

Dalhart Independent School District
Dalhart Elementary
2024-2025 Campus Improvement Plan



Mission Statement

DES provides students with the knowledge, skills, and attitudes necessary to become life-long learners.

Vision

We will consistently provide students with a safe, structured, and supportive environment, where there are multiple opportunities for success, a growth mindset, and problem solving will be taught and encouraged to develop life-long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dalhart is a small rural town at the junction of two counties, Dallam and Hartley, in the northwest panhandle of Texas. Dalhart has a population of 8500 people. Dalhart Elementary School is one of four campuses for the Dalhart ISD. Dalhart Elementary has an enrollment of approximately 498 students with 4 Head start classes, 1 Pre-Kindergarten class and 6- 7 sections of classes for grades Kindergarten, first and second grade. The demographics on the chart are for the 2024-2025 school year as indicated in September 2024. All stats and needs are based upon these students.

At the beginning of each school year, all students and their families are asked to fill out the following surveys. DES uses this information to determine if students qualify for certain services. These surveys include the following:

1. Home Language Survey- to identify LEP students and provide ESL acceleration language programs to ESL students.
2. Texas Public School Student/Staff Ethnicity and Race Data Questionnaire to determine student ethnicity.
3. Family Survey to determine if any students are Migrant to see if students qualify for additional educational services.
4. Health Surveys along with vision and hearing screens to determine if students are in need of medical services.
5. Student Residency Questionnaire to help determine services a student may be eligible to receive from the school and community.
6. GT Brochure to inform parents the procedures to nominate a student for testing for the DES gifted program.
7. Student Profile sheets are reviewed and updated following the at-risk criteria to identify students in need of tutorial and RTI programs.

Grade Level	Total Students
Head Start/ PreK	96
Kinder	123
1st	133
2nd	146
Total	498

Males	54%
Females	46%
Hispanics	76%
White Non Hispanic	23%
African American	1%

Males	54%
Other	<1%
At Risk	55%

Student demographics indicate the following:

Hispanic, economically disadvantaged, migrant, ESL and at risk student populations are increasing each year.

Educator stats:

Teachers with less than 2 years experience: 6

Teachers with more than 2 years of experience: 26

Bilingual certified teachers: 3

Bilingual teachers: 4

ESL certified teachers: 13

Bilingual paraprofessionals: 11

Teachers that are ESL certified: 81%

Teachers that are GT certified: 100%

Demographics Strengths

Dalhart Elementary School (DES) has many strengths. Some of the most notable demographic strengths include:

At the beginning of each school year DES utilizes information from parent/ student surveys to determine which students qualify for services to improve their education. These surveys include:

Home language survey - ESL

Lunch form - Economically Disadvantaged

Family survey - Migrant

Student residency survey - Homeless

Student profile sheets - At Risk

Health surveys help to determine need of medical services and available community resources.

DES has implemented a SNAKPAK program to give At Risk students nutritious snacks to take home each weekend.

DES has students and families that value education and are committed to their student's educational success.

There is a community and school culture at DES that is very accepting of new students regardless of race or ethnicity.

DES provides both rural and city transportation to improve school attendance.

Head Start and Pre-K programs at DES provide an intensive language development program and prepares children for Kindergarten and provides more extensive health services and parent training.

Special education programs and services for students with disabilities provides specially designed instruction.

All certified teachers at DES are Gifted and Talented certified and are or working on their ESL certification.

This year, DES has a Head Start, Kindergarten, First grade, and Second grade Bilingual program.

Student Achievement

Student Achievement Summary

The STAAR Reading data shows that Dalhart Intermediate School, our feeder campus, had 56% of their students score approaches or higher in Reading in the Spring of 2022. (Final STAAR scores for the Spring of 2023 have not been released as of September, 2023.) Thirty-three% of DIS students scored meets or higher on the STAAR Reading assessment and 16% scored mastered on the STAAR Reading assessment. The STAAR Math data from the Spring of 2022 shows that Dalhart Intermediate School, our feeder campus, had 49% of their students score approaches or higher in Math. Eighteen% of DIS students scored meets or higher on the STAAR Math assessment and 7% scored mastered on the STAAR Math assessment.

Student Achievement Strengths

All grade level teachers have received PLC training and meet in PLCs weekly. Teachers use data to determine tiered intervention. Classroom teachers have attended the Science of Teaching Reading training at Region 16. They are all ESL certified or working towards their ESL certifications.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR Reading scores and NWEA Reading scores are lower than the state average. **Root Cause:** Large influx of Emerging Bilingual students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Goals

Revised/Approved: October 4, 2024





Goal 1: DES will collaborate to provide appropriate curriculum and instruction which targets individual student growth. DISD will develop and implement a well rounded program of instruction:

1. to meet the academic needs of all students,
2. to identify students who may be at-risk for academic failure,
3. to provide educational assistance to individual students DISD determines need help in meeting the challenging State Academic Standards,
4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning,
5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.

Performance Objective 1: Professional development will increase teacher knowledge base and enhance student achievement.

Evaluation Data Sources: Staff development records and calendar
 NWEA Scores
 CLI/TPRI Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All K-2 teachers will attend Reading Academy at Region 16 and will utilize the components of Structured Literacy on a daily basis.</p> <p>Strategy's Expected Result/Impact: Students will progress in Reading by at least 4 Guided Reading levels.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers, grades K - 2, will utilize Imagine Learning in their classrooms.</p> <p>Strategy's Expected Result/Impact: Students will show growth on the NWEA and on CLI/TPRI in Reading and Math.</p> <p>Staff Responsible for Monitoring: Classroom teachers Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
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Performance Objective 2: DES will promote research-based, highly effective instructional strategies, interventions, and acceleration to increase student achievement.





High Priority

HB3 Goal

Evaluation Data Sources: NWEA Scores
 CLI/TPRI Scores
 Formal and informal assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will utilize Reading Playground in the computer lab and student progress will be monitored every six weeks.</p> <p>Strategy's Expected Result/Impact: Students will show growth on the NWEA and on CLI/TPRI in Reading and Math.</p> <p>Staff Responsible for Monitoring: Classroom teachers Computer lab paraprofessionals Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Oct	Apr	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers, grades K-2, will receive training in Eureka Math. They will utilize Eureka Math each day in their classrooms.</p> <p>Strategy's Expected Result/Impact: Students will show growth on the NWEA Math.</p> <p>Staff Responsible for Monitoring: Classroom teachers Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All classroom teachers will incorporate a weekly writing assignment across content areas.</p> <p>Strategy's Expected Result/Impact: Students will be able to compose a narrative and an expository writing from pksnning to final draft.</p> <p>Staff Responsible for Monitoring: Classroom teachers Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Apr	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: ESL, economically disadvantaged, Special Education and struggling students will be identified for intervention.</p> <p>Strategy's Expected Result/Impact: Students will show growth on the end of year NWEA and TPRI/CLI.</p> <p>Staff Responsible for Monitoring: Administration Teachers Reading Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
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4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning,
5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.

Performance Objective 3: DES will implement highly effective strategies and practices to increase performance of students receiving special services.

Evaluation Data Sources: Formal and informal assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All grade level teams will meet weekly during their scheduled PLC time. ESL, Economically disadvantaged, Special Education and struggling students will be identified for interventions.</p> <p>Strategy's Expected Result/Impact: Students will receive comparable instruction at each grade level.</p> <p>Staff Responsible for Monitoring: Grade level teams Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
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4. to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning,
5. to close the achievement gap between children meeting the challenging State Academic Standards and those children who are not meeting such standards.

Performance Objective 4: DES will implement highly effective strategies and practices to increase performance of English Language Learners.

Evaluation Data Sources: TELPAS Composite Ratings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DES will identify and provide all Emerging Bilingual (EB) students an ESL program that develops proficiency in the listening, reading, writing and speaking of the English language.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: ESL teachers Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Oct	Apr	June





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Second grade students will practice the online TELPAS assessment prior to taking the test.</p> <p>Strategy's Expected Result/Impact: ESL students will move up at least one threshold on the TELPAS composite rating.</p> <p>Staff Responsible for Monitoring: ESL teacher Second grade teachers Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
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Goal 2: DES will foster strong partnerships and relationships with parents and the community.

Performance Objective 1: DES will increase stakeholders' (students, staff, parents, and community members) opportunities for involvement in school planning and activities.

- Evaluation Data Sources:** 1. Parent / Community sign in logs at Site-Based Decision Making Committees.
2. Parent/ student sign in sheets at parent events





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Head Start and PreK will host monthly Family Fun Fridays</p> <p>Strategy's Expected Result/Impact: Parent involvement improves student behavior and attendance and positively impacts student achievement.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DES will host a minimum of one family night per semester.</p> <p>Strategy's Expected Result/Impact: Parent involvement improves student behavior and attendance and positively impacts student achievement.</p> <p>Staff Responsible for Monitoring: DES staff Administration</p> <p>Title I: 4.2</p>	Formative		
	Oct	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DES music program will do at least presentation per semester.</p> <p>Strategy's Expected Result/Impact: Parent involvement improves student behavior and attendance and positively impacts student achievement.</p> <p>Staff Responsible for Monitoring: Music teachers Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Oct	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parent Teacher Organization (PTO) will be established with officers and members.</p> <p>Strategy's Expected Result/Impact: Parent involvement improves student behavior and attendance and positively affects student achievement. It increase staff morale.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DES will provide a healthy, safe and orderly learning environment.

Performance Objective 1: DES will implement safety policies for bullying, sexual harassment, dating violence, drug use and suicide prevention. There will be a 10% decrease in discipline referrals for these behaviors each school year.

Evaluation Data Sources: Safety training on PD calendar and all staff will complete trainings during the summer. Reports of bullying/harassment on file in district office.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff members will receive training in each area on how to implement these safety policies.</p> <p>Strategy's Expected Result/Impact: DES will be a safe campus and staff and students will report inappropriate behavior. Discipline referrals for these behaviors will decrease by 10%</p> <p>Staff Responsible for Monitoring: DES Staff Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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Goal 3: DES will provide a healthy, safe and orderly learning environment.

Performance Objective 2: 100% of DES staff will provide a safe, nurturing, and orderly environment for all students.

Evaluation Data Sources: Office referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All outside doors will be locked at 8:05 am and remained locked throughout the school day. Outside doors will be checked daily.</p> <p>Strategy's Expected Result/Impact: The campus will be secure with access available only through the front entrance creating a safe learning environment for all students.</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DES will utilize the STOPIT! App for students to report bullying. Parents will be made aware of the app and how to use it. All reports will be investigated in a timely manner.</p> <p>Strategy's Expected Result/Impact: Students will be able to anonymously report bullying</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: DES will conduct fire drills at least 2 times per semester.</p> <p>Strategy's Expected Result/Impact: The amount of time it takes to evacuate the building will decrease throughout the year.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: DES will conduct at least one tornado drill and one lock down drill each semester.</p> <p>Strategy's Expected Result/Impact: Students will become familiar with the procedures for emergency drills.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: DES will utilize the CrisisGo App during emergencies.</p> <p>Strategy's Expected Result/Impact: Staff will be notified immediately of crisis situation.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: DES will provide a healthy, safe and orderly learning environment.

Performance Objective 3: 100% of DES K-2 staff will utilize the SEL curriculum.

Evaluation Data Sources: Walk throughs
Counselor documentation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of DES staff will have access to professional development on the SEL curriculum, Random Acts of Kindness.</p> <p>Strategy's Expected Result/Impact: Social/ emotional learning for students and staff</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: DES counselor will teach SEL lessons in all K-2 classrooms every six weeks.</p> <p>Strategy's Expected Result/Impact: Lower discipline referrals Increased social/ emotional learning for all students</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of all K-2 teachers will provide reinforcement of SEL lessons.</p> <p>Strategy's Expected Result/Impact: Lower discipline referrals</p> <p>Staff Responsible for Monitoring: Counselor Staff Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
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Goal 4: DES will develop, recruit, and retain staff to achieve academic excellence for all students.

Performance Objective 1: DES will recruit and retain staff to achieve or maintain turnover rate at or below state level.

Evaluation Data Sources: Turnover rate





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: DES will attend job fairs, advertise job openings and recruit new teachers through the DISD Homegrown Program.</p> <p>Strategy's Expected Result/Impact: Increase applicant pool</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		
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Goal 4: DES will develop, recruit, and retain staff to achieve academic excellence for all students.

Performance Objective 2: DES will provide coaching and support to all classroom teachers.

Evaluation Data Sources: TTESS evaluations, walk through documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assign new teachers mentors and provide New Teacher Academy. Administrator will meet with new teachers once every six weeks.</p> <p>Strategy's Expected Result/Impact: 100% of new teachers will feel supported by their mentors and peers. DES teacher retention will increase.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide mentor training and monitor logs every six weeks to ensure new teacher support.</p> <p>Strategy's Expected Result/Impact: 100% of the new teachers on staff will feel supported by their mentors and peers. DES teacher retention will increase.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bi-weekly new teacher meetings will be held to introduce/ reinforce instructional strategies.</p> <p>Strategy's Expected Result/Impact: 100% of new teachers on staff will feel supported by their mentors and peers. DES teacher retention will increase.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Oct	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monthly staff birthday celebrations and weekly staff shout-outs.</p> <p>Strategy's Expected Result/Impact: 100% of DES staff will feel supported by administration and their peers. DES teacher retention will increase.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All paraprofessionals will be highly qualified.</p> <p>Strategy's Expected Result/Impact: All paraprofessionals will meet the TEA highly qualified requirement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
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