Gouverneur Elementary School
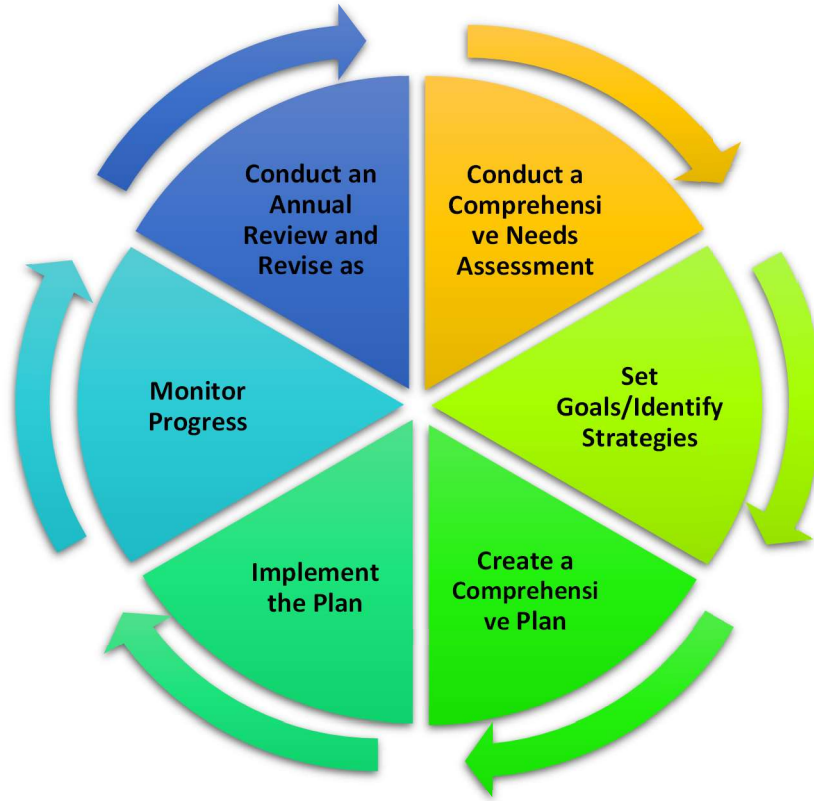
Title I Comprehensive Schoolwide Plan 2024-2025

District Name	Gouverneur Central School District
BEDS Code	511101060000
District Address	133 East Barney Street, Gouverneur, NY 13642
School Building Grades	Pre-K – 4
School Building Principal	Kimberly Richards - PreK-1 Rich Trowbridge - 2-4
Contact Person	Margeaux Davis

Schoolwide Program Planning & Review Team

Name	Title
Kimberly Richards	PreK-1 Principal
Rich Trowbridge	2-4 Principal
Margeaux Davis	Title I Supervisor
Jessica Cappellino	Parent/Teacher
Shawn Kirby	Parent
Paula Bates	Teacher
Nicole Cudhea	Parent/Keyboard Specialist
Erin Gates	Parent/Teacher
Amy Davis	Teacher
Lindsay Carvel	Teacher
Katie Gleason	Teacher
Pamela Mahay	Teacher
Leah Card	Librarian
Kayley Learn	Social Worker
Meagan Dupuis-Fregoe	Teacher
Lisa Sayer	Counselor
Kayla Side	Teacher

Comprehensive Needs Assessment

Description of School

Based on the most recent enrollment and school report card data on data.nysed.gov, Gouverneur Elementary School is considered a small rural district with approximately 453 students grades PK-4 in one district wide building. Approximately 68% of the students are economically disadvantaged, 18% of students with disabilities and 5% of the population is racially diverse. 100% of classes were taught by highly qualified teachers. 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.

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
- Fountas and Pinnell assessments
- NWEA assessments

- Fundations K-3
- UPK- Heggerty, BRIGANCE
- PLC Climate Surveys

Student Achievement Data

2024-2025 Student Data Collection/Assessments

Other assessment data: Pear Assessment, Fountas and Pinnell assessments, Fundations Unit Assessments, NWEA benchmarks, Lexia (K-2), Dreambox (K-2), IXL, BRIGANCE, First in Math, district created assessment, AIMSWeb, Math Running Records (k-4) are all used to assess students. Trends in assessments at a grade level were studied.
A certified teacher is working with a small population of students in a Young Five classroom on a unique curriculum based on developmental growth to help build a strong academic foundation. Also, the following categories are reviewed while monitoring student achievement gaps created by remote learning loss and at-risk indicators connected to economically disadvantaged, McKinney-Vento, 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, attendance, foster care, mental health, behavioral issues and county drug epidemic.

Positive Approaches
Positivity Project, Wellness Committee, Extended Day Grant- After School Program (Middle School), Responsive classroom, Principal Advisory Committee, K Kids, Mentoring Club, Robotics, STEM, Book Reading Club, Reading Committee, BEAR Club, Military Kids Club, Odyssey of the Mind, Mindful Minds, Monthly food bank boxes, Field Trips, Family/Community engagement team- non-academic events that incorporate academic support for parents. PATS (Poverty and Trauma Team) and MV Team - works with social workers on strategies to support students and families in need.

Instructional Programs & School Reform Strategies
- Implementation of NWEA assessment
- Integrated Co-teaching model
- Grade level team meetings
- Data Driven Instruction
  - Pear Assessment
  - NWEA
  - Quarterly data meetings
  - Fundation Unit Assessments
- Poverty/Trauma Initiative

- Student Support Team
- Support from the Literacy Consultant, Literacy Coach, Reading Interventionist, Math Coach and Math Interventionist

Goals, Strategies & Implementation

GOAL #1: By June 2024, as a result of the district wide implementation of effective social-emotional and academic school supports, 70% of grades K-4 at-risk students identified with 2 or more risk factors in September will meet their growth goals on the NWEA results.
- Social and emotional supports in the school and community
- Intervention plans for at-risk students
- Progress monitoring tool (NWEA)
- Strategies to support children living in poverty
- Responsive Classroom training
- Trauma informed strategies

GOAL #2: Improve literacy skills grades Pre-K - 4 by providing students with high quality, research-based instruction in reading, language and writing using the power standards.
· Increase the number of students at proficiency on the grades 3-4 NYS ELA assessments using Complete Comprehension above level "K".
· Increase performance proficiency on the NYS ELA assessment at the state average.

GOAL #3: Improve the math achievement grades Pre-K - 4 by strengthening and enhancing skills using instruction aligned to the NYS Standards.
· Increase the number of students at proficiency on the grades 3-4 NYS math assessments using NWEA to measure.
· Increase performance proficiency on the NYS math assessment to meet the state average.

- MTSS, Literacy Consultant, Literacy coach, Math consultant, Math coach, Reading Interventionist, and Math Interventionist
- 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
  - Lexia
  - Dreambox
  - IXL
- Alignment of curriculum to the NYS Standards
- Focus on the Power Standards
- Tutoring

- Implement effective teaching strategies in all curriculum departments
- Data analysis of state and classroom assessments to identify areas of need
- Continuation of DDI
- Continued work regarding numbers and fractions as measurement.
- Data driven instructional strategies
- Actionable feedback to improve instruction
- Student feedback on formative assessments
- Differentiated instruction, PLC for DI and Inclusive PLC
- Formative assessments to check for student understanding (Benchmarking)

Communication Process to Inform All Constituencies in the Community
- Faculty presentation, posted on the website, monthly newsletter, Parent Square, and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents

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.