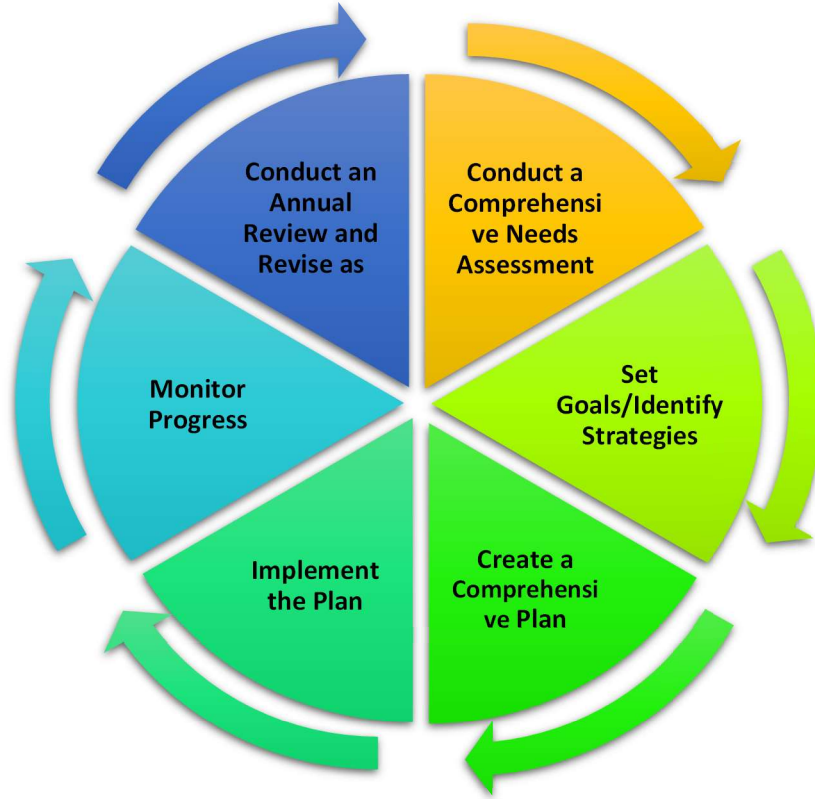


Gouverneur Middle School
Title I Comprehensive Schoolwide Plan 2023-2024



District Name	Gouverneur Central School District
BEDS Code	511101060000
District Address	133 East Barney Street, Gouverneur, NY 13642
School Building Grades	5 – 8
School Building Principal	Robert Kotz
Contact Person	Elizabeth Nee
Plan Date	2023-2024

Schoolwide Program Planning & Review Team

Name	Title
Brandon Griffin	Teacher
Ashley Shattuck	6 th ELA Teacher
Elizabeth Nee	Title I Supervisor
Jessica Miller	Parent
Kylie Prashaw	Parent
Robert Kotz	MS Principal
Kara Mashaw	Parent

Comprehensive Needs Assessment

Description of School

Based on 2023-2024 preliminary enrollment data, Gouverneur Middle School is considered a small rural district with approximately 462 students grades 5 – 8 in one district wide building. Approximately 71% are economically disadvantaged, the minority population is 23% and students with disabilities are 15%. 100% of classes were taught by highly qualified teachers.

All children and youth enroll in, and have full and equal opportunity to succeed at Gouverneur Central School District. All students regardless of their socio-economic status or ethnic group are provided the same educational programs equitably. The district strives to maintain and hire staff that are highly qualified.

Data Analysis

- School District Report Cards
- Enrollment
- Attendance Rates of Students in Comparison to Similar Schools (from State Aid Reporting) and staff
- School Report Card Performance Data for student subgroups: race/ethnicity, gender, disability status, English proficiency status, income level, and migrant status
- Qualifications of staff
- Grade 5-8 NYS ELA assessment data
- Grade 5-8 NYS Math assessment data
- NWEA, IXL, and eDoctrina Math, ELA, and Science Assessment Data
- Content Area Benchmarking
- PLC Climate Surveys

Student Achievement Data

2023-2024 Student Data Collection/Assessments

Math and ELA Content Area Benchmarking

Foundational Skills Assessments

School Tool is used to track attendance connected to remote learning loss, at-risk, economically disadvantaged, McKinney-Vento, PLC Climate Surveys and Migrant student populations.

Student Barriers

Barriers to student achievement include low parent engagement, economically disadvantaged/poverty, McKinney-Vento and Migrant student populations, educational levels, social/family values, transient population, resources, foster care, shortage, post Covid Mental Health and county drug epidemic.

Positive Approaches

Wellness Committee, Character Education/Positivity Project, Extended Day Program, Restorative Practices, Read to Achieve (summer school), Daily Attendance phone calls/ Parent contact logs, Home visits, Advisory period, Staff-Student Mentoring Program, Parent Square communication, free lunch and breakfast for all. Technology resources are supplied to families.

Instructional Programs & School Reform Strategies

- Data Driven Instruction
- Math and ELA double block – 5th and 6th grade
- Math and ELA: AIS block 7th and 8th grade
- SIT – student intervention team
- 2 Reading specialists
- Consultant- support math intervention strategies to focus on foundational skills
- Continued data informed instruction and leadership for administrators
- Consultant Jack Berchemeyer - teaming process
- Math and ELA ICT model
- Consultant – math intervention
- NWEA, eDoctrina, and IXL data to drive data discussion
- Professional development for staff on working with families
- Harvard Initiative on Chronic Absenteeism
- Content Area Finals
- Read 180/System 44
- Complex texts (close reading)

Goals, Strategies & Implementation

GOAL #1: Improve literacy skills grades 5-8 by providing students with high quality, research-based instruction in reading, language and writing.

GOAL #2: Improve the math achievement grades 5-8 by strengthening and enhancing skills using instruction aligned to the NYS Standards.

-Provide multiple opportunities for students to improve their writing by practicing writing skills in each content area course.

-Explicitly teach academic and content area vocabulary using a strategy decided on by each grade level team. All vocabulary terms whether content or academic related will be taught using the same strategy selected by the team.

-Students will be given multiple opportunities throughout the day to practice reading skills. Reading to comprehend strategies will be taught and practiced in all content areas using key reading comprehension strategies that are selected by the team.

- Data analysis of students' assessments to identify areas of need
- Grade level teams will use data analysis information to select, learn and implement intervention strategies to support struggling learners across all departments to incorporate close read strategies
- Analyze student assessment data and track goals to create student intervention plans
 - NWEA
 - IXL
 - eDoctrina
- Alignment of curriculum to the NYS Standards - identify gaps due to Covid-19
- Prioritize standards
- Support virtual learning
- Implement effective teaching strategies in all curriculum departments
- After school ELA, math, science, and social studies academic help program
- Data analysis of state and classroom assessments to identify areas of need
- Continuation of DDI
- Extended learning period grades 5-6 across the schedule
- Data driven instructional strategies
- Actionable feedback to improve instruction
- 7-8 AIS block

Communication Process to Inform All Constituencies in the Community

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- District Website
- Social Media
- Newsletter
- Parent Square

Coordination with Other Programs

The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, including other ESSA-Funded programs, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

Annual Evaluation to Monitor the Effectiveness of the Schoolwide Plan

Using data from the State's assessments, other student performance data, and perception data, the school will determine if the schoolwide program has been effective in addressing the major problem areas, and in turn, increasing student achievement, particularly for the lowest-achieving

students. The school will annually revise the plan, as necessary, based on student needs and results of the evaluation to ensure continuous improvement.