



Gladewater ISD

Achieving Excellence Together

District Improvement Plan 2024-25

GLADEWATER ISD

Mission

Gladewater ISD provides a safe and nurturing learning environment where students are empowered with the skills and character to be productive and successful citizens.

Vision

Achieving excellence together.

Core Values

*Character - Commitment - Compassion - Growth - Integrity - Leadership
Pride - Respect - Responsibility - Safety - Teamwork*

Nondiscrimination Notice GLADEWATER ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Strategic Priorities - Title I Schoolwide Program

Priority 1: Recruit, support, and retain quality teachers and principals.

Priority 2: Build a foundation of reading and math.

Priority 3: Connect high school to career and college.

Priority 4: Improve low-performing schools.

District Educational Improvement Committee (DEIC)

| Name | Position | | Name | Position |
|----------------------------|---------------------------------|--|----------------------|--------------------------------------|
| | Superintendent | | Diane Clark | Regular Program - Secondary Teacher |
| Kim Dolese | District Level Non-Teaching | | Christy Shelly | Regular Program - Secondary Teacher |
| Beth Choice | Campus Level Non-Teaching (GPS) | | Betsy Thompson | Regular Program - Secondary Teacher |
| Andy Reynolds, Co-Chair | Campus Level Non-Teaching (WES) | | Shelby Burns | Regular Program - Elementary Teacher |
| Devin Russell | Campus Level Non-Teaching (GMS) | | Opal Smith, Co-Chair | Regular Program - Secondary Teacher |
| | | | Christie Warner | Regular Program - Secondary Teacher |
| Brandy Flanagan | Community Member | | Dawn Easley | Special Program Teacher - Elementary |
| Teddy Sorrells | Community Member | | Kristyl Hester | Special Program Teacher - Secondary |
| Megan Jackson | Parent | | Brittany Bonilla | Local Business Representative |
| Becca Webber | Parent | | Katie Ellis | Local Business Representative |

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 |

2024-25 GOALS (Aligned with GISD Vision 2025)

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.

Objective 1. To insure academic achievement by all students, the district will maintain a positive school climate.

Objective 2. The district will make the safety and security of individuals a priority.

Objective 3. The district will ensure that all daily operations are grounded in a core set of values.

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

Objective 1. All students and student groups will meet or exceed the state average passing rate (Approaches Grade Level) on the State of Texas Assessments of Academic Readiness in Reading/English Language Arts, Math, Writing, Science, and Social Studies, and all students and student groups will attain expected or accelerated academic growth.

Objective 2. To insure academic achievement for all students, the district will implement a viable, robust and aligned curriculum.

Objective 3. To insure academic achievement for all students, the district will implement a viable, robust and aligned professional development plan.

Objective 4. The district will ensure that each GISD student graduates with the knowledge, skills, and character necessary to be a productive and successful citizen

2024-25 GOALS (Aligned with GISD Vision 2025)

Objective 5. To insure academic achievement for all students, the district will achieve a student attendance rate of 96% or higher.

Objective 6. To insure academic achievement by all students, the District will maintain a drop-out rate of less than 1% and will strive to attain a 100% graduation rate.

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

Objective 1. The district will recruit, support, and retain highly effective, high-character teachers and staff who connect well with students and help them grow.

Objective 2. District operations and facilities will promote equity for all students in an educational environment that optimizes student success.

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

Objective 1. The district will operate in a fiscally sound and transparent manner that optimizes student success.

Objective 2. The district will ensure that students and employees have access to the latest technology.

2024-25 GOALS (Aligned with GISD Vision 2025)

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

Objective 1. The District will promote strong, mutually beneficial relationships with parents and community partners through opportunities for parent and community involvement in school events.

Objective 2. The District will promote strong, mutually beneficial relationships with parents and community partners through effective internal and external communication and opportunities for collaboration among all stakeholders.

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 strong, positive professional relationships among staff members, emphasizing teamwork and mutual support. (Obj 1,2,3) | Superintendent; Chief Academic Officer; Chief Operations Officer; Principals; Assistant Principals | Fall/Spring | | School climate survey; Staff attrition/turnover reports, Campus cluster meetings |
| 2. Provide recognition for employees for exemplary achievement/performance/behavior to promote a positive, healthy learning and working environment. (Obj 1,2,3) | Superintendent; Chief Academic Officer; Chief Operations Officer; Principals; Directors | Fall/Spring | (S) Local Funds | Bear Assets awards; Campus awards/recognitions; Departmental awards/recognitions; performance based incentives; Teacher Incentive Allotment |
| 3. Provide recognition for students for exemplary achievement/performance/behavior to promote a positive, healthy learning environment. (Obj 1,2,3) | Principals; Assistant Principals; Teachers | Fall/Spring | (S) Local Funds; (L) District media and social media; (L) Community media | Student awards/recognitions |
| 4. Provide professional learning for all employees in the areas of suicide prevention, conflict resolution, bully prevention, dating violence, sexual harassment, abuse, and other maltreatment issues to give employees the tools needed to ensure a positive, healthy learning environment for students. (Title I SW) (Obj 1,2,3) | Superintendent; Chief Operations Officer; Principals; Counselors | SafeSchools calendar; Professional development schedule | (S) Region 7 ESC; (L) SafeSchool training modules | SafeSchool training documentation; Professional development documentation; Classroom observations. |

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| 5. Provide age-appropriate student programs/information in the areas of suicide prevention, conflict resolution, bully prevention, dating violence, sexual harassment, abuse, and other issues to give students the tools needed to ensure a positive, healthy school experience. (Title I SW) (Obj 1,2,3) | Principals; Assistant Principals; Counselors; Club Sponsors; Coaches | Fall/Spring/Summer (S) Local Funds | | Attendance reports; Discipline reports; Counselor records; Bullying reports |
| 6. Encourage and motivate students to be involved in extracurricular or co-curricular activities, clubs, groups, teams, or organizations to promote good citizenship, responsibility, and positive self-esteem. (Title I SW) (Obj 1,2,3) | Superintendent; Principals; Counselors; Director of Technology; Teachers; Coaches | | Spring/Summer Local Funds; (L) UIL Athletic/Fine Arts; (L) Esports | Team/Club/Organization rosters; Extracurricular participation counts |
| 7. Maintain a Student Handbook and Student Code of Conduct that is current and consistent with all state mandates and TASB best practices. (Obj 1,2,3) | Superintendent; Chief Academic Officer | Spring/Summer | (S) Texas Association of School Boards | Student discipline reports |
| 8. Enforce the Student Code of Conduct and hold all students to behavioral expectations outlined within. (Obj 1,2,3) | Principals; Assistant Principals; Teachers | Fall/Spring | (S) Local Funds; (L) PEIMS Reports | Discipline reports |
| 9. Employ School Resource Officer(s) to help ensure a safe, orderly, learning environment. (Obj 2) | Superintendent | Fall/Spring | (S) Local Funds | Discipline reports; Campus incident reports |
| 10. Publish Emergency Procedures Plan and ensure that all stakeholders are familiar with it. (Obj 2) | Superintendent; Chief Operations Officer; Directors | | Summer (S) Texas School Safety Center; (S) Local Funds | Completed, published plan; Staff meeting documentation |
| 11. Partner with local agencies to ensure the effectiveness of the Emergency Procedures plan. (Obj 2) | Superintendent; Chief Operations Officer; Directors | | Summer (S) Texas School Safety Center; (S) Local Funds; Local police and fire depts. | Completed, published plan; Local agency meeting documentation |

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| 12. Ensure that all schools/departments institute and complete a safety drill plan.(Obj 2) | Superintendent; Chief Operations Officer; Directors; Principals | | Summer (S) Texas y Center; (S) Local local police and fire depts. | Completed plan; Meeting documentation; Safety drill documentation |
| 13. Continue implementation of a bullying report system for students. (Obj 1,2,3) | Chief Operations Officer; Principals | August through Ma Funds | | Bullying reports; Discipline reports |
| 14. Partner with local law enforcement and/or retired law officers/military veterans to be visible at school and school events to promote security. (Obj 1,2,3) | Superintendent | Fall/Spring/Summe Funds | | GISD-GPD agreements; Volunteer documentation |
| 15. Publish district core values to ensure that all stakeholders are familiar with them. (Obj 1,2,3) | Superintendent | | ummer (S) Local Funds; district media platforms | Public postings; Vision 2025 meeting documentation |
| 16. Induct all new employees with training on the district's core values. (Obj 1,2,3) | Superintendent; Chief Operations Officer | August | (S) Local Funds | New Employee Orientation documentation |
| 17. Ensure that all employees model the district's core values on a daily basis. (Obj 1,2,3) | Superintendent; Chief Academic Officer; Chief Operations Officer; Chief Financial Officer; Principals; Directors | Fall/Spring/Summe Funds | | Leadership meeting reports; Employee conference documentation; Staff meeting documentation |
| 18. Promote district and community pride. (Obj 1,2,3) | Superintendent; Chief Academic Officer; Chief Operations Officer; Chief Financial Officer; Principals; Directors | Fall/Spring/Summe Funds | | Leadership meeting reports; Public postings; Staff meeting documentation |
| 19. Implement a Comprehensive School Counseling program. (Obj. 1,2,3) | Chief Academic Officer; Counselors | Fall | (S) Local Funds | GISD Comprehensive School Counseling document |

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| 20. Address items of concern as detailed in the May, 2020, Safety Audit. (Obj. 2) | Superintendent; Chief Academic Officer; Chief Operations Officer; Director of Grounds and Maintenance | Fall/Spring/Summer Funds | | Corrected items; Completed projects |
| 21. Train teachers, administrators, and select para-professionals, in the Capturing Kids' Hearts model to promote the social-emotional wellness of all students and staff, and to also promote the building of strong relationships and a positive, supportive learning environment. (Obj. 1,2,3) | District Administrators; Campus Administrators; Teachers; Para-professionals | Fall/Spring | (F) ESSER Funds | Student Achievement, Attendance, and Discipline Data |

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------------|---|---|
| 1. Implement the TAP System for Teacher and Student Advancement. (Title I SW) (Obj 1,2,3,4) | Superintendent; Chief Academic Officer; Principals | August through May | (F) (Grant Funding) NIET Professional Development; TAP Rubric | Data Walks data; Classroom observations; NIET/TAP Rubric documentation |
| 2. Continue implementation of the TEKS Resource System to ensure vertical and horizontal curriculum alignment in core subject areas, research-based instructional strategies, and aligned assessment to monitor student progress. (Title I SW) (Obj 1,2,4) | Chief Academic Officer; Principals; Teachers | August through May | (F,S) TEKS Resource System; (F, S) TExGuides; (S) Local Funds | Year at a glance documents; Lesson plans; Common assessment data; STAAR/EOC results; Data Walks data; Classroom observational NIET/TAP Rubric documentation |

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| 3. Effectively use data from walkthrough visits, Data Walks, and the NIET/TAP Rubric to effectively measure the quality of instruction in all classrooms. (Title I SW) | Chief Academic Officer; Principals; Asst. Principals | August through May; | (F) Data Walks materials and electronic app (S) NIET/TAP Rubric | Common assessment data; STAAR/EOC results; Data Walks data; Classroom observations |
| 4. Identify students at risk of academic failure in order to facilitate academic success, growth and graduation.(Title I SW) (Obj 1,4,6) | Principals; Asst. Principals; Counselors; Teachers | | May (F) Title 1 (S) | At Risk student list; Report card grades; Graduation rate; Dropout rate; STAAR/EOC results |
| 5. Utilize STAAR/EOC data, 9-week assessment data, common assessment data, and academic screeners to determine students' individual academic strengths and weaknesses in all core subject areas. (Title I SW) (Obj 1,4,6) | Principals; Assistant Principals; Teachers | Fall/Spring; District testing calendar; State testing calendar | (S) State assessment reports; (L) DMAC reports | Lesson plans; Common assessment data; 9-week assessment data; STAAR/EOC results |
| 6. Utilize common assessments and 9-week assessments to measure student progress toward mastery of TEKS (STAAR/EOC objectives) in core subject areas. (Title I SW) (Obj 1,2,4) | Principals; Assistant Principals; Teachers | Fall/Spring; District testing calendar; | (S) Released STAAR/EOC assessments; (L) DMAC reports | Lesson plans; Common assessment data; 9-week assessment data |
| 7. Provide professional development opportunities to increase teacher capacity to improve the academic performance of at-risk students. (Title I SW) (Obj 1,3,4,6) | Chief Academic Officer; Principals | Summer/Fall/Spring; professional development schedule | (F) Title II A Principal and Teacher Improvement; (F,S) Region 7 ESC; (S) Local Funds | Professional development documentation; Progress reports; Report card grades; Dropout rate; Common assessment data; STAAR/EOC results |
| 8. Provide professional development opportunities to increase the capacity of all teachers to prepare students to meet STAAR/EOC achievement and growth expectations. (Obj 1,2,3,4) | Chief Academic Officer; Region 7 ESC Specialists | Summer/Fall/Spring; professional development schedule | (F) Title II A Principal and Teacher Improvement; (F,S) Region 7 ESC; (S) Local Funds | Professional Dev. documentation; STAAR/EOC results; Data Walks data; Classroom observations; NIET/TAP Rubric documentation |

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| 9. Provide training and support in ELA/Writing for teachers to build vertical and horizontal alignment in district/campus writing programs. (Title I SW) (Obj 1,2,3,4) | Chief Academic Officer; Principals | Summer/Fall/Spring ; professional development schedule | (L) ELA/Writing teachers; (S) Local Funds; (F,S) Region 7 ESC | Lesson plans; Common assessment data; Data Walks data; STAAR Writing and ENG I/ENG II EOC results |
| 10.. Provide Career and Technical Education courses based on student interest, encouraging students to participate in CTE courses including non-traditional CTE courses. (Title I SW) (Obj 2,4,5,6) | Principals; Assistant Principals; Counselors; Teachers | Fall/Spring; CTE course schedule | (F) Perkins Grant Funds; (S) Local CTE Funds | Campus enrollment data; Classroom observations |
| 11. Inform all students of post secondary education choices and the availability of higher education financial aid programs. (Title I SW) (Obj 4,5,6) | Counselors; Principals | As scheduled by principals, counselors, and parents | (S) Local Funds; (O) Internet-based communication platforms | Student college application and enrollment data; Graduation rate; CCMR accountability data |
| 12. Provide multiple avenues for students to achieve college, career, or military readiness. Educate students and parents on CCMR options and encourage students to meet CCMR accountability requirements. (Title I SW) (Obj 4,6) | Principals; Assistant Principals; Counselors | August through | | Student college application and enrollment data; Graduation rate; CCMR accountability data; TSI data |
| 13. Continue Response to Intervention (RTI) implementation to ensure academic success and growth for students with learning difficulties. (Title I SW) (Obj 1,4,6) | Principals; Assistant Principals; Counselors; Teachers | Fall/Spring; RTI meeting schedule | (F) Title I; (L) Upshur County SSA; (L) Campus RTI teams | RTI meetings; Progress reports; Report card grades; Common assessment data; STAAR/EOC results; Reduction in Special Ed. referrals |

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| 14. Provide effective core area instruction for special education students to ensure academic growth toward success on STAAR/EOC exams. (Title I SW) (Obj 1,2,4) | Principals; Director of Special Education; Teachers; Special Education Teachers | | h May (S) Special Education al Funds; (L) Upshur County SSA | Progress reports; Report card grades; Common assessment data; STAAR/EOC results |
| 15. Provide needed services for special education students in the least restrictive environment to ensure academic growth toward success on STAAR/EOC exams. (Title I SW) (Obj 1,2,4) | Principals; Director of Special Education; Special Education Teachers; Diagnosticians | | h May (S) Special Education al Funds; (L) Upshur County SSA | Progress reports; Report card grades; Common assessment data; STAAR/EOC results |
| 16. Identify, serve, and monitor the academic progress of ESL students. (Title I SW) (Obj 1,2,4,6) | Principals; Assistant Principals; Counselors; Coordinator of Instruction; Teachers | August; Fall/Spring; Assessment schedule | (F) Title I; (F) Title III; (S) Language survey; (F,S) Region 7 ESC | Common assessment data; Progress reports; Report card grades; STAAR/EOC results; TELPAS results |
| 17. Identify, serve, and monitor the academic progress of dyslexic students. (Title I SW) (Obj 1,2,4,6) | Principals; Assistant Principals; Counselors; Dyslexia Teachers; Teachers | August; Fall/Spring; Assessment schedule | (F) Title I; (F,S) Region 7 ESC; (S) Dyslexia Handbook; (L) Dyslexia instructional materials; (L) UC SSA | Common assessment data; Progress reports; Report card grades; STAAR/EOC results |
| 20. Identify, serve, and provide challenging academic experiences for gifted and talented students to ensure academic growth. (Title I SW) (Obj 1,2,4) | Principals; Assistant Principals; Coordinator of Gifted and Talented Instruction; Teachers | August; Fall/Spring; Assessment schedule | (F,S) Region 7 ESC; (S) Local Funds; (S) GT Handbook | Lesson plans; Data Walks data; Student projects, products, performances, and competitions; STAAR/EOC results |
| 21. Monitor attendance and academic performance of at-risk students. (Title I SW) (Obj 1,5,6) | Principals; Assistant Principals; Counselors; Teachers | Fall/Spring; Nine-week reporting periods | (L) DMAC Reports; (L) PEIMS Reports; (L) Personal graduation plans | Attendance reports; Report cards grades; Promotion/retention records; Dropout rate; STAAR/EOC results |

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| 22. Identify students with excessive absences and/or a pattern of continual absences and communicate with parents and students to promote better student attendance. (Obj 1,5,6) | Principals; Assistant Principals; Counselors; Teachers | August through May; Weekly attendance reports | (S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer | Attendance reports; Report cards grades; Promotion/retention records; STAAR/EOC results |
| 23. Report excessive absences to the appropriate authorities. (Obj 1,5,6) | Principals; Assistant Principals | Weekly attendance reports | (S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer | Attendance hearing reports; Report cards grades; Promotion/retention records; STAAR/EOC results |
| 24. Build strong, positive staff relationships with all students and provide engaging instruction to make school interesting and encourage high student attendance. (Obj 1,4,5,6) | Principals; Assistant Principals; Counselors; Teachers; Non-teaching Staff | August through May; Weekly attendance reports | (S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer | Attendance reports; Report cards grades; Increase in campus attendance rate; Promotion/retention records; STAAR/EOC results |
| 25. Implement campus-level attendance competitions and/or incentives including rewards for perfect attendance. (Obj 1,5,6) | Principals; Assistant Principals | Nine-week reporting periods | (S) Local Funds; (L) Attendance reports; (L) PEIMS reports | Attendance awards; ADA reports; Increase in campus attendance rate; Promotion/retention records |
| 26. Monitor and track retention rates of all students at all grade levels. (Title I SW) (Obj 1,6) | Principals; Assistant Principals; Counselors | August; May | (L) DMAC Reports; (L) PEIMS Reports; (L) Personal graduation plans; (L) RTI Teams | Attendance reports; Progress reports; Report cards grades; Promotion/retention records; Retention rates |
| 27. Increase opportunities for students to be involved in extracurricular or co-curricular activities, clubs, groups, teams, or organizations. (Title I SW) (Obj 1,2,4,5,6) | Superintendent; Chief Academic Officer; Principals; Counselors; Director of Technology; Teachers; Coaches | Fall/Spring/Summer | Local Funds; (L) UIL Academic/Fine Arts; (L) Esports | Attendance reports; Progress reports; Report cards grades; Promotion/retention records; Retention rates; Team/Club/Organization rosters |

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| 28. Designate multiple days in the district calendar for parent conferences with the parents of at-risk students. (Title I SW) (Obj 1,4,5,6) | Superintendent; Chief Academic Officer; Principals | Fall/Spring; Parent conference schedule | (L) DEIC | Campus parent conference reports |
| 29. Build strong, positive staff relationships with all students to provide motivation to stay in school and set goals for post-graduation. (Title I SW) (Obj 1,4,5,6) | Principals; Assistant Principals; Counselors; Teachers; Non-teaching Staff | August through May; Weekly attendance reports | (S) Local Funds; (L) Attendance reports; (L) PEIMS reports; (L) School Resource Officer | Attendance reports; Report cards grades; Increase in campus attendance rate; Promotion/retention records; STAAR/EOC results |
| 30. Implement the Texas Teacher Incentive Allotment (TIA) process to provide significant incentive pay for teachers whose job performance meets one or more designations under the TIA criteria. 2021-2022 is the baseline for data collection. (Obj. 1) | Superintendent; Chief Academic Officer; Principals; Asst. Principals | August through May | (S) State Teacher Incentive Allotment Funds | TAP Rubric |
| 31. Begin operation of a redesigned dual credit arrangement with Kilgore College to provide college-level courses in core academic subjects as well as career and technical fields. | Superintendent; Chief Academic Officer; High School Principal | August through May | (S) Local Funds | Dual credit enrollment statistics; Dual credit course completion statistics; Workforce Certification numbers; CCMR accountability score |

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. Recruit, support, and retain highly effective, high-character teachers and staff who connect well with students and help them grow. (Title I SW) (CSF) (Obj 1) | Principals; Superintendent; Chief Operations Officer | As required by hiring schedule | (F) Title II A Principal and Teacher Improvement; (S) Region 7 ESC; (O) TASB employment site; (O) university job fairs | Teacher applications, certificates, contracts; Graduation rate; Dropout rate; STAAR/EOC results |

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| 2. Insure that all paraprofessionals are highly qualified (Title I SW) (Obj 1) | Principals; Superintendent; Chief Operations Officer | Summer/Fall; Region 7 training schedule | (F) Title II A Principal and Teacher Improvement; (F,S) Region 7 ESC | Paraprofessional applications, certificates; Training documentation |
| 3. Develop a plan for recruiting a highly qualified, diverse staff who are vested in the Gladewater ISD Way. (Obj 1) | Superintendent; Chief Operations Officer | Fall/Spring; HR organizational processes | (S) Local Funds | Human Resources handbook; Employee recruitment plan |
| 4. Develop an operations and facilities plan that maximizes the skills of all support departments, addresses future needs, and enhances the internal and external appearance of district facilities. (Obj 2) | Superintendent; Chief Operations Office; Directors | Fall/Spring; Operations training schedule | (S) Local Funds | Completed Operations and Facilities plan |

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. Identify and analyze all available financial resources. (Obj 1) | Superintendent; Chief Financial Officer | | Summer (F,S) Region 7 ESC; Funds; (L) District income sources | District Fiscal Management plan |
| 2. Implement a spending plan that maximizes transparency while meeting district needs. (Obj 1) | Superintendent; Chief Financial Officer | | Summer (F,S) Region 7 ESC; Funds; (L) District income sources | District Fiscal Management plan; District, departmental, and campus budgets |
| 3. Implement a future-based technology plan to promote future-ready students. (Obj 2) | Chief Financial Officer; Director of Technology; Principals | | Summer (F,S) Region 7 ESC; s | District Technology plan |

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| 4. Utilize integrated, innovative technology in academic instruction to engage students in interactive lessons. (Title I SW) (Obj 2) | Director of Technology; Principals; Teachers; Technology Dept. Staff | | May (L) Google accounts; technology-related training; (S) whiteboards; (S) Technology simulations (F,S) Region 7 ESC | Lesson plans; STAAR/EOC results, Data Walks data; Classroom observations; |
| 5. Provide hands-on classroom/lab activities using technology to enhance the curriculum (Title I SW) (Obj 2) | Principals; Teachers | | May (L) Lab STEMSCOPES; (O) Internet/software simulations | Data Walks data; Classroom observations; Common assessment data; STAAR/EOC results |

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. Engage all stakeholders in meaningful interactions that increase opportunities for partnerships and awareness of the need for partnerships. (Obj 1,2) | Superintendent; Directors; Principals | | g/Summer (F) Title I Parent ement; (S) Local Funds | Meeting documentation; Event documentation |
| 2. Develop a plan to promote a culture of fluid, transparent 2-way communication between the district and stakeholders. (Obj 2) | Superintendent; Directors; Principals | Fall/Spring/Summer (S) | | Meeting documentation; Event documentation; Communication plan |
| 3. Host multiple school and/or district events for parents and the community to increase stakeholder involvement in schools. (Obj 1,2) | Superintendent; Directors; Principals | | g/Summer (F) Title I Parent ement; (S) Local Funds | Meeting documentation; Event documentation |
| 4. Continue to utilize electronic, print, and social media to communicate with stakeholders and to promote district events and achievements. (Obj 1,2) | Superintendent; Directors; Principals | Fall/Spring/Summer (S) (L) | Gladewater Mirror; (L) GISD Website; (L) Facebook; (L) Twitter | Public postings |

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/

