

**Gladewater Independent School District
Gladewater Middle School
2024-2025
092-901-042**

Campus Mission Statement

The administrators, teachers, and staff members at Gladewater Middle School in partnership with students, parents, and community members are dedicating the educating all students in a safe, supportive, and challenging environment to become balanced, effective citizens of a culturally diverse society.

Gladewater Middle School

Campus Education Improvement Council Members

Position	Name	Term Expiration
Facilitator	Rebecca Lanham	Open
Parent	Jovita Hunter	July 2026
Parent	Carla Bigler	July 2026
Business Leader	Jon Keller	July 2026
Community Representative	Todd Long	July 2026
Community Representative		July 2026
Non-Teaching Professional	Scott Mann	Open
Non-Teaching Professional	Kacy Rodgers	Open
Teaching Professional	Tara Slusser	July 2026
Teaching Professional	NaNette Sampson	July 2026
Teaching Professional	TJ King	July 2026
Teaching Professional	Jamie Watts	July 2026

Comprehensive Needs Assessment

The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goal, objectives, and strategies included in the Campus Improvement Plan.

- Longitudinal TAPR Data
- PBMAS Data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, TPRI, STAAR-A, STAAR-Alt, AYP, PBMAS, Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data Core 9 Week Tests
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations
- Focused Data Analysis

Components of a School-wide Program

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| 1. Comprehensive Needs Assessment | 6. Parental Involvement |
| 2. Reform Strategies | 7. Preschool Transition |
| 3. Highly Qualified Teachers | 8. Teachers Involved in Assessment Decisions |
| 4. Professional Development | 9. Timely Assistance for Students |
| 5. Strategies to Attract Highly Qualified Teachers | 10. Coordination of Programs |

Gladewater Middle School 2024-2025 Plan

District Goal: Gladewater ISD will be equipped to sustain all TAP systems through:

- student-focused goal setting & monitoring of student achievement in each classroom
- long-range planning
- needs-based instructional coaching
- calibrated evaluations
- role-specific coaching & support

in order to ensure that every student is taught by a high quality teacher in every subject every day.

Measurable Outcomes:

- A. All 4 Gladewater schools will have an inter-rater reliability calibration system in place as evidenced by the calibrated evaluation scores housed in EE-PASS and agenda draft schedules/ in each school's ILT long range plan. Data: EE Pass reports, TIA Evaluation survey answers
- B. Multi-level support (district, administration, master teachers, mentor teachers, career teachers, students) systems will increase the proficiency of individuals in each role as evidenced by increases in student achievement and teacher evaluation scores.
Data: School Review Documents (2 years)
- C. All new teachers to Gladewater ISD will receive additional support and guidance tailored to their individual instructional needs in order to effectively and efficiently increase student achievement. This will be measured by classroom observations (formal and informal) and standards-aligned weekly student work products. Data: EE pass reports (low scoring), anecdotal notes.

Projected Outcomes

5th (now 6th) Math		6th (now 7th) MATH		7th (now 8th) MATH
103 tested		138 tested		99 tested
41 DNM		47 DNM		65 DNM
20% = 9 students		20% = 10 students		20% = 14 students
5th (now 6th) RLA		6th (now 7th) RLA		7th (now 8th) DNM
102 tested		135 tested		120 tested
27 DNM		43 DNM		41 DNM
20% = 6 students		20% = 10 students		20% = 10 students

Gladewater Middle School 2024-2025 Campus Improvement Goals

Goal 1 - Culture, Safety, and Security: Gladewater ISD will ensure the safety and security of our students and employees, and will operate with a set of core values and beliefs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote a safe school environment by the implementation of our campus security plan and recommendations from our audit in Fall of 2023.	Administrators, teachers	Ongoing	Local	Review of school safety plan at the conclusion of each semester.
2. Implement and facilitate safety drills that are required for school safety.	Administrators, teachers	Ongoing	Local	Drill dates set in September. Logs reviewed at end of each semester. All drill logs moved to Sentinel.
3. Offer students the opportunity to participate in a well rounded counseling program that includes programming related to cultural understanding, bullying, mental health, and the overall well being of students.	Counselors, Administrators, Teachers, Staff	Ongoing	Local	Yearly review of counseling program
4. Students will have the opportunity to be recognized for academic achievement after each	Teachers, Administrators	End of each grading period	Local	Evaluate the amount of students receiving recognition.

grading period. These areas may include: grades, discipline and attendance				
5. Encourage students to participate in extracurricular activities. We want at least 70% of students to be involved in extracurricular activities.	Teachers, Administrators, Coaches	End of the year	Local	Evaluate the amount of students involved at the end of the school year.
6. Continue the implementation of the anonymous reporting system for bullying.	Administrators	Ongoing	Local	Run Texas School Safety Protocol flow chart for bullying
7. Beginning in 6th grade, all GMS students will meet with a counselor for post secondary planning.	Counselor, Administrators	Yearly	Local	Counselor Minute Meetings, Meetings with Admin all ongoing throughout the year
8. GMS administrators will meet once per semester with custodial, maintenance, and yard crew directors to make sure cleanliness and other standards are maintained.	Administrator, Directors	Semester	Local	Various tools.
9. Continue TIA/TAP implementation at the campus level.	Administrators / Master and Mentor Teachers	Ongoing	Local	Calendar

Goal 2 - Teaching, Learning, and Student Success: All Gladewater ISD students will achieve measurable academic growth as a result of effective instruction. The district's state accountability rating will reflect growth in each of the three domains: Student Achievement; School Progress; Closing the Gaps.

1. Continue to increase student capacity by reviewing student evidence in Cluster and rolling out up-to-the-minute PD according to the needs of the students utilizing the TAP system with fidelity.	Teachers, Administrators, Master and Mentor Teachers	Weekly	Local	Continual analysis of student evidence. Analyze student learning outcomes after each grading period.
2. Continue to develop Campus Based Assessments (CBA) and align with instruction by utilizing resources, such as pacing calendars, instructional focus documents, and TEKS.	Teachers, Administrators, CIA Asst. Superintendent	Each 9 Weeks	Local	DMAC
3. Identify students that are at-risk students (SPED, 504, LEP, SSI, etc.)	Teachers, Administrators	Each 9 Weeks	Local	PEIMS, Data Meeting
4. Increase opportunities for writing across the grade level and by giving teachers PD opportunities for growth from within the staff.	Teachers, Administrator	3x per 9 Weeks	Local	Lesson plans, CBA's
5. Monitor Subpopulation performance on CBAs at the	Teachers, Administrator	End of Each 9 Weeks	Local	DMAC, Progress monitoring Spreadsheet

end of each 9 Weeks.				
6. Students will have access to various online resources to help with enrichment and intervention in the areas of math and reading.	Teachers, Administrators	Ongoing	Local	Progress monitoring Spreadsheet
7. Progress reports will be sent to parents via USPS after each 3 week segment of the 9 Week grading period. Report cards will also be sent at the end of each 9 week grading period.	Teachers, Administrators	Every 3 weeks	Local	Grade Reports
8. The campus will make a good faith effort to implement HB 4545 at the campus level for students at GMS. We will reevaluate the effectiveness of the HB 4545 efforts and make adjustments to the needs of our campus.	Teachers, Administrators	To begin during the first grading period and reevaluate	Local	Student data spreadsheet. STAAR/TAPR Report.

Goal 3 - Human Resources and Operations: Gladewater ISD will maintain highly effective systems of human resource management, operations, and facilities management.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GMS will try to minimize turnover to no more than 20% of the teaching staff.	Administrators	July 2022	Local	Turnover %
2. GMS Administrators will meet with directors of custodial, maintenance, and lawn service each semester to review any issues related to these services that may arise.	Administrators	Semester	Local	Calendar

Goal 4 - Finance and Technology: Gladewater ISD will maintain highly effective systems of managing fiscal and technological resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GMS will utilize the budget of the school in a frugal and responsible manner.	Administrator	Ongoing	Local	Budget Expenditures
2. GMS will utilize the technology available to help students and sustain learning. Students will utilize technology in learning each week in multiple subject areas.	Teachers, Administrators	Ongoing	Local	Lesson Plans
3. GMS will utilize Region 7 to make sure that teaching staff has access to tech knowledge that will allow them to teach to their best ability while using technology.	Teachers, Administrators	Ongoing	Local	Professional Development

Goal 5 - Communication and Community Partnerships: Gladewater ISD will promote school, parent, and community partnerships and communication fostering increased student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. GMS will maintain social media pages to communicate with parents and other stakeholders in the community on a regular basis.	Administrator and Counselor	ongoing	Local	Social media pages
2. GMS will communicate regularly with the parents by sending out mass communication with Blackboard connect on a regular basis.	Administrator and other office staff	ongoing	Local	Scheduled call outs
3. GMS will make sure that community members have the opportunity to participate in CEIC committee.	Administrators	Each semester	Local	Calendar
4. GMS will make sure that parents and community will be encouraged to volunteer and watch students involved in activities on campus.	Administrators, sponsors, coaches	Ongoing	Local	Calendar, schedules, etc.
5. GMS will hold at least two parent involvement / engagement activities per year, one per semester.	Administrators	Ongoing	Title Funds available for food for these events per CFO	Surveys after the events

Gladewater ISD Plan for Addressing Child Sexual Abuse and Other Maltreatment of Children

The Gladewater Independent School District, in the collaboration with the School Health Advisory Council has established this plan for addressing child sexual abuse and other maltreatment of children. This plan may be accessed at the district website. A copy of this plan will also be kept in each principal's office, each school counselor's office and at the GISD Central Office.

This plan includes the legal definition of sexual abuse, methods for increasing awareness regarding sexual abuse of children, and the psychological, behavioral, and physical warning signs of abuse. Since the typical signs of child abuse many vary by age, we have also included signs more typical in younger children and also adolescents. This plan addresses when to suspect physical abuse and when to suspect neglect. Facts on your legal obligation and your legal protection can be found in this plan and also a summary of Texas state law, instructions for making an online report, and the District Flow Chart on Child Abuse and Neglect.

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

Staff: Each year, all staff will participate in online training and successfully complete an online assessment to receive credit for the training.

Students: School counselors will address issues to increase awareness regarding sexual abuse of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year in classroom

group lessons in grades K through 7. Awareness regarding sexual abuse of children will be addressed with students in health classes no less than once per school year.

Parents: Information concerning the district plan for Addressing Sexual Abuse of Children will be posted in school newsletters, on the GISD website, and in the student handbook. The student handbook (which is available both in printed format and online at the district website) includes the following information:

- As a parent, you are legally responsible for the care of your child. You must provide your child with safe and adequate food, clothing, shelter, protection, medical care and supervision, or you must arrange for someone else to provide these things. Failure to do so may be considered neglect.
- As a parent, 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.
- As a parent, be aware 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.
- As a parent, if your child is a victim of sexual abuse, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services also manages early intervention counseling programs.
- As a parent, 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 or the Child Abuse Hotline at 1-800-252-5400.

Warning Signs in Children and Adolescents of Possible Child Sexual Abuse

Any one sign doesn't mean that a child was sexually abused, but the presence of several suggests that you begin asking questions and consider seeking help. Keep in mind that some of these signs can emerge at other times of stress such as: during a divorce, death of a family member or pet, problems at school or with friends and other anxiety-inducing or traumatic events.

Possible Psychological and Behavioral Signs of Sexual Child Abuse

- Changes in sleeping patterns
- Bedwetting
- Nightmares or bad dreams
- Depression, irritability, or anger
- Low self-esteem, guilt, shame
- Avoidance of people or places
- Sexual advances or "touching" inappropriately
- Sexual drawings
- Changes in socialization (social withdrawal or social isolation)

Possible Physical Symptoms

- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Trauma to the mouth or genitals
- Rectal bleeding
- Pain around the genital area
- Poor appetite
- Weight loss or weight gain

Signs More Typical of Younger Children

- An older child behaving like a younger child (such as bed-wetting or thumb sucking)
- Uses new words for private body parts
- Resists removing clothes when appropriate times (bath, bed, toileting, diapering)
- Asks other children to behave sexually or play sexual games
- Mimics adult-like sexual behaviors with toys or stuffed animal
- Wetting and soiling accidents unrelated to toilet training

Signs You May See in a Child or Adolescent

- Has nightmares or other sleep problems without an explanation
- Seems distracted or distant at odd times
- Has a sudden change in eating habits
- Refuses to eat

- Loses or drastically increases appetite
- Has trouble swallowing
- Sudden mood swings: rage, fear, insecurity or withdrawal
- Leaves “clues” that seem likely to provoke a discussion about sexual issues
- Writes, draws, plays or dreams of sexual or frightening images
- Develops new or unusual fear of certain people or places
- Refuses to talk about a secret shared with an adult or older child
- Talks about a new older friend
- Suddenly has money, toys or other gifts without reason
- Exhibits adult-like sexual behaviors, language and knowledge

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

Consider the Possibility of Sexual Abuse when the Parent or Other Adult Caregiver

- Is unduly protective or severely limits the child’s contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Physical Warning Signs

Physical signs of sexual abuse are rare. If you see these signs, bring your child to a doctor. Your doctor can help you understand what may be happening and test for sexually transmitted diseases.

- Pain, discoloration, bleeding or discharges in genitals, anus or mouth
- Persistent or recurring pain during urination and bowel movements
- Wetting and soiling accidents unrelated to toilet training

Suspect Physical Abuse When You See. . .

- Frequent injuries such as bruises, cuts, black eyes or burns, especially with an inadequate explanation
- Burns or bruises in an unusual pattern that may indicate use of an instrument; human bite; cigarette burns
- Frequent complaints of pain without obvious injury
- Aggressive, disruptive and destructive behavior
- Lack of reaction to pain
- Passive, withdrawn, emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after the child has not been seen for several days
- Unseasonable clothes that may hide injuries to arms or legs

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

Your Legal Obligation

Current law requires that professionals such as teachers, doctors, nurses, or child daycare workers must make a verbal report within 48 hours. Failure to report suspected child abuse or neglect is a misdemeanor punishable by imprisonment of up to 180 days and/or a fine of up to \$2,000 (Texas Family Code, Chapter 261). Reporting suspected child abuse to your principal, school counselor or superintendent will NOT satisfy your obligation under this law. GISD School Board Policy FFG(EXHIBIT) states the Notice of Employee Responsibilities for Reporting Child Abuse and Neglect.

Your Legal Protection

Your report of child abuse or neglect is confidential and immune from civil or criminal liability as long as the report is made in "good faith" and "without malice." In good faith means that the person making the report took reasonable steps to learn facts that were readily available and at hand. Without malice means that the person did not intend to injure or violate the rights of another person. Provided these two conditions are met, you will also be immune from liability if you are asked to participate in any judicial proceedings that might result from your report.

If You Suspect Abuse:

- DON'T try to investigate
- DON'T confront the abuser
- DO report your reasonable suspicions

It is not up to you to determine whether your suspicions are true. A trained investigator will evaluate the child's situation. Even if your report does not bring decisive action, it may help establish a pattern that will eventually be clear enough to help the child.

A Disclosure

If you are the first person the child tells about sexual abuse, your testimony as "outcry witness" may be especially important in future legal proceedings. What you say the child told you is not considered hearsay but is admissible evidence in a trial involving a sexual offense against a child. This exception applies only to the first person the child approaches.

Reports may be made to any of the following:

- Gladewater Police Department-903.845.5801
- Child Protective Services-800.252.5400
- Texas Department of Family and Protective Services-www.txabusehotline.org

The following Gregg County Agencies are Available:

- CASA-903.753.8093
- Children Advocacy Center for Abused Children-The Martin House-903.807.0189

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
- Child Welfare Information Gateway: www.childwelfare.gov
- Texas Department of Family and Protective Services: www.dfps.state.tx.us

Available Counseling Options and Other Resources

National Child Abuse Hotline-1.800-4-A-Child (800.422.4453)

ChildHelp-includes programs designed to serve children who are abused including their GoodTouch-Bad-Touch program which hope to eliminate child abuse by bringing prevention education to children and adults everywhere.

Phone-1.480.922.8212

Website: www.childhelp.org

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.

Phone: 1-888-PREVENT Email: helpline@stopitnow.org

Website: www.stopitnow.org

Gladewater ISD Trauma-Informed and Grief-Informed Care

Studies now show that nearly every school has children who have been exposed to overwhelming experiences, such as witnessing violence between their caretakers, being the direct targets of abuse, and other kinds of adversity that considerably impacts learning. The landmark Adverse Childhood Experiences (ACE) study found higher levels of traumatic experiences in the general population than previously imagined.

Recent neurobiological, epigenetics and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. As students get older, exposure to traumatic experiences can also lead to the adoption of high-risk, self-medicating behaviors such as substance abuse, smoking, and overeating.

Schools serve as a critical system of support for children and adolescents who have experienced trauma. Schools can create trauma-informed environments that mitigate against the impacts of trauma and grief. Administrators, teachers, and school staff can help reduce the effects of trauma and grief on children by recognizing trauma responses, accommodating and responding to traumatized students within the classroom, and referring students to mental health professionals when necessary.

All Gladewater ISD teachers, counselors, and campus administrators have completed a training course provided by the Department of Family and Protective Services. This training is specifically designed to educate about trauma-informed care. Furthermore, the training better equips school staff to assist families, caregivers and other social service providers in fostering greater understanding of trauma-informed care and child traumatic stress.

The training is available free of charge and may be viewed or taken at the following website:

https://www.dfps.state.tx.us/training/trauma_informed_care/