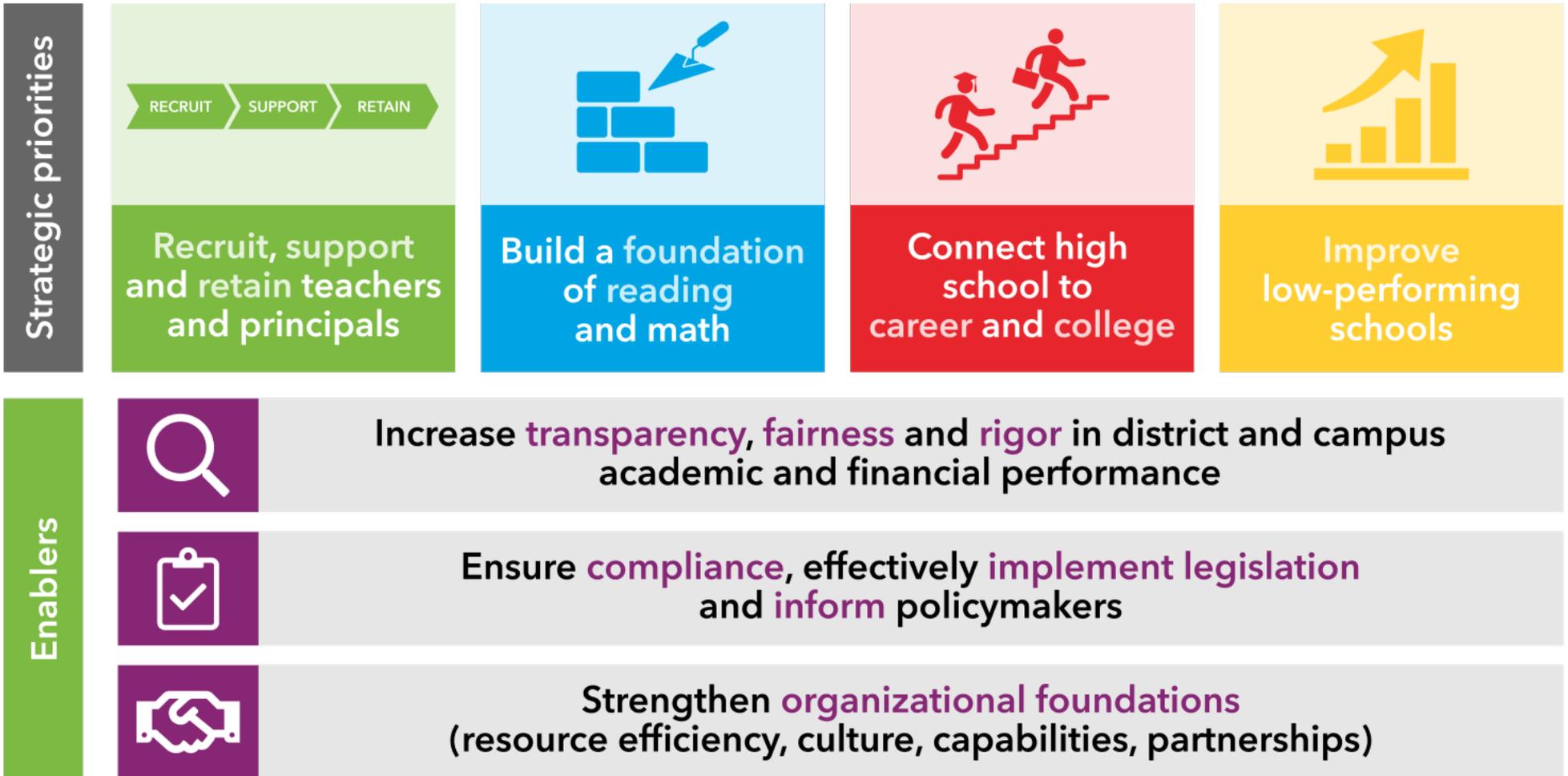
THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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



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

Equity Plan

Reflections

After analyzing and reviewing our current equity plan, we determined a deeper dive was necessary to identify equity gaps and root causes. Our data indicates learning gaps are directly related to the aftermath of the COVID-19 pandemic which include identified academic deficiencies, poor attendance and ineffective curriculum at meeting individual student needs. Additionally, we determined we needed to analyze our success criteria for student attendance and reevaluate the current curriculum to determine effectiveness.

Problem Statement 1:

According to our data collection, COVID-19 instructional disruptions negatively impacted students in kindergarten, 1st and 2nd grades in 2019-20 at a greater proportion than other grade levels. Sporadic attendance and lagging reintroduction back into the school system post pandemic caused significant learning deficiencies in the foundation curriculum exacerbating the equity gap among our economically disadvantaged population. Therefore, in closing the equity gap between sub-population student performance data indicated, we had broad attendance issues among this cohort of students since 2021.

Problem Statement 2:

Identified individual learning gaps require implementation of high-quality, evidence-based instructional materials capable of providing (accelerating) more than a year's growth per student. The district will implement a rigorous curriculum to address academic deficiencies.

- Amplify ELAR curriculum K-8.
- Adopt new Math curriculum K-5.

Equity Plan Strategies

DISD will provide individualized professional development that focuses on high quality instructional materials. DISD will utilize multiple evaluation data sources to help identify academic deficiencies.

Schoolwide Program

Driscoll ISD operates a schoolwide program designed to improve the achievement of the lowest achieving students. Title I, Part A funds are consolidated with other Federal, State and local funds to enhance the entire school program.

Poverty Criteria

Though eligibility in DISD's schoolwide program does not require specific criteria to participate, Driscoll ISD determines the economically disadvantaged population through Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program and applicable Free/Reduced forms.



Driscoll

Independent School District

Simply the Best...para los niños

**SCHOOL PARENT AND FAMILY
ENGAGEMENT POLICY
DRISCOLL ELEMENTARY AND MIDDLE SCHOOL
2025-2026**

Driscoll Elementary and Middle School understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child

Driscoll Elementary and Middle School agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Driscoll Elementary and Middle School will hold an Annual Title I Meeting for all parents across the district within the months of August and September. Meetings will be held in the AM and PM to accommodate parent schedules.

B. FLEXIBLE NUMBER OF MEETINGS

Driscoll Elementary and Middle School will offer a flexible number of parent engagement meetings at convenient times for families, such as meetings in the morning or evening.

C. JOINTLY DEVELOPED

Driscoll Elementary and Middle School will meet with parents and stakeholders at the beginning of the year. During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

D. COMMUNICATION

Driscoll Elementary and Middle School will present the Parent and Family Engagement Policy to parents and will post the policy on the campus website page once the policy has been approved. Parents will be involved in planning, reviewing and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

The Parent and Family Engagement Policy will be distributed at Quarter 1 parent conferences, family (PIMA) events, and will make the policy available at the beginning of the year and all other parent and community events, as well as post the approved policy on their website.

Driscoll Elementary and Middle School will use a variety of communication avenues including student folders, social media, phonecalls, parent conferences, parent/community events, the School Messenger automated phone system, and the district website to keep parents informed of information related to school and parent programs, students' expected proficiency levels, meetings, and other activities.

E. DISSENSION PROCESS

Parents may submit comments/concerns to the Driscoll Independent School District Superintendent's office if the school wide plan and/or parent and family engagement policy is not satisfactory to parents.

Any comments/concerns should be sent the Superintendent, Dr. Cynthia M. Garcia, at cgarcia@driscollisd.us or by phone at 361.387.7349.

F. SCHOOL-PARENT COMPACT

Driscoll Elementary and Middle School will jointly develop with parents a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standards, and how the plan is used, reviewed, and updated.

Driscoll Elementary and Middle School will hold an Annual Title I School wide parent meeting during the months of August and September to review and discuss any needed changes to the school compact. In the spring of each year, Driscoll Elementary and Middle School will review this document and revise as necessary for the coming year. Using this method of updating the compact, campuses will elicit feedback from students, faculty, and families in the spring and fall of each year.

G. BUILD CAPACITY OF PARENTS

Driscoll Elementary and Middle School will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement. Each school year, the following Parent and Family Engagement meeting opportunities will be available to provide assistance to parents of children served by the school:

- Campus Title I Meeting – details about Title I services, the Parent and Family Engagement Policy, and the school compacts will be discussed and attendees will be asked to provide feedback.
- State Testing - the Campus Testing Coordinator will provide a brief overview for parents of the required state assessments, including information related to
 - the state's academic content standards
 - the state's student academic achievement standards
 - the state and local academic assessments, including alternate assessments
 - the requirements of Title I
 - how to monitor their child's progress, and
 - how to work with educators
- Site Based Decision Making Team meetings will be held to include parents in the development of the district and campus improvement plans.
- English Learner parent and family nights will be planned throughout the year and translators will be available at the campus level for parents as needed.
- Dyslexia and Autism parent and family nights and workshops are scheduled at the district level to be offered and will provide parents with materials and resources to ensure student success.
- Parents are provided opportunities to attend select training and conferences for increasing their knowledge and awareness through coordination of Federal, State, and local programs.

H. ACCESSIBILITY

Driscoll Elementary and Middle School will ask parents to work within the community to garner support for events such as family nights, parent workshops, parent conferences, and various other parent events. Surveys will be sent out to parents to gather input from parents regarding topics of need and to identify barriers to parent participation. Parent workshops will be held as needed (interpreters will be available to assist with non-English speaking parents and/or parents with disabilities) to encourage parental involvement in academia. Family and community members will be made aware of the training sessions through resources such as letters, social media, and the school website. DISD will maintain a Parent Portal for parents to access student grades and attendance at any time. Driscoll Elementary and Middle School maintains normal business hours and welcomes feedback in the form of personal visits, conferences, emails and phone calls. Please note, appointments are preferred so that parents may be offered our full attention.

I. STATEWIDE INITIATIVE

Texas has established a Parent and Family Engagement Initiative hosted by the Region 16 Education Service Center. The website is: <https://www.escl6.net/page/title1swi.home>.

State Compensatory Education

District Policies and Procedures

Use of Funds:

At Driscoll ISD State Compensatory Funds are used to support Title I initiatives.

Full-Time Equivalents:

Full-Time Equivalents funded through SCE at DISD: 6.9

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.

SCE Identification/Exit Procedures

Student records are analyzed at BOY, reviewed at MOY and finalized at EOY annually to determine SCE eligibility.

State Compensatory Education

(At-Risk percentages are based on Economically Disadvantaged Subpopulation)

NWEA K-2 nd	Math % Met Standard				Reading/ELA % Met Standard			
	2021	2022	2023	2024	2021	2022	2023	2023
Students At-Risk								
Students Not At-Risk								

* Data pending TEA's release of the TAPR

STAAR 3 rd – 8 th	Math % Met Standard				Reading/ELA % Met Standard				Science % Met Standard				Social Studies % Met Standard			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Students At-Risk	75%	80%	78%	79%	77%	87%	76%	90%	*	76%	89%	61%	62%	70%	85%	54%
Students Not At-Risk	19%	16.2%	12%	19%	18.4%	13%	18.2%	10%	*	18.4%	9.9%	59%	23.5%	21.9%	15%	46%

* No Data Available in 2020 due to cancellation of the STAAR due to the COVID-19 pandemic, Writing Assessment discontinued in 2022

	Drop Out Data			Completion Data		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
Students At-Risk	0.0	0.0	0.0	NA	NA	NA
Students Not At-Risk	0.0	0.0	0.0	NA	NA	NA

The comprehensive, intensive, accelerated instruction program at this district/campus consists of a full-day PK3 and PK4 program, instructional staff, and an additional paraprofessional in each early childhood grade level (K-2) to reduce the student-to-teacher ratio.

Upon evaluation of the effectiveness of this program the committee finds that SCE funding is supporting student achievement.

Comprehensive Needs Assessment



Needs Assessment Overview

Needs Assessment Summary

The DISD Administrative Team and key stakeholders met on June 12, 2025 to work on the Comprehensive Needs Assessment and district improvement plan in the areas of:

- Student Learning and Demographics – **PILLAR 1: Student Success**
- High Quality Staff – **PILLAR 2: High Performing and Engaging Staff**
- Perception – **PILLAR 3: Quality Service and Meaningful Community Engagement**
- District Processes and Programs – **PILLAR 4: Effective and Efficient Operations**

Due to the lawsuit injunction delaying TEA's release of final 2023 Accountability Ratings for districts, the administrative team has utilized available data to update Driscoll ISD's 2022 – 2027 Strategic Plan. The Balanced Score Card drives the long-term desired outcomes for the district. End of Year Assessment data from 2022-23 was used as baseline data for 2023 - 2027 goals. The District will focus on student growth to determine goal attainment.

Driscoll ISD and Driscoll Elementary and Middle School continues to strive for academic excellence, school improvement and closing achievement gaps across all subjects and in all student groups. DISD also continues to work to strategically target the learning gaps our students are experiencing as a result of the COVID-19 pandemic.

District Demographics

Driscoll I.S.D. is a rural PK-8th grade school district located in Driscoll, Texas. Driscoll I.S.D. consists of one campus; Driscoll Elementary and Middle School. Driscoll is located about 35 miles southwest of Corpus Christi, Texas. Our student population is predominately Hispanic (92.6%) with a small White population (5.6%), Two or More Races (0.9%) and African America (0.6%). Driscoll I.S.D. serves students through the Regular Foundation Program, Title 1 School-wide Program, ESL Program, Special Education Program, and the Gifted and Talented Program. Demographic data will be updated when TEA releases the District's Texas Academic Performance Report or TAPR (*pending lawsuit resolution*).

Students

Enrollment remains under 300 at approximately 277 students for the 2022 – 2023 school year.

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Eco Dis	71.3%	72.7%	70.3%	83.3%	85.2%	*	89.3%	91.3%	91.6%	93.2%
At-Risk	36.7%	37.2%	33.9%	31.8%	30.9%	*	25.6%	32.5%	32.4%	27.4%
SPED	7.7%	10.6%	7.9%	7%	9%	*	10%	11.2%	12.5%	10.6%
Mobility	**	**	**	**	**	*	9.5%	12.9%	11.2%	13.3%

Staff

Driscoll I.S.D. is composed of a range of experienced staff:

Beginning Teachers	2.0	7.9%
1-5 Years Experience	3.0	11.8%
6-10 Years Experience	3.0	11.8%
11-20 Years Experience	8.0	31.6%
20 + Years Experience	9.3	37.8%

Number of Students per Teacher: 13.3

Student Achievement

Accountability Rating Summary

	Component Score	Scaled Score	Rating
OVERALL		86	B
Student Achievement		78	C
STAAR Performance	51	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	82	76	C
Relative Performance (Eco Dis: 91.2%)		88	B
Closing the Gaps	62	81	B

Texas Academic Performance Report (TAPR) Summary

2022 Accountability Rating: B

2022 Special Education Determination Status: Meet Requirements

Distinction Designations:

Academic Achievement in ELA/Reading
 Academic Achievement in Science
 Postsecondary Readiness

Attendance:

2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
96.8%	96.0%	96.4%	96.6%	96.7%	97.2%	99.5%	96.0%	95.6%	95.6%	

Annual Dropout Rate (Gr. 7-12): 0.0%

Student Performance Data - STAAR

Reading	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
All Students	91%	84%	90%	90%	92%	NA	80%	87%	96%	91%
African American	*	*	*	*	*	NA	*	*	*	*
Hispanic	91%	83%	90%	90%	91%	NA	78%	86%	89%	90%
White	87%	89%	87%	94%	100%	NA	100%	100%	100%	100%
Econ. Disadvantaged	89%	80%	88%	89%	90%	NA	77%	85%	89%	90%
EL	60%	--	*	*	100%	NA	67%	80%	100%	100%
Special Ed	100%	39%	79%	*	67%	NA	47%	48%	54%	60%
Approaches Grade Level	NA	NA	90%	90%	92%	NA	80%	87%	90%	91%
Meets Grade Level	NA	NA	53%	56%	64%	NA	53%	63%	69%	65%
Masters Grade Level	NA	NA	28%	32%	37%	NA	25%	38%	25%	2%8
Progress Measure										
All Grades ELA/Reading	NA	NA	NA	69	NA	NA	74	86	74	68

Mathematics	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
All Students	100%	82%	90%	97%	95%	NA	76%	81%	80%	80%
African American	--	--	*	*	*	NA	*	*	*	*
Hispanic	100%	81%	90%	97%	95%	NA	74%	80%	79%	79%
White	--	89%	89%	100%	94%	NA	100%	100%	100%	100%
Econ. Disadvantaged	100%	79%	87%	97%	94%	NA	75%	80%	78%	79%
EL	--	100%	*	*	100%	NA	67%	100%	50%	43%
Special Ed	--	43%	64%	*	81%	NA	59%	52%	50%	42%
Approaches Grade Level	NA	82%	90%	97%	95%	NA	76%	81%	80%	80%
Meets Grade Level	NA	46%	54%	69%	62%	NA	48%	45%	46%	46%
Masters Grade Level	NA	19%	26%	35%	32%	NA	22%	18%	16%	17%
Progress Measure										
All Grades Math	NA	NA	NA	82	NA	NA	74	78	73	65

Writing	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR	2022 STAAR
All Students	89%	77%	81%	89%	81%	NA	79%	Test Discontinued
African American	*	--	--	*	--	NA	*	
Hispanic	86%	73%	80%	90%	80%	NA	80%	
White	100%	100%	*	*	100%	NA	67%	
Econ. Disadvantaged	80%	69%	78%	85%	78%	NA	76%	
EL	--	*	--	*	*	NA	*	
Special Ed.	*	*	*	*	42%	NA	71%	
Approaches Grade Level	NA	77%	81%	89%	81%	NA	79%	
Meets Grade Level	NA	45%	43%	66%	39%	NA	43%	
Masters Grade Level	NA	8%	*	13%	7%	NA	7%	

Social Studies	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
All Students	75%	68%	70%	*	87%	NA	62%	73%	87%	59%
African American	*	--	*	--	*	NA	*	*	*	*
Hispanic	77%	67%	63%	*	84%	NA	60%	73%	87%	58%
White	*	*	*	*	*	NA	*	*	*	*
Econ. Disadvantaged	74%	50%	62%	*	81%	NA	62%	70%	85%	54%
EL	--	--	*	*	*	NA	*	-	*	*
Special Ed	--	*	*	*	*	NA	*	*	*	*
Approaches Grade Level	NA	68%	70%	*	87%	NA	62%	73%	87%	59%
Meets Grade Level	NA	50%	21%	*	58%	NA	19%	31%	47%	22%
Masters Grade Level	NA	*	15%	*	26%	NA	19%	19%	13%	11%

Science	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR	2022 STAAR	2023 STAAR	2024 STAAR
All Students	95%	89%	89%	100%	97%	NA	77%	90%	67%	60%
African American	*	--	*	--	*	NA	*	*	*	*
Hispanic	94%	87%	87%	100%	96%	NA	75%	88%	64%	59%
White	*	100%	100%	*	100%	NA	*	100%	*	*
Econ. Disadvantaged	95%	86%	86%	100%	95%	NA	76%	89%	61%	59%
EL	*	*	*	*	*	NA	*	--	*	*
Special Ed	*	88%	64%	100%	*	NA	33%	56%	33%	43%
Approaches Grade Level	NA	89%	89%	100%	97%	NA	77%	90%	67%	60%
Meets Grade Level	NA	64%	63%	73%	75%	NA	48%	59%	44%	38%
Masters Grade Level	NA	22%	27%	37%	51%	NA	23%	25%	21%	21%

CNA Stakeholder Input

School Climate and Culture

As part of the district's CNA process, a parent survey was conducted in the Spring of 2025 to gather data regarding the climate and culture of Driscoll ISD. One hundred fifty families responded to the survey. Data revealed the following strengths:

- 97.3% of parents surveyed feel welcomed at the school.
- 92.6% of families feel it is easy to meet with their child's teacher(s), principal, or counselor to discuss a concern(s).
- 92% of survey respondents believe their opinions, suggestions and/or concerns are listened to and valued at the school.
- 93% of parents surveyed would recommend Driscoll ISD to a friend seeking a school for their child.

When asked, what additional instructional activities they would like offered to their child(ren), suggestions included:

- Foreign Language/Spanish
- Larger variety of afterschool clubs
- Music
- Digital Media
- Public Speaking
- Financial Literacy

Staff Quality/Professional Development

Parental input regarding instructional staff confirmed:

- 96.7% of parents strongly agree or agree that they have opportunities to communicate with their child's teacher(s)..
- 97.3% of survey respondents believe their child's teachers are knowledgeable and meet the learning needs of their child(ren).
- 92.7% of parents believe the teacher keeps them informed of their child's progress in school.
- 86.7% of parents surveyed believe that achievement data is shared with them in ways that help parents help their child(ren).

Curriculum, Instruction and Assessment

- **96%** of parents surveyed strongly agree or agree that their child is receiving a high quality education at school.
- **86.7%** of parents surveyed strongly agree or agree that their child is doing well in school.
- **93.4%** of parents surveyed believe their child is getting the support he/she needs at school to learn.
- **90%** of parents surveyed believe the amount of homework given to their child(ren) is appropriate.
- **88.7%** of respondents believe the level of difficulty associated with their child's homework is appropriate.

Safety and Security

- **95.4%** of parents believe the school is a safe place for their child(ren) to learn.
- **68.7%** of parents believe student bullying is not a problem at the school. (**22.7%** rated statement as neutral)
- **90%** of respondents believe the rules for student conduct are consistently enforced at the school.
- **88%** of parents surveyed believe their child feels safe and is happy at school.

Family and Community Involvement

Driscoll ISD opens its door frequently throughout the school year to promote family/community involvement. The event most frequently attended by parents and community members is the annual Dragon Fall Festival followed closely by Meet the Teacher (July), Quarter 1 Parent/Teacher conferences (October), and the Christmas Program (December).

- **98.7%** of families surveyed feel the school provides opportunities to be engaged in their child's education.

When asked for ways to increase parent/family involvement, respondents suggested:

- Daddy/Daughter, Mother/Son Dance
- Honor Roll Breakfast / Quarterly Perfect Attendance Celebrations
- Family Game Night, Literacy Night, Math Night
- Spring Fling
- Tech Day – Parent Portal

When asked if the parent of other family member was interested in adult learning opportunities,

- 14.7% were interested in GED classes,
- 11.3% were interested in Adult ESL classes,
- 22.7% were interested in Individual Family Counseling
- 30.7% were interested in Nutrition Classes
- 30% were interested in Health and Wellness Services with Dr. Patel
- 52% were not interested in any of the listed opportunities.

When asked if the parent of other family members were interested in “How to” learning opportunities,

- 31.3% were interested in “How to help my child be a better reader,”
- 36.7% were interested in “How to help my child with math homework.”
- 37.3% were interested in “How to cope with childhood anxiety and other mental health issues.”
- 28.7% were interested in “Parenting Classes: Practical Tools for Positive Parenting,”
- 27.3% were interested in “How to monitor my child’s grades using the Parent Portal,”
- 20.7% were interested in “How to support my child’s special needs (autism, learning disability, etc.),”
- 31.3% were not interested at this time.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: FOR 2025 - 2026

Data Sources Reviewed:			
<ul style="list-style-type: none"> • TAPR Reports, Surveys, DMAC Reports, Assessment Data, Ascender Staff and Student Attendance, Teacher Input, Student Report cards • Sign-In sheets, Faculty Meetings, PIMA Sign-In sheets, Benchmark Data, Progress Monitoring Results, Tier II&III student counts 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Driscoll ISD demonstrates notable demographic strengths in student attendance, stability, early education access, and community engagement among a largely economically disadvantaged Hispanic population. The district’s ability to maintain strong attendance and low mobility despite high poverty levels highlights its effective school climate and support systems.	The district continues working to fill learning gaps, particularly in grades 3 through 7, where learning loss is most evident in the intermediate grades (3–5). Flexible scheduling and targeted intervention time are necessary to address these gaps and meet House Bill 1416 (formerly HB 4545) requirements. DISD has an increased need for ongoing academic and social-emotional support systems. The district has also seen an increase in Special Education referrals and services, supported by seven years of comparative data showing a growing need for SPED staffing and resources to meet the demands of students with high needs. Additionally, mental health challenges among both students and staff have emerged through survey data, emphasizing the importance of expanded counseling and wellness supports. The lingering effects of the pandemic have also led to an increase in At-Risk students,	Driscoll ISD’s priorities focus on closing learning gaps, strengthening instruction, and supporting the whole child. Collaboration with ESC Region 2 through Texas Lesson PLCs will help align curriculum and improve instructional practices, while the LASO Cycle 3 Grant will continue to strengthen the Bluebonnet Math and Reading curriculum and provide ongoing teacher support. Federal and state funds will target districtwide learning loss through evidence-based programs and interventions that address academic deficits. A Reading Interventionist will continue to provide focused reading support, and additional staffing will be added to enhance Special Education services, including the creation of an Early Childhood Special Education (ECSE) classroom. The district will also continue implementing a mental health curriculum for all students to promote emotional well-being alongside academic growth.

		<p>highlighting the need for teachers to continue implementing Tier II interventions and progress monitoring. Furthermore, the district must address under-identification of English Learners and Gifted and Talented students, expand student services, and ensure that instructional and support staff are adequately trained and equipped to meet the diverse academic and emotional needs of all learners.</p>	
<p>Student Achievement</p>	<p>In the area of student achievement, the campus has implemented several strategies to ensure academic growth and success for all students. A Diagnostician on staff provides timely evaluations, allowing for early identification of student needs and appropriate instructional support. Weekly data checks help teachers monitor progress, identify learning gaps quickly, and adjust instruction to meet individual student goals. Consistent support from ESC Region 2 in Math and Reading has strengthened instructional practices and focused attention on areas requiring improvement. The implementation of new curriculum strategies and evidence-based teaching methods has contributed to steady gains in student performance. Flexible scheduling allows for ongoing adjustments based on Beginning-of-Year</p>	<p>Assessment and evaluation data continue to reveal learning gaps across grade levels, particularly in Reading, Mathematics, and Science. Targeted small-group instruction, RTI, and pull-out interventions remain essential for students in grades 3–7 to close gaps and accelerate learning. The addition of a Reading and Math Coach this year provides increased instructional support and guidance for teachers in implementing effective strategies. The district has adopted the Bluebonnet Math and Reading curriculum to strengthen alignment and rigor and is considering new Math curriculum options for grades K–8 and Reading resources for K–5 to ensure vertical alignment and consistency. Weekly PLCs focus on collaborative planning, data analysis, and instructional improvement. Progress monitoring every two weeks in grades K–5</p>	<p>Campus priorities focus on improving student achievement through targeted professional development, data-driven instruction, and curriculum implementation with fidelity. Federal and state funds will be used to provide professional development that addresses student learning loss and supports the mental health and well-being of both students and staff. Ongoing training will help teachers evaluate and assess learning deficits across all grade levels to ensure timely and effective interventions. The district will continue using NWEA MAP assessments to identify specific areas where students need improvement and to monitor progress throughout the year. Support will be provided for full implementation of the Bluebonnet Math (K–8) and Bluebonnet Reading (K–5) programs, as well as Amplify ELAR (6–8), ensuring alignment with district goals and state standards. Collaboration with ESC Region 2 will provide professional development and coaching to strengthen instructional practices and promote consistent, high-quality instruction across the district. Through these coordinated efforts, federal and</p>

	<p>(BOY) and Middle-of-Year (MOY) assessment data, ensuring that instructional time and interventions are aligned to address specific learning needs and promote continued academic achievement across all grade levels.</p>	<p>allows teachers to identify learning needs, track growth, and adjust instruction based on student progress.</p> <p>Continued attention is needed to meet Special Education needs through differentiated instruction and additional support services. Expansion of the Amplify ELAR curriculum in grades 6–8 will increase rigor and promote literacy growth districtwide. To strengthen science achievement, especially in grade 5, the district will implement new online science resources and add an additional class period dedicated to RTI and targeted intervention. A significant number of students have also been identified as needing additional instructional support in mathematics, emphasizing the need for sustained intervention, coaching, and curriculum refinement. These efforts will ensure that instruction remains responsive, data-driven, and aligned with district goals for continuous academic growth and achievement across all grade levels.</p>	<p>state program funds will directly support instructional improvement, address learning loss, and enhance academic success for all students.</p>
<p>School Culture and Climate</p>	<p>Driscoll ISD maintains a strong, positive school culture built on collaboration, respect, and community involvement. High student attendance, low mobility rates, and consistent parent engagement reflect a supportive and welcoming environment. Staff and student relationships are</p>	<p>The district will continue to strengthen efforts that support student well-being and a positive learning environment. A continued focus on flexible scheduling in middle school is needed to support student mental health through the implementation of the Second Step Character Education program and</p>	<p>Promote a safe environment for students and staff to seek and receive support related to mental health.</p> <p>Implement a schoolwide Emergency Response Guide and Raptor Alert.</p> <p>Utilize the PASS Assessment to gauge student mental health, perception, and engagement.</p>

	<p>positive, and the district’s commitment to implementing a mental health curriculum for all students promotes emotional well-being and social awareness. Teachers and staff work cohesively to maintain high expectations for behavior and academic performance, contributing to a safe and nurturing campus climate where students feel valued and supported.</p>	<p>middle school wellness lunches. Expanding opportunities for student involvement through various clubs and organizations—such as Spanish Club, Kindness Club, and Robotics—will help promote engagement, leadership, and a stronger sense of belonging. The campus will continue to promote kindness initiatives by encouraging students and staff to send positive notes and by regularly recognizing exceptional students for their achievements and behavior. Maintaining a safe and secure environment remains a top priority, with ongoing efforts to increase and update safety protocols across the district to ensure that all students and staff feel protected and supported.</p>	
<p>Staff Quality/ Professional Development</p>	<p>Increase staff/admin communication, faculty professional development, and vertical training. Weekly PLCs through TxLS have pinpoint areas of needs in the curriculum. Individualized PD opportunities have been successful and are viewed as valuable and relevant according to their goals.</p>	<p>Provide PD focused on addressing learning loss, differentiated instruction, and effective intervention strategies in Reading, Math, and Science. Teachers will receive ongoing training on using NWEA MAP data to guide instruction and monitor progress, as well as support for implementing Bluebonnet Math and Reading (K–8) and Amplify ELAR (6–8) with fidelity. Additional PD will address Special Education supports, social-emotional learning, mental health awareness, and classroom management. Staff will also participate in training through ESC Region 2 to strengthen curriculum</p>	<p>Provide PD for staff (Managing the Engaged Classroom, Meeting the Needs for Special Ed etc.) Ensure professional staff on renewable certifications keep SBEC certificates current. Secure adequate funding for continued improvement (PD). Cont. Teacher Incentive Allotment process to promote retention of highly qualified.</p>

		delivery, improve instructional practices, and ensure a safe, supportive learning environment for all students.	
Curriculum, Instruction, Assessment	Using evaluation data to drive instructional goals Using data to meet the needs of individual students.	Provide opportunities for additional planning/PD. Weekly check-in during PLCs with TXLS. Use progress monitoring every two weeks to assess student progress in small groups, RTI, afterschool tutorials, proficiency checks, fluency checks, teacher-made checklist, Quarterly AR STAR assessments, STAAR Interim 3 rd -8 th Reading and Math as MOY measure, NWEA MAP (K- 8 Reading, Math) at BOY, MOY and EOY, NWEA MAP (5 th & 8 th Science) at MOY and EOY, and mClass (K-2 Reading) at BOY, MOY, and EOY.	Implement BESST grade-level vertical team meetings to review progress measure data. Weekly check-in during PLCs to monitor pacing, curriculum, and student progress.
Family and Community Involvement Family and Community Involvement cont.	Final Site Mass Notification System: This parent notification system delivers voice and text messages to Driscoll families. The Remind app is utilized by 100% of teachers to keep parents and students informed. Provide Parents Involved in Monthly Activities (PIMA). Identified parents/community to serve in the strategic planning process. Provide opportunities for parent training (Family Night, MS Info. Night).	Increase parental involvement/participation. Increase community partnerships. Provide 3-year-old program	Partner with the City of Driscoll to dispense information to community members without children in the school system. Provide multiple opportunities for parent input, involvement, and participation in the learning process (Parent Portal assistance, Family Game Night, etc.)

Technology	<p>Access to a wide variety of new technology. Teachers view technology positively and find it extremely important to student learning.</p>	<p>Technical support for the maintenance of equipment is considered the most important. The district recognizes the need to update aging instructional technology to better support teaching and learning. Plans include replacing outdated iPads, projectors, and hover cams with updated devices that allow more interactive, efficient, and engaging classroom instruction. Ensuring teachers access reliable technology will enhance lesson delivery, student collaboration, and digital learning opportunities across all grade levels. Provide technology/training for all online testing.</p>	<p>Leverage technology to close student learning gaps (<i>ST-Math in grades K-5 and SPED, IXL-Reading, Math, & Science in grades 3-5</i>). Increase methods of communication. Apply for grant funding to support technology initiatives.</p>
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The Driscoll Independent School District Comprehensive Needs Assessment was discussed, reviewed, and revised multiple times throughout the school year. The final review and revisions to the CNA were made on July 21, 2023, during the beginning of the year professional development day with all instructional staff members. CNA Items reviewed included:

- Demographics
 - Special Program Participation
 - At-Risk designations
 - Teacher-Student Ratios
 - Enrollment
 - Attendance
 - Other as deemed relevant

- Student Achievement
 - STAAR Data

- Promotion/Retention Rates
- EOY Assessment Data
- TELPAS Results
- Other as deemed relevant

- School Culture & Climate
 - Parent, Student and Staff Survey Results
 - Prior Year Walkthrough Data
 - Other as deemed relevant
 - BESST Days
 - Safety Protocols/Equipment

- Staff Quality, Recruitment and Retention
 - Highly Qualified Data
 - TTESS/Walkthrough Data
 - Staff Mobility/Stability
 - Professional Development
 - Recruitment & Retention Strategies
 - Other as deemed relevant

- Curriculum and Instruction
 - Standard-Based Curriculum Resources and Materials
 - High Yield Strategies Implementation
 - Collaborative Alignment Processes
 - Class, School and Special Programs Schedules
 - Technology
 - Other as deemed relevant

- Family & Community Involvement/Engagement
 - Participation Opportunities and Counts
 - Survey Feedback
 - Demographic Information
 - Other as deemed relevant

- School Context and Organization
 - School Structure-Self Contained, Teaming, Departmentalized

- Support Services (Extracurricular, After School Activities, Intersession Activities)
 - Master Schedule
 - Duty Roster
 - School Map & Physical Environment
 - Other as deemed relevant
- Technology
 - Infrastructure
 - Hardware and Software
 - Classroom Tech Needs
 - Other as deemed relevant

Resources

Resource	Source	Amount
211 TITLE 1-CONTRACT SERVICES	Federal	\$3,885
211 TITLE 1-STAFF	Federal	\$153,628
224 IDEA-B FORMULA-STAFF	Federal	\$77,894
225 IDEA-B PRESCHOOL-STAFF	Federal	\$2,795
240 SCHOOL NUTRITION PROGRAM	Federal	\$374,557
255 Title II-STAFF	Federal	\$10,000
255 TITLE II-TRAVEL/SUBST	Federal	\$5,647
288 REAP-CONTRACTED SERVICES	Federal	\$5,500
288 REAP-SUPPLIES	Federal	\$9,560
289 TITLE IV-CURR. CONTRACTED SERVICES	Federal	\$1,200
289 TITLE IV-SECURITY & MONITORING	Federal	\$6,203
289 TITLE IV-SUPPLIES	Federal	\$4,577
429 LASO, CYCLE 3 SALARIES	Federal	\$60,000
429 SAFETY & SECURITY-CONTRACTED SERVICES	Federal	\$8,500
429 SAFETY & SECURITY-SUPPLIES	Federal	\$62,550
LASO, CYCLE 3 CONTRACTED SERVICES	Federal	\$60,000
LASO, CYCLE 3 SUPPLIES	Federal	\$60,000
199 LOCAL FUNDS	State	\$5,792,025
199 LOCAL-ESL	State	\$80,298
199 LOCAL-GIFTED & TALENTED	State	\$55,731
199 LOCAL-SPED	State	\$331,874
199 LOCAL-STATE COMP ED	State	\$530,777

DRISCOLL ISD

Goal 1. Student Success

Objective 1. (Every Student Grows Every Year) Provide multiple and appropriate routes for acceleration and provide relevant job embedded professional development for all instructional staff focused on student growth and academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assess the progress of PK students bi-weekly using teacher created proficiency checklists. (Title I SW Elements: 2.4,2.6) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 5,5.1,5.3)	Administrative Team, Teacher(s)	July 2025 - May 2026	(S)199 LOCAL FUNDS	Criteria: Teacher created proficiency checklists for each student. Summative - 85% of all DISD PK Students in all student groups will be "Kindergarten Ready" as per the EOY CIRCLE assessment.
2. Administer BOY, MOY & EOY mClass-Amplify Assessments in Reading and NWEA Map in Rdg, Math & Science. Quarterly STAR-AR and Bi-weekly Skills & Fluency checks to measure Kindergarten through Grade 3 student progress and proficiency. (Title I SW Elements: 2.4,2.6) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)	Administrative Team, Early Childhood Teachers, Intermediate Teachers	August 2025 - May 2026	(F)288 REAP-SUPPLIES, (S)199 LOCAL FUNDS	Criteria: 87% of DISD K-3 Students shall be "At Benchmark" or "Above" as per mClass and NWEA assessments.
3. Administer Quarterly STAR-AR assessments, 3rd Grade Interim Math and Reading and BOY, MOY & EOY NWEA Map Assessments, and bi-monthly fluency checks to all students in grades 4-5. (Title I SW Elements: 2.4,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)	Administrative Team, Intermediate Teachers	August 2025 - May 2026	(S)199 LOCAL FUNDS	Criteria: 80% of all DISD 4th - 5th grade students in all student groups will attain a minimum of one year's growth in Reading; 60% of all DISD 3rd - 5th grade students in all student groups will attain a minimum of one year's growth in Math; 60% of all 5th grade students in all student groups will attain a minimum of one year's growth in Science as demonstrated on the appropriate/applicable STAAR assessments.
4. Administer Quarterly STAR-AR assessments, and BOY, MOY & EOY NWEA	Administrative Team, Middle School Teachers	August 20235- May 2026	(S)199 LOCAL FUNDS	Criteria: 75% of all DISD 6th - 8th grade students in all student

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Goal 1. Student Success

Objective 1. (Every Student Grows Every Year) Provide multiple and appropriate routes for acceleration and provide relevant job embedded professional development for all instructional staff focused on student growth and academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Map Assessments to all students in grades 6-8. (Title I SW Elements: 2.4,2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)				groups will attain a minimum of one year's growth in Reading; 80 % of all DISD 6th - 8th grade students in all student groups will attain a minimum of one year's growth in Math; 85% of all DISD 8th grade students in all student groups will achieve Approaches Grade Level of higher in Science; and 80% of all DISD 8th students will achieve Approaches Grade Level or higher in Social Studies on the appropriate/applicable STAAR assessments.
5. Utilize TTESS walkthroughs and evaluations, Paraprofessional evaluations to provide observations and feedback through a variety of methods including but not limited to individual conferences, BESST Day agendas and minutes, PLC's and staff inservices. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.2,5,5.2)	Assistant Principal(s), Principal, Superintendent	August 2025 - May 2026	(F)255 Title II-STAFF, (S)199 LOCAL FUNDS	Criteria: 80% of all DISD students will meet grade level standards or above in all subjects as per the appropriate/applicable assessment.
6. Collect, implement, and disaggregate data to evaluate the impact of professional development on student success. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3.1,4.1,5.3)	Assistant Principal(s), Principal, Superintendent, Teacher(s)	August 2025 - May 2026	(O)FREE RESOURCE(S)	Criteria: Professional development will be implemented effectively by at least 90% of all trained staff.
7. Provide High Quality Instructional paraprofessionals to assist/support students identified as at-risk. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 2,2.1)	Assistant Principal(s), Principal, Superintendent	Daily	(S)199 LOCAL-SPED, (S)199 LOCAL-STATE COMP ED - \$134,030	Criteria: Paraprofessionals will be utilized to support student success annually.
8. Provide Response to Intervention (RTI) during the school day including the TIER II & III	Assistant Principal(s), Principal, Teacher(s)	July 2025 - May 2026	(S)199 LOCAL FUNDS	Criteria: 100% of students identified as AtRisk will receive

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Goal 1. Student Success

Objective 1. (Every Student Grows Every Year) Provide multiple and appropriate routes for acceleration and provide relevant job embedded professional development for all instructional staff focused on student growth and academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
model of instruction in Reading and Math (Title I SW Elements: 2.2,2.4) (Target Group: ESL,Migrant,EB,SPED,AtRisk,HS) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)				RTI instruction.
9. Provide afterschool tutorials/interventions based on individual student needs. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5,5.3)	Teacher(s)	Weekly	(F)211 TITLE 1-STAFF - \$6,006, (S)199 LOCAL FUNDS - \$28,000	Criteria: Students identified as in need of tutorials/interventions will attend sessions 95% or more of the time.
10. Provide and document 15/30 hours of small group accelerated instruction (HB1416/HB4545) to all 3rd - 8th grade students who did not meet standard on the STAAR assessment in 2025. (Title I SW Elements: 2.6) (Target Group: ESL,Migrant,EB,SPED,AtRisk,Dys,HS,504,3rd ,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 5)	Teacher(s)	August 2025 - April 2026	(F)211 TITLE 1-STAFF - \$6,006, (S)199 LOCAL FUNDS - \$28,000	Criteria: 100% of all 3rd - 8th grade students will receive at least 15/30 hours of accelerated instruction as required.
11. Provide appropriate speech, dyslexia, special education, ESL and GT services to all qualifying students. (Title I SW Elements: 2.4) (Target Group: ESL,SPED,GT,Dys) (Strategic Priorities: 2) (ESF: 5)	Assistant Principal(s), Principal, Reading Interventionist, Special Ed Teachers, Speech Therapist	July 2025 - May 2026	(F)224 IDEA-B FORMULA-STAFF - \$58,020, (F)225 IDEA-B PRESCHOOL-STAFF - \$2,640, (S)199 LOCAL-ESL - \$46,357, (S)199 LOCAL-GIFTED & TALENTED - \$36,931, (S)199 LOCAL-SPED - \$124,503	Criteria: 100% or all identified students will receive the appropriate support as per their IEP, Sec 504 Plan, etc.
12. Implement Bluebonnet Math Curriculum (K-8) and Bluebonnet RLA (K-5). (Title I SW Elements: 1.1) (Target Group: 1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4.1)	Academic Coach, Assistant Principal(s), Principal	July-May		
13. Implement IXL resources in K-8 (Math and Reading), 3-8 (Science), and Summit K12 Science for 5th & 8th grade to provide additional support in core curricular areas.	Academic Coach, Assistant Principal(s), Principal, Teacher(s)	July-May		Criteria: Monitor student progress and discuss during PLCs to reflect classroom instruction.

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Goal 1. Student Success

Objective 1. (Every Student Grows Every Year) Provide multiple and appropriate routes for acceleration and provide relevant job embedded professional development for all instructional staff focused on student growth and academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.6) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,Dys,H S,504,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3)				
14. Accelerated instruction for 5th grade Science with Middle School teacher support. (Title I SW Elements: 2.6) (Target Group: ESL,Migrant,EB,SPED,GT,AtRisk,Dys,HS,504 ,5th) (Strategic Priorities: 4) (ESF: 4.1,5.1,5.3)	Assistant Principal(s), Principal	July-May		
15. Weekly data checks with all teachers to ensure progress for necessary growth is consistent throughout the school year. (Strategic Priorities: 2) (ESF: 4.1,5.3)	Administrative Team, Teacher(s)	July 2025-May 2026		
16. Implement and follow Texas Lesson Study (TXLS) in weekly PLC meetings to offer support for teachers and provide a helpful framework for lesson implementation. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1)	Assistant Principal(s), Principal, Teacher(s)	August 2025-May 2026		

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Goal 1. Student Success

Objective 2. (Annually Increase Student Engagement for all Students) Provide data collection tool to survey students on a variety of topics related to overall well being/engagement, provide training targeting high impact instructional delivery, and provide a variety of co-curricular and extra-curricular activities to engage students outside of the regular school day.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure Cooperative Learning and High Yield Instructional Strategies are integrated in all classes across all grade levels. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: ESL,GT,AtRisk,Dys) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Assistant Principal(s), Principal	August 2025 - May 2026	(S)199 LOCAL-STATE COMP ED	Criteria: 95% of DISD teachers will utilize Cooperative Learning and High Yield Instructional Strategies in all classes across all grade levels.
2. Provide multiple co-curricular opportunities for DISD students to engage through participation in clubs, and organizations. (Title I SW Elements: 2.4) (Target Group: ECD,ESL,SPED,AtRisk,FC,HS) (ESF: 3,3.1,5,5.1,5.2,5.3)	Teacher(s)	Quarter 2 - Quarter 4	(S)199 LOCAL FUNDS	Criteria: 70% of DISD students will sign up, practice and participate in at least one Club, Organization or UIL Academic Event.
3. Provide multiple opportunities to develop, practice and compete in a variety of UIL sanctioned sports. (Title I SW Elements: 2.4) (Target Group: 7th ,8th) (ESF: 3.4)	Physical Education Coach	August 2025 - May 2026	(S)199 LOCAL FUNDS	Criteria: 60% or more of eligible students will participate in at least one UIL sanctioned sport.
4. Provide incentives to support consistent attendance among all students in all student groups. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3,5.1)	Assistant Principal(s), Principal	Weekly & EOY	(S)199 LOCAL FUNDS	Criteria: Student attendance will be at 98% or higher at EOY.
5. Seek out and identify homeless population to provide services to support enrollment and student engagement in school. (Title I SW Elements: 2.1,2.6) (Target Group: HS) (Strategic Priorities: 2) (ESF: 3.3)	Designated Committee	Quarterly	(S)199 LOCAL FUNDS, (S)199 LOCAL-STATE COMP ED	Criteria: 100% of homeless families will be contacted and provided services.
6. Provide behavioral incentives to promote citizenship and self discipline in grades 3 - 8. (Title I SW Elements: 1.1) (Target Group: 3rd,4th,5th,6th,7th ,8th) (ESF: 3.2)	Assistant Principal(s), Principal	Weekly, MOY & EOY	(S)199 LOCAL FUNDS	Criteria: Referrals for inappropriate behaviors in and out of class will be reduced as compared to the prior year.
7. Provide a variety of electives to middle school students including Spanish, Pre-Avid,	Middle School Teachers, Principal	July 2025 - May 2026	(S)199 LOCAL FUNDS	Criteria: Electives will be provided to all 6th - 8th grade students in a

DRISCOLL ISD

Goal 1. Student Success

Objective 2. (Annually Increase Student Engagement for all Students) Provide data collection tool to survey students on a variety of topics related to overall well being/engagement, provide training targeting high impact instructional delivery, and provide a variety of co-curricular and extra-curricular activities to engage students outside of the regular school day.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Art, Fitness, Drama, Media/Photography, Fine Arts, Technology, etc. (Title I SW Elements: 2.4) (Target Group: 6th,7th ,8th) (ESF: 4.1)				variety of relevant, enriching topics.
8. Provide AVID class for recommended 7th & 8th grade students. (Title I SW Elements: 2.4) (Target Group: 7th ,8th) (ESF: 5)	AVID Instructor, Principal	July 2023, May 2024	(S)199 LOCAL FUNDS	Criteria: AVID class will include 100% of recommended students.

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Goal 1. Student Success

Objective 3. (Annually Increase the Percentage of Students Who Feel Safe at School) Provide an assessment to gather student perception of safety while at school, social and emotional support services for students, and appropriate safety training for staff and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly small group counseling sessions with 6th-8th grade students. (Title I SW Elements: 1.1,2.6) (Target Group: 6th,7th ,8th) (ESF: 3,3.1,3.2,3.3)	Counselor(s)	Once per month	(S)199 LOCAL FUNDS	Criteria: 100% of students identified as in need will be serviced.
2. Provide training for all staff (including substitutes) and all students (when appropriate) of district policies related to: Child Abuse, Sexual Abuse and othe Maltreatment of Students, Multi-Hazard Emergency Operations Plan, Freedom from Bullying, Allergy Plan, Mental Health Awareness (SB360), Sexual Harrassment, Stop the Bleed/Trauma Informed Care, Cyber Security, Title IX, Dating Violence and Dropout Prevention. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,3.3)	Assistant Principal(s), Counselor(s), Principal, School Nurse, Superintendent	Annually	(S)199 LOCAL FUNDS	Criteria: 100% of staff and 100% of appropriate students will receive required training.

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Goal 1. Student Success

Objective 4. (Annually Increase Student Satisfaction for All Students in All Student Groups) Provide and administer a survey to gauge student satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Define satisfaction and student expectations tied to annual survey results. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.2,3.3)	Counselor(s), Principal, Teacher(s)	April 2026	(S)199 LOCAL FUNDS	Criteria: 90% of DISD students will demonstrate positive feelings about school according to the survey tool.
2. Increase survey participation. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.2)	Teacher(s)	MOY & EOY	(S)199 LOCAL FUNDS	Criteria: 80% of DISD students will participate in the survey data collection.

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Goal 2. High Performing and Engaging Staff

Objective 1. (Continuous Development and Training for Faculty and Staff) Provide job embedded, focused professional development tailored to individual growth within staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for professional growth based on individual staff needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal, Superintendent	BOY, MOY & EOY	(F)255 Title II-STAFF	Criteria: 80% of DISD Faculty and Staff will attend and document completion of individual PD plans.
2. Implement Building Excellent Students, Staff and Teachers or BESST days in order to provide professional development, planning and prep-time to all staff members. (Title I SW Elements: 2.1,3.2) (Target Group: All)	Principal, Superintendent	Monthly	(F)255 Title II-STAFF, (S)199 LOCAL FUNDS	Criteria: 90% of more of survey responses and evaluation data will support the inclusion of BEEST days in the school calendar.
3. Conduct a Highly Qualified Evaluation annually to ensure equity exists in the distribution of Highly Qualified personnel among all grade levels with the district. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All)	Principal, Superintendent	Biannually	(S)199 LOCAL FUNDS	Criteria: 100% of grade levels will be served by Highly Qualified personnel.
4. Conduct a Comprehensive Needs Assessment (CNA) to determine professional development priorities based on student assessment data and need. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal(s), Principal, Superintendent	Spring 2026	(O)FREE RESOURCE(S)	Criteria: The Comprehensive Needs Assessment will be conducted via survey, face-to-face conference or faculty meeting to identify PD needs.
5. Provide RLA Amplify Support for 6-8 RLA teachers to ensure understanding and internalization of lessons for RLA curriculum. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1)	Academic Coach, Assistant Principal(s), Middle School Teachers, Principal	Biweekly	(S)199 LOCAL FUNDS - \$3,006.60	
6. Implementation of the Texas Lesson Study for support through weekly PLC meetings/ (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,4.1,5.1,5.2,5.3)	Assistant Principal(s), Principal, Teacher(s)	Weekluy	(S)199 LOCAL FUNDS	
7. Implementation of a math and reading coach through Bluebonnet Curriculum. (Title I	Academic Coach, Assistant Principal(s), Principal,	July 2025-May 2026		

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Goal 2. High Performing and Engaging Staff

Objective 1. (Continuous Development and Training for Faculty and Staff) Provide job embedded, focused professional development tailored to individual growth within staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5.1,5.2,5.3)	Teacher(s)			
8. Synchronization of SPED teachers conferences to ensure appropriate utilization of time to meet, confer and plan for instruction and professional development. (Title I SW Elements: 3.2) (Target Group: All,SPED,K) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.2,5.3)	Special Ed Teachers	July 25-May 26	(S)199 LOCAL-SPED	
9. Accelerated instruction for 5th grade science teacher from middle school science department. (Title I SW Elements: 2.5) (Target Group: 5th) (Strategic Priorities: 4) (ESF: 2.1,4.1,5.1,5.2,5.3)	Assistant Principal(s), Intermediate Teachers, Principal	July 25-May 26		

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Goal 2. High Performing and Engaging Staff

Objective 2. (Increase Staff Engagement and Satisfaction) Annually increase staff engagement and satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and administer engagement and satisfaction survey to staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal, Superintendent	MOY & EOY	(S)199 LOCAL FUNDS	Criteria: 80% of DISD Faculty and Staff will rate their engagement and satisfaction as 3 or higher on survey tool.

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Goal 2. High Performing and Engaging Staff

Objective 3. (Staff Recruitment and Retention) Provide and implement a competitive recruitment plan and maintain a sound retention plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct salary study to compare DISD salary structure to that of area school districts. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Business Manager	May, June, July	(S)199 LOCAL FUNDS	Criteria: DISD will conduct a salary study annually.
2. Explore implementation of Teacher Incentive Allotment grant program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Principal, Superintendent	Spring 2024	(S)199 LOCAL FUNDS	Criteria: DISD will develop and implement the Teacher Incentive Allotment program over a 5-year period beginning in spring 2023.

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Goal 3. Quality Service and Meaningful Family/Community Engagement

Objective 1. (Annually Increase Parent/Family Satisfaction and Engagement) Establish Satisfaction Expectations, Administer Surveys and Analyze results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize survey and parent meeting data to gauge parent/family satisfaction and engagement in their child's education. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Administrative Team	MOY & EOY	(S)199 LOCAL FUNDS	Criteria: DISD will utilize survey and parent meeting data to capture the satisfaction/engagement of parents/community and will review/monitor annually.
2. Administer parent/family satisfaction surveys to all parent/family groups. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Administrative Team	BOY, MOY & EOY	(S)199 LOCAL FUNDS	Criteria: DISD will survey parent/family satisfaction in September (parent conferences), January and May annually.
3. Host monthly events for parents/families to become informed in and analyze parent/family engagement through participation rates during PIMA events and after school informational meetings. (Title I SW Elements: 2.1,3.1) (Target Group: ECD,ESL,SPED,AtRisk,FC,HS,504) (ESF: 3,3.4)	Administrative Team	August 2025 - May 2026	(F)211 TITLE 1-SUPPLIES, (S)199 LOCAL FUNDS	Criteria: A PIMA event will be held each month July - May annually.
4. Provide professional development for faculty and staff regarding best practices for communicating with families about their child's performance/progress. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Administrative Team	Sept. & Jan. annually	(F)211 TITLE 1-CONTRACT SERVICES	Criteria: Faculty and Staff will participate in best practice trainings at a minimum of twice annually.
5. Increase survey participation for all stakeholders. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Assistant Principal(s), Principal, Superintendent	BOY, MOY & EOY	(O)FREE RESOURCE(S)	Criteria: 80% of parents/families will complete the survey.

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Goal 3. Quality Service and Meaningful Family/Community Engagement

Objective 2. (Annually Increase Community Partnerships and Satisfaction) Identify partnerships, survey community members, improve communication and provide training to benefit the community as a whole.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify community and surrounding area partners. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	Superintendent	July - June	(S)199 LOCAL FUNDS	Criteria: DISD will hold a minimum of two community outreaches annually.
2. Capture survey data of non-school community related to and district vision/mission. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	Superintendent	Spring 2026	(O)FREE RESOURCE(S)	Criteria: DISD will provide community outreach activities designed to engage the non-school community.
3. Utilize various communication channels to engage the community including social media and the launch of the new website and school app. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Superintendent	Spring 2026	(S)199 LOCAL FUNDS	Criteria: Community partnerships and overall satisfaction will increase by 25% over prior year results.
4. Provide professional development to faculty and staff regarding best practices for communicating with the public (including social media procedures). (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Superintendent	Spring 26	(F)255 TITLE II-TRAVEL/SUBST, (S)199 LOCAL FUNDS	Criteria: Faculty will participate in training at a minimum of twice annually.
5. Increase survey participation of non-school community members. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.4)	Superintendent	EOY	(O)FREE RESOURCE(S)	Criteria: 25% of non-school community members will complete the survey.

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Goal 4. Effective and Efficient Operations

Objective 1. Ensure Strong Financial Stewardship and Clear Communications with All Stakeholders

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recieve a clean, finding-free financial audit annually. (Target Group: All)	Business Manager	January 2026	(S)199 LOCAL FUNDS	Criteria: 100% of bank reconciliations for all accounts shall be completed by the 10th day of the following month, journal entries will be posted weekly.
2. Receive a rating of Superior Achievement on the School FIRST rating system annually. (Target Group: All)	Board of Trustees, Business Manager, Superintendent	Fall 2025	(S)199 LOCAL FUNDS	Criteria: Quarterly FIRST updates will be prepared and reviewed to track progress toward meeting Superior Achievement rating.
3. Actively seek out and successfully acquire opportunities to increase revenue via discretionary and formula grants. (Target Group: All)	Business Manager, Superintendent	Quarterly	(O)FREE RESOURCE(S)	Criteria: Annually increase revenue through grant acquisition.

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Goal 4. Effective and Efficient Operations

Objective 2. Annually Improve Safety and Security Measures at All District Facilities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with the School Safety and Security Team to review the district's EOP and to evaluate safety protocols/requirements. (Target Group: All) (ESF: 3)	School Safety Team, Superintendent	Summer, Fall & Spring	(F)289 TITLE IV-SUPPLIES, (S)199 LOCAL FUNDS	Criteria: 100% of scheduled SST meetings will occur annually with a 90% or better member attendance rate.
2. Conduct and practice emergency drills and scenarios as recommended annually. (Target Group: All) (ESF: 3,3.1)	School Safety Team	Monthly	(O)FREE RESOURCE(S)	Criteria: 100% of required drills will occur annually.
3. Conduct a Reunification/Off-Site evacuation drill during the spring semester of odd-numbered years. (Target Group: All) (ESF: 3)	School Safety Team, Superintendent	Spring of applicable year	(S)199 LOCAL FUNDS	Criteria: DISD will conduct at least one reunification/off-site evacuation drill bi-annually.
4. Conduct annual site safety inspections throughout all district facilities. (Target Group: All) (ESF: 3)	Maintenance Staff, Superintendent	Fall, Spring & Summer	(S)199 LOCAL FUNDS	Criteria: District-wide safety inspections will occur in the Fall, Spring and Summer annually.
5. Contract with the ESC2 to conduct a campus Safety Audit as required. (Target Group: All) (ESF: 3)	Superintendent	Every 3 years	(S)199 LOCAL FUNDS	Criteria: DISD will conduct a safety audit once every three years as required by TEC Sec 37.108(b).
6. Implement, practice and utilize Raptor ALERT as a silent panic alert system to initiate districtwide emergency response protocol. (Target Group: All) (ESF: 3)	All Employees, School Safety Team, Superintendent	October 2025 - May 2026	(F)429 SAFETY & SECURITY-SUPPLIES, (S)199 LOCAL FUNDS	Criteria: 100% of DISD employees will be trained and able to initiate the Standard Response Protocol using Raptor ALERT
7. Train K-8 students in internet safety, cyber security/cyber bullying. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 1.2,3)	Counselor(s), Teacher(s)	Fall 2025	(F)429 SAFETY & SECURITY-CONTRACTED SERVICES	Criteria: Internet safety, cyber security and cyber bullying training will be conducted with all

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Goal 4. Effective and Efficient Operations

Objective 2. Annually Improve Safety and Security Measures at All District Facilities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				K-8 students.
8. Implement Raptor Student Safe for purposes of tracking Behavior Threat Assessments. (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, Counselor(s)	July 25-May 26		

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Goal 4. Effective and Efficient Operations

Objective 3. Ensure Operational Efficiency and Well-Maintained Facilities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address maintenance requests in a timely manner with prioritization of safety issues if any. (Target Group: All) (ESF: 3)	Maintenance Staff, Superintendent	July 2025 - June 2026	(O)FREE RESOURCE(S)	Criteria: Maintenance requests will be addressed within 48 hours. Safety priority requests will be addressed within 24 hours.
2. Create, plan and budget for a 3-5 year maintenance replacement plan for all equipment over \$5,000. (Target Group: All) (ESF: 3)	Maintenance Staff, Superintendent	Spring 2026	(S)199 LOCAL FUNDS	Criteria: DISD will maintain replacement plan and will budget funds to support 3-5 year plan.