

Dodd City ISD

District Improvement Plan

2016-2017



“Educating Students to be Productive in a Changing Society”

**602 North Main Street
Dodd City, Texas**

Dodd City ISD District/Campus Improvement Plan
2016-2017

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Adopted – October 2016

Mission Statement

Educating Students to be productive in a changing society

The goal of DODD CITY ISD is to provide opportunities that ensure each student achieves his or her greatest potential through the support of these elements:

Honesty: to encourage each student to recognize and display moral character, courage, and generosity.

Opportunity: to promote the opportunity to learn and grow in a supportive environment.

Respect: to foster respect for yourself, your school, and others.

Nurturing: to develop independent and cooperative learning styles to nurture natural talents.

Excellence: to attain mastery and achievement beyond the basic curriculum.

Teamwork: to create a partnership of students, staff, parents and community.

Success: to provide the opportunity for all to succeed.

The DODD CITY WAY... Character + Accountability = Results

**Dodd City ISD District/Campus Improvement Plan
2016-2017
Comprehensive Needs Assessment**

Dodd City ISD is a one campus LEA serving approximately 390 students in PreK-12 grades. The district is rural, consisting of about 45 square miles with the majority of the tax base coming from single family homes. The economically disadvantaged population of the district is 45.5%, 28% of the students are identified as at risk, and 2.3% of the learners are identified as English Language Learners. Dodd City ISD runs a school-wide Title I program, serving all students in the district.

Data Sources Reviewed:

- Texas Academic Performance Report (TAPR), state assessment data, results of needs assessment surveys, staff development needs, results of state and federal planning requirements, district led administrative meetings, findings from committee meetings, STAR assessment data, iStation data, PEIMS information - program participation, attendance, and discipline.
- Analysis of the data by the district's instructional staff, assessment of special population programs, input from the Board of Trustees and results from a district-wide needs survey, and with the approval of the Site Based Decision Making Committee, it has been determined that the priorities of the district will be as follows:

| 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 | Attendance Rate - 97% Low Mobility Rate of Students ACT Scores | The increasing percent of at-risk and economically disadvantaged populations. The increasing number of students in the Hispanic Population - ELL Learners. | Providing support to promote <i>GROWTH</i> of ALL learners. |
| Student Achievement | Academic Achievement Awards in ALL four content areas. Top 25% in Closing Performance Gaps Postsecondary Readiness Distinction Designations | Mathematics - a depth of understanding for all students. More cross -integration of Science and Social Studies with ELAR and Math. | Continue tutorials - before, during and after school. Intervention Time in the instructional day. Summer Classes and Tutorials Resources targeting building of skills and mastery of understanding. Funding from Comp Ed, Title I and High School Allotment |
| School Culture and Climate | Students/Staff feel SAFE Family Atmosphere Willingness to work together | Pride in our school School Spirit Recognizing the value and worth of a quality education | Activities that visually display School Spirit Additional extra-curricular activities/clubs |

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| | Support of all programs | | |
| Staff Quality/ Professional Development | 100% of Staff is Highly Qualified Competitive Salary Low turn over rate Opportunity for training directly related to assignment | Teachers certified in multiple fields Continued training in core subjects | Staff Development Plan - Supporting the staff with technology training, high level thinking and questioning strategies. Kagan Cooperative Learning Strategies. |
| Curriculum, Instruction, Assessment | Met all required targets in the Performance Indexes. Areas recognized for academic achievement | Activities/plan for those students not showing sustained growth from year to year in core content areas. Materials to support mathematical understanding. 21 st Century Learning Skills - critical thinkers that can transfer to all areas of learning. | 21 st Century Learning Skills - use of technology through curriculum, instruction and assessment. Resources to monitor growth and whether students are prepared to meet STAAR targets. RtI - continue to improve and enhance the process. |
| Family and Community Involvement | Strong Community Support Exemplary Rating from Stakeholders on Community Engagement | Helping ALL parents become active partners in the education of their children. | Teachers initiate direct contact with parents of struggling students. Provide flexible opportunities for parental involvement - during school day - after school |
| School Context and Organization | Various forms of Communication Secure Entrances-Badges Added facilities as well as modernizes existing facilities. | More segmentation of grade levels Additional staff to expand extra curricular activities | More committee input and opportunities. Survey staff/students of what additional extra-curricular areas have a high level of interest. |
| Technology | Number of devices available for student use - One to one in grades 7-12 Staff technology resources/devices | Continue to improve ratio of students to devices. Additional staff training | Purchase of additional technology to enhance learning and student access. Technology related training to foster growth with State Technology Standard Five. |

Priorities of the district will be the continuation of the initiative of available devices per student, additional technology to support this effort and training to support and maximize this investment. Tutorials will be provided before, during, and after the regular schedule. Purchasing materials to support student growth and achievement. Training of staff in identified areas of need and current strategies as the year progresses.

Dodd City ISD
District Improvement Plan
Goals and Strategies
2016-2017

Academic Excellence

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| Goal: | Dodd City ISD will provide a well-balanced and rigorous curriculum that will offer opportunities for ALL students to reach their full potential educationally, socially, and physically. |
| Performance Measure 1 : | Improve student success rates to a level that will earn the highest rating on the performance indexes as defined by state and federal guidelines including PBMAS and AYP requirements. |
| Summative Evaluation | Texas Academic Performance Report, Accountability Summary, PBMAS, STAR Chart |

| Objectives/Strategies | Title I SW Components | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
|---|-----------------------------|--------------------------|--|---------------------|---|
| Increase percentage of students obtaining Advanced Academic Performance on STAAR and EOC | | Principals Teachers | | August - June | Test Scores TAPR |
| Monitor growth of all students in all academic areas. Focusing on a year of growth for all students regardless of current performance level. | | Principals Teachers | Universal Screeners RenLearn iStation Local Funds, Title I | August-June | Universal Screening Results State Assessment Results |
| Monitor and address PBMAS indicators with a score of "1" or above | | Principals | Personnel | | PBMAS Reports |
| Conduct comprehensive needs assessments and accountability data review within content and grade level - reviewing student achievement and curriculum implementation | 1 | Principals Teachers | Personnel Time | August September | Agendas Results of Findings |
| Administer diagnostic tests targeting STAAR objectives to all student groups | 8,9 | Principals Teachers | Eduphoria TEKS Bank | 2 per year | Results of Benchmarks |
| Monitor attendance of all students on a daily basis | | Teachers Office Staff | Local Funds Staff | August-June | Attendance Rates |

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| Performance Measure 2: | Improve student access to a rigorous curriculum that engages and promotes critical thinking and success for all student groups while addressing individual learning needs |
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| Objectives/Strategies | Title I SW Components | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
|--|--------------------------------------|------------------------|--|-----------------------------|---|
| Staff will utilize TEKS and the TEKS Resource System to improve subject content instruction | 2,4,8 | Principals Teachers | Local Funding | August-June | Lesson Plans Eduphoria/Aware Scope and Sequence |
| Grade level and cross grade level meetings in core subject areas to ensure curriculum alignment as well as a balanced curriculum | | Teachers Principals | Time Personnel | Once Per Grading Period | Schedule of Meetings and Agendas |
| Provide staff development on effective teaching strategies, differentiation of instruction and program implementation as needed. | 4 | Principals | Region 10 Cooperative | August-June | Agendas Professional Development Records |
| Incorporate student-centered, hands-on instruction to enhance mastery and increase higher level thinking skills. | | Principals Teachers | | August-June | Lesson Plans Evaluations |
| Incorporate writing curriculum in all subjects using appropriate language skills, writing activities, and journal writing | | Principals Teachers | | August-June | Lesson Plans Evaluations |
| Increase participation in UIL academic events | | Principals Teachers | Study Materials Local Funding | December March | UIL Results |
| Monitor the academic progress of all students - Universal Screening Tools RtI - Intervention | 1,2,9 | Principals Teachers | Title I Local CompEd | September January May | iStation TMSDS Ren. Learning |
| Investigate opportunities for enrichment and extended learning environments - emphasis on on-line opportunities - After School Clubs | | Principals Teachers | Sponsors for the clubs | August-June | Enrollment in clubs |
| Emphasize teaching of higher-level thinking and problem solving skills daily - Incorporate "Thinking Maps" | 2 | Principals Teachers | Thinking Maps Resources | August-June | Lesson Plans |
| Identify and properly serve all special program students - including tutorial support | 2,9,10 | Principals Teachers | Comp Ed Funding SpEd High School Allotment | August-June | Schedules IEPs Lesson Plans |
| Provide full-day PreK - targeting potential at-risk students | 7 | Principals | Comp Ed Tuition fees \$2000 per year | August-June | At Risk Report |

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| Provide on-line programs to enhance and remediate student learning - iStation, , IXL, , Stem Scopes, Lexia, Mentoring Minds | | Principals Teachers Support Staff | Title I SpEd | September-June | Program Reports |
| Provide individual and small group tutorial groups inside and outside the school day - Designated Intervention time at least 3 times per week in grades K-6 | | Principals Teachers Support Staff | Title I Comp Ed | September-May | Schedules |
| Increase student access to Istation for reading enrichment and intervention. Target implementation of PK-2 grade. | 9 | Principals Teachers | State Funding Title I | September - May | iStation Reports on usage |

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| Performance Measure 3: | Improve the preparation of students for college and career level opportunities |
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| Objectives/Strategies | Title I SW Components | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
|---|-----------------------------|------------------------|------------------|--------------------------|--|
| Provide parent/student training on curriculum options. Describe benefits of informed curriculum choices. Offer students the opportunity to make curriculum choices. | 6 | Principal Counselor | Time | November April May | Agenda TxEIS report Schedules |
| Provide opportunity for dual credit courses | | Principal Counselor | Staff | August January | Enrollment Reports |
| Develop a graduation plan for any student in grades 6-11 that does not meet the passing standard on any section of the STAAR/EOC | 9 | Principal Counselor | TxEIS Time | August-December | Graduation Plans |
| Increase the number of graduates taking college entrance exams | | Counselor | | May | Enrollment Reports |
| Provide information to parents and students regarding financial aid opportunities | | Principal Counselor | Time Web Page | October | Sign in Sheets |

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| Performance Measure 4: | Utilize technology to promote student engagement, address individual strengths and weaknesses and prepare student to competitively enter the workforce or college. |
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| Objectives/Strategies | Title I SW Components | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
|--|-----------------------------|----------------|-----------|-------------|--|
| Present lessons and information via various forms of technology to encourage participation | | Teachers | | August-June | |

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| and engagement of all students | | | | | |
| Knowledge/application of software programs used in the workforce (i.e. Excel) | | Teachers | | August-June | Lesson Plans |
| Use of technology as a medium for Universal Screening Tools and On Line Programs | 9 | Principals Teachers | Local Funds | September January May | Computer Generated Reports |
| Offer junior and senior level students the opportunity to take dual credit courses via the internet | | Principal Counselor | | August May | Transcripts |
| Implementation of 1:1 Chromebook Devices in grades 7-12 and increasing device:student ratio in lower grades. | | Principals Tech Coordinator | IMA Funding Local Funding | August | Policy |
| TechPrep agreement with local college-PJC and GCC Classes in line with agreement | | Principals | | August | Agreement |
| Additional computer and keyboarding opportunities provided to students | | Principals | Time | August | Schedules |
| Incorporate technology competencies for students and teachers | | Principals Teachers Tech Coord. | | August-May | |
| Offer grade recovery and course acceleration - Odesseyware | 9 | Principals | Comp Ed High School Allotment | August-June | Schedules Transcripts |
| Integrate technology into curriculum and instruction by increasing access to technology equipment (individual devices, netbooks, interactive white boards, etc) | | Principals Teachers Tech Coord. | | August-June | STAR Chart |
| Wireless access across the district - Increased Speed | | Administration Tech Coord. | Local Funding Reap Grant | August | |
| Provide on-line curriculum resources to enhance student learning - Discovery Education - Stem Scopes - Odesseyware - TEKS Resource System - Textbook Components | | Principals Teachers | \$1,000 - Discovery Education Local Funding | August-June | |

Parent and Community Involvement

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| Goal: | Dodd City ISD will involve parents and community members as partners in the education process from PreK through Grade 12. | | | | |
| Performance Measure | All staff members will develop strategies and activities to increase participation from parents and community members | | | | |
| Objectives/Strategies | Title I SW Components | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
| Back to School Night *Meeting Teachers *Reviewing Schedules *Set Expectation | 2,6 | Principals Teachers | Time | August | Announcement |
| Weekly Newsletter from grade level teachers | | Teachers | Local Funding | August-June | Newsletter |
| Monthly Calendar of Events and Activities | | Office Personnel | Local Funding | August-June | Newsletter |
| Parent Portal - provided for all parents to access student grades | | Administration | Local Funding | August-June | |
| HORNET notebooks PK-6 th - tool to increase communication | | Principal Teachers | CompEd | August-June | |
| Parent-Teacher Conferences at least once per semester and additional ones as needed or requested. | 2,6 | Principals Teachers | Time | October | Conference Records |
| Parent Meetings - Special Programs, financial aid/scholarships, enrichment activities, grade level requirements | 6,10 | Principals Teachers Counselors | Time | August-May | Calendars Sign in Sheets |
| Provide parental involvement policy and school-parent compact | 6 | Principals Teachers | | August | Signed Compacts |
| Parent Meeting - Higher Education requirements and financial aid | | Principal Counselor | Time | January | |
| Provide and promote Parent/Teacher Organization Meetings | 6 | Administration | Time | | Sign In Parent Participation |
| Update and maintain the district web page | | Administration Tech Coor. | Local Funding | August-June | Usage Reports |
| Encourage participation in School Messenger Service - notifies parents of emergency situations, weather related closings and activity updates | | Administration | Time Personnel | September - May | Usage Reports |
| Contact Parents through alternate methods such as texting-Remind 101 | | Principals Teachers | Time Personnel | August-June | |

School Climate

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| Goal: | Dodd City ISD will strive to provide a safe, orderly environment that promotes self-esteem, self-discipline and creates a positive environment for students and staff. | | | | |
| Performance Measure: | Improve student success rates to a level that will earn the highest rating on the performance indexes as defined by state guidelines and meet PBMAS and AYP requirements. | | | | |
| Summative Evaluation | Attendance rate at or above 97% , dropout rate that meets the state standard, decreased number of school incident reports, security audit findings. | | | | |
| Objectives/Strategies | Title I SW Components | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
| Implement new student "Code of Conduct" and "Student Handbook" | | Administration | | August | Handbook |
| Uniform school procedures and expectations PK-6. Focusing on Positive Behavior Supports | 2 | Principals Teachers | | August | Reduced referrals |
| Uniform discipline management plan for grades 7-12 | 2 | Principals Teachers | | August | Handbook |
| Provide weekly counseling and Character building activities and classes - K-6 | | Principal Counselor | Personnel Local Funding | August-May | Schedule |
| Student recognition programs across the grade levels - academics - character - attendance | | Principal Teachers | Time Local Funding | August-June | |
| Monitor student attendance Daily contact with absent students Letters home regarding attendance issues | | Principals Attendance Secretary | Personnel | August-June | |
| Provide health and nutrition program to decrease child obesity and improve child welfare | | Nurse Food Services PE Teachers | | August-May | SHAC |
| Field Lessons for each grade level related to curriculum objectives | | Principals Teachers | Time | September-June | |
| Bully Prevention activities and resources provided to all students | 10 | Administration Counselor | Local Funding Time | August | Handbook |
| Maintain the "Crisis Management Plan" educate and train staff in dealing with crisis situations | | Administration | Local Funding | August | Crisis Plan |
| Perform safety and evacuation drills on a scheduled basis | | Administration | Time Personnel | August-June | Drill Records |

School Effectiveness

| Goal: | Dodd City ISD will provide effective programs, quality facilities, efficient operations and highly qualified teachers. | | | | |
|---|--|---|--|------------------|---|
| Performance Measure : | Improvement in the overall operation of the school. | | | | |
| Summative Evaluation | First Rating, Highly Qualified Report, TAPR | | | | |
| Objectives/Strategies | Title I SW Components | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
| Increase communication and coordination between regular education and special programs to support student achievement | 10 | Principals Teachers | Time | August-June | Meetings - agendas |
| Support Special Education through inclusion, resource programs and other related services | 9,10 | Administration | Personnel SpEd Funding | August-June | IEPs |
| The ARD committee will continue to make informed testing decisions for students. Informing all parties of the federal cap on alternate assessments in the past and changes in the state requirements. | | Administration Teachers Diagnosticians | Personnel | August - May | |
| Conduct needs assessment of Title 1, Comp Ed, SpEd, G/T, Dyslexia, and ELL to determine effectiveness and impact on student achievement. | 1,10 | Principals Teachers Program Coordinator | Time Personnel | May-June | Results Progress Monitoring |
| Continue to provide high-quality staff development for all staff members | 4 | Principals Program Directors | Title Funding Region 10 Cooperative | September - July | Training Certificates |
| Conduct a needs assessment of the staff to determine direction for planning of staff development | 1,4 | Principals Teachers Program Directors | Time | April-June | Results of needs assessment |
| Employ and retain highly qualified teachers | 5 | Administration | Local Funding | August-May | Highly Qualified Report |
| Provide incentives for teachers to receive additional certification | 5 | Principals Superintendent | Local Funding | May | Salary Schedule |
| Analyze data from all teacher/staff folders to ensure all meet highly qualified status | 3 | Administration | Personnel | October | Results |

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|---|-------|---------------------------------|------------------------------------|------------|---------------------|
| Provide incentives for secondary teachers in high need areas | 5 | Superintendent | Stipend per high need class taught | June | Schedules |
| PLC Meetings- focusing on resources and support for struggling students - RtI | 1,2,9 | Principals Program Coordinators | Personnel Time | August-May | Agendas RtI Data |

FUNDING SOURCES FOR DODD CITY ISD

| FUND SOURCE | ORIGIN | PURPOSE | ENTITLEMENT |
|--|---------------------------------|--|---|
| State Compensatory Education | State | Enhance and improve the regular ed. program to increase academic achievement and to reduce the dropout rate of identified students in at-risk situations. | \$263,046 |
| Special Education | Federal and State | Address the needs of students identified with disabling conditions | \$279,493 |
| Gifted and Talented | Local | Provide services for students identified as Gifted and Talented | \$10,271 |
| Career and Technology | State and Federal | Develop more fully the academic occupation skills of all segments of the student populations, ultimately assisting to make the US more competitive. | \$172,249 |
| Title I, Part A | Federal | Enable schools to provide opportunities for children served to acquire the knowledge and skills necessary to achieve performance standards that all children are expected to meet. | SSA/Region10 \$49,298 |
| Title II, Part A | Federal | Increase the academic achievement of all students by helping schools improve teacher and principal quality and ensure that all teachers are highly qualified. | SSA/Region10 \$6675 |
| REAP | Federal | Support initiatives that enable school personnel and administrators to gain the capacity to integrate technology effectively into the curriculum and instruction. | \$34,756 |
| Title III (ESL) | Federal | Address the needs of students whose home language is one other than English. | SSA/Region 10 \$317 – all to Region 10 |
| Accelerated Reading and Math Instruction ARI/AMI | State – based on STAAR failures | Supports early intervention to insure that all students at risk of reading and/or math difficulties are provided immediate, targeted intervention programs. | On Line Resources Provided by the State |
| High School Allotment | State | Provides every Texas school district with \$275 per student in grades 9-12 to improve high school graduation and college readiness rates. | \$27,775 |

Dodd City ISD

Child Sexual Abuse Plan

What is Sexual Abuse of a Child?

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child.

Methods for Increasing Awareness Regarding Sexual Abuse of Children

Teachers: Teachers will be trained annually in all content areas addressed in Addressing Sexual Abuse of Children. Training may be provided through campus staff, on-line or outside training as appropriate at the discretion of the campus administration. Training will include contents of the adopted board policy FFG (LEGAL) and pertinent FFG exhibits.

Students: District counseling staff will address issues to increase awareness regarding sexual abuse of children and anti-victimization programs with age appropriate conversation and materials.

Parents: Information concerning the district this plan will be posted in the District Improvement Plan, Dodd City ISD website, and in the student handbook.

- As a parent, or other trusted adult, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused.
- A child who has experienced sexual abuse should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.
- If you permit your child to be in a situation where he or she may be injured, then you may be prosecuted for child abuse. The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. If you are frightened for your own safety or that of your child, call 911.
- You are legally responsible for the care of your child. You must provide your child with a safe and adequate food, clothing, shelter, protection, medical care and supervision, or else you must arrange for someone else to provide these things. Failure to do so may be considered neglect.
- As a parent, if your child is a victim of sexual abuse, the campus counselor will provide information regarding counseling options for you and your child available in this area. The Texas Department of Family and Protective Services also manages early intervention counseling programs. The Fannin County location may be contacted at 1-903-583-5535.
- Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Reports may be made by contacting one of the following:
 - Texas Abuse Hotline, 1-800-252-5400, <http://www.txabusehotline.org>
 - Call 911 for emergency situations

The following websites might help you become more aware of child sexual abuse:

- Prevent Child Abuse America: www.preventchildabuse.org
- Prevent Child Abuse Texas: www.preventchildabusetexas.org
- Texas Association Against Sexual Assault: www.taasa.org
- Child Welfare Information Gateway: www.childwelfare.gov
- Texas Department of Family and Protective Services: www.dfps.state.tx.us

Warning Signs in Children and Adolescents of Possible Child Abuse

There are four major types of child maltreatment: physical abuse, neglect, sexual abuse, and emotional abuse.

Physical Abuse is physical injury that results in substantial harm to the child or the genuine threat of substantial harm from physical injury to the child. The physical injury (ranging from minor bruises to severe fractures or death) can result from punching, beating, shaking, kicking, biting, throwing, stabbing, hitting, burning, choking, or otherwise harming a child. Such injury is considered abuse regardless of whether the caretaker intended to hurt the child.

Suspect Physical Abuse When You See:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without obvious injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Aggressive, disruptive, and destructive behavior
- Passive, withdrawn, and emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unreasonable clothing that may hid injuries to arms or legs

Neglect is a failure to provide for a child's basic needs necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services have been offered and refused.

Suspect Neglect When You See:

- Obvious malnourishment
- Lack of personal cleanliness
- Torn or dirty clothing
- Stealing or begging for food
- Child unattended for long periods of time
- Need for glasses, dental care, or other medical attention
- Frequent tardiness or absence from school

Sexual Abuse includes fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or producing pornographic materials.

Suspect Sexual Abuse When You See:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors or play
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Emotional Abuse is mental or emotional injury that results in an observable and material impairment in a child's growth, development, or psychological functioning. It includes extreme forms of punishment such as confining a child in a dark closet, habitual scapegoating, belittling, and rejecting treatment for a child.

Suspect Emotional Abuse When You See:

- Over compliance
- Low Self-esteem
- Severe depression, anxiety, or aggression
- Difficulty making friends or doing things with other children
- Lagging in physical, emotional, and intellectual development
- Caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems

Signs More Typical in Adolescents

- Self-injury (cutting, burning)
- Inadequate personal hygiene
- Drug and alcohol abuse
- Sexual promiscuity
- Running away from home
- Depression, anxiety
- Suicide attempts
- Fear of intimacy or closeness
- Compulsive eating or dieting

Suspect Neglect When You See...

- Obvious malnourishment
- Lack of personal cleanliness
- Torn and/or dirty clothes
- Obvious fatigue and listlessness
- A child unattended for long periods of time
- Need for glasses, dental care or other medical attention
- Stealing or begging for food
- Frequent absence or tardiness from school

Available Counseling Options and Other Resources

Fannin County Children's Advocacy Center The mission of the Fannin County Children's Advocacy Center (CAC) is to provide a neutral, child-friendly agency that facilitates a multidisciplinary approach in the prevention, detection, investigation and treatment of child abuse. The center is located at: 112 West Fifth Street Bonham, TX. 75418 Phone: 903-583-4339

Sexual Assault Legal Hotline: 1-800-296-SAFE (Statewide)

Family Violence Legal Line: 1-800-374-HOPE (Statewide)

Stop It Now! provides a national helpline for supportive guidance, information, and resources. The helpline is staffed by professionals who can provide assistance in how to deal with suspected child abuse situations. Additional resources are available on their website.

Helpline 1-888-PREVENT

Email helpline@stopitnow.org

Website: www.stopitnow.org

Child Protective Services (CPS) 1-800-252-5400 <http://www.txabusehotline.org>

Helpful Websites:

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/programs_Available_In_Your_County/default.asp..

<http://www.tea.state.tx.us/index.aspx?id=2820>

Dodd City ISD Bullying Policy

BULLYING

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct against another student and the behavior:

- Results in harm to the student or the student's property,
- Places a student in fear of harm to himself or his property, or
- Is so severe that it creates an intimidating, threatening or abusive educational environment.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. The district will also contact the parents of the victim and of the student who was found to have engaged in the bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

The principal may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the student may also be transferred to another campus in the district. The parent of a student who has been determined by the district to be a victim of bullying may request that his or her child be transferred to another classroom or campus within the district.

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's Web site.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

DEFINITION:

What is Bullying?

It is the willful, conscious behavior which hurts, threatens or frightens someone over a period of time. This behavior is systematic and ongoing. These negative acts are not intentionally provoked by the victims. It takes various forms; each of these forms may be manifested either overtly or subtlety and may include one or more of these: physical bullying, verbal bullying, emotional bullying, sexual bullying and cyber bullying.

DODD CITY ISD Parent Involvement Policy

Dodd City ISD values the involvement of parents in every aspect of their child's education. This policy is designed to foster that involvement while clarifying the responsibilities of all stakeholders.

- Dodd City ISD will hold an annual meeting during the first nine weeks of school. At that meeting, the Title I program will be described, the Parental Involvement Policy will be distributed and reviewed, and opportunities for parental participation will be discussed.
- Dodd City ISD will provide grade level goals for its students. The district will also publish the state testing schedule with assessment goals. Students needing extra assistance will have access to programs that will help them reach these goals.
- Parents of children identified for participation in special programs will be informed of their child's eligibility by parent conference or written notice.
- Progress reports will be sent to parents at the end of each nine week grading period as well as following the third or fourth week of the grading period. Reports for elementary students will be sent in the "Tuesday Folder". Parents are also encouraged to register with Parent Portal. This program allows the parent to keep track of all grades their student receives on-line. Parents may contact the office for specific details needed to register.
- Parents are invited to participate in parent-teacher conferences in the fall semester and may request a conference with any teacher when needed. Conferences will be held at different times during the day to meet the needs of parents.
- An Advisory Committee will meet at least one time per year for planning and evaluation. Parents may serve on the committee or attend the meeting to gain information or provide input into program goals and objectives. Notification of the meeting date will be on the monthly calendar and is held during the spring semester.
- Parents are invited to assist with three class parties per year, Christmas, Valentine's Day and End of the Year. Each grade level teacher will send out specific information on the dates and time.
- Parents are invited to complete surveys and evaluate existing programs at the end of the school year.
- Parents are invited to participate in the development of the parent-student compact. This compact identifies the roles and responsibilities of the parent, teacher, and student in promoting maximum student achievement. Sent home with registration packet at the beginning of the school year.
- Parents are invited to serve on committees. If interested in serving please contact the school principal.
- Dodd City ISD will provide at least one parent training night per year. This will be an opportunity for parents to learn how to help their student with school related skills and tasks.
- Information will be given to parents through notes home as well as posted on the district Facebook Page. Tuesday is the designated communication date in the elementary grades. The school marquee and the automated school messenger service will also be used to inform parents of dates of programs, meetings and activities.
- Parents and community members are always welcome at our school. A special day is designated in November where parents and community members are invited for lunch.

Title I Schoolwide Components

- 1. Comprehensive needs assessment.**
- 2. School wide reform strategies that are based on scientifically based research.**
- 3. Instruction by highly qualified staff.**
- 4. High-quality and on-going professional development.**
- 5. Strategies to attract high-quality highly qualified teacher to high-needs schools.**
- 6. Strategies to increase parental involvement**
- 7. Plans for assisting preschool children in the transition from early childhood programs to local elementary schools.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.**
- 10. Coordination and integration of Federal, State and local services and programs.**

Teacher Recruitment and Retention Plan

| Goal: | Dodd City ISD will seek to secure and retain highly qualified professionals and support personnel to educate the students of Dodd City School. | | | | |
|--|---|----------------|-------------------------|-------------|---|
| Performance Measures : | 100% of the teachers will be highly qualified. 100% of the teachers will receive high quality staff development. All staff members will receive training related to assignment. | | | | |
| Summative Evaluation | Personnel files, principal attestations, and highly qualified worksheets. | | | | |
| Objectives/Strategies | Target Population | Responsibility | Resources | Timeline | Evaluation Evidence of monitoring/impact |
| Post Vacancies on the online Teacher Job Network through Region 10 ESC | All Staff | Administration | Local Funds | August-June | |
| Work with local universities to allow student teachers and students interested in observing access to our campus. | New Teachers | Administration | Personnel | August-June | Agreements with the universities |
| Assist teacher in obtaining additional certifications by paying for TExES testing (reimburse for a passed test) | All Teachers | Administration | Local Funds | | |
| Require non-HQ teachers to be actively working to remove areas of deficiency. | Non -HQ Teachers | Administration | Personnel | On Going | Testing Records Professional Development Records |
| Work to maintain a competitive salary schedule - compared to surrounding schools | All Staff | Superintendent | Local Funds | On Going | Salary Schedule |
| Provide high quality training for all staff - supporting them in the performance of their assigned duties | All Staff | Administration | Local Funds Title II | On Going | Professional Development Records |
| Provide Mentor Teachers for all new teaching professionals | New Teachers | Administration | Personnel | August-June | |
| Provide resources and guidance on effective lesson planning and delivery of instruction | All Staff | Administration | Personnel | On Going | PDAS |
| Provide opportunity to give feedback on effectiveness of programs and activities through a yearly survey or needs assessment | All Staff | Administration | Personnel | April-May | Results of Survey |