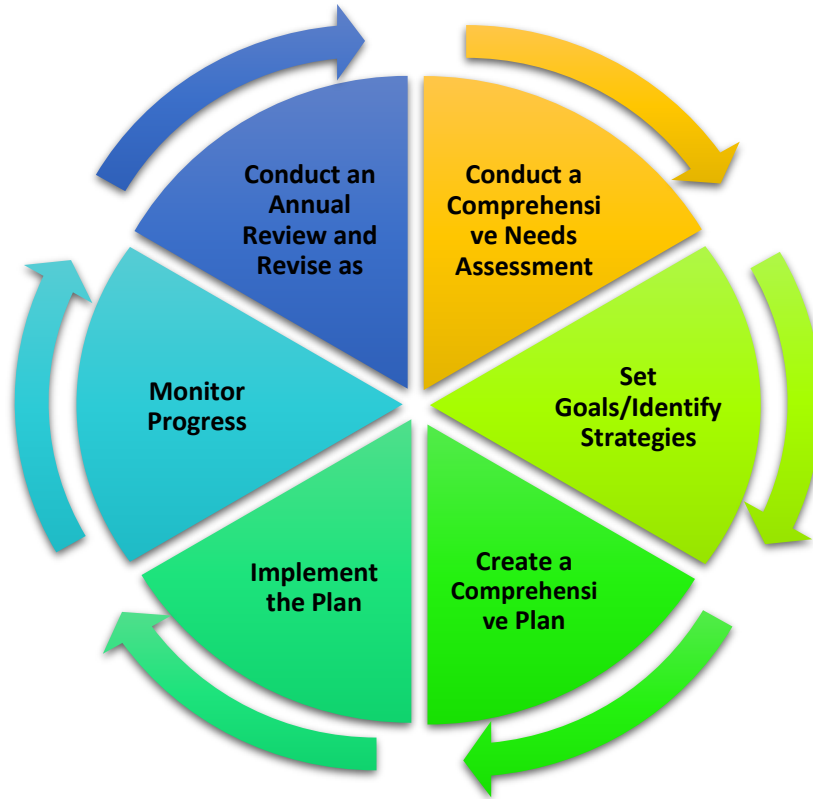


**Gouverneur High School**  
**Title I Comprehensive Schoolwide Plan 2025-2026**



District Name	Gouverneur Central School District
BEDS Code	511101060000
District Address	133 East Barney Street, Gouverneur, NY 13642
School Building Grades	9 – 12
School Building Principal	Nicole Donaldson
Contact Person	Brooke Santamont

## Schoolwide Program Planning & Review Team

Name	Title
Brooke Santamont	SLL BOCES Supervisor
Robert Dunkelberg	Teacher
Lisa Dunkelberg	Lions Club Community Based Organization
Colter Whitmore	Title I Parent
Jill Davis	Special Education Teacher
Michelle Hassett	Secretary/Other School Personnel
Emily Mashaw	Title I Parent
Margeaux Davis	HS Asst. Principal
Nicole Donaldson	HS Principal
Marcy Tyler	Counselor/Specialized Instructional Support
Michael Tyler	SRO/Local Government Rep
Mae Cummings	HS Student/Senior Class President

## Comprehensive Needs Assessment

### Description of School

Based on the most recent enrollment and school report card data on data.nysed.gov, Gouverneur High School is considered a small rural district with approximately 462 students grades 9 – 12 in one district wide building. Approximately 60% of the students are economically disadvantaged, 16% of students with disabilities and 1% of the population is racially diverse. 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 with 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
- Regents assessment data
- Graduation rate
- NWEA 9th Grade English and Math
- Climate Survey

### Student Achievement Data

#### 2025-2026 Student Data Collection/Assessments

NWEA 9th Grade, NY State Assessment Data, and Interim Assessments at 10, 20, 30 weeks.

## **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, teacher shortage, Mental health, attendance, and county drug epidemic.

## **Positive Approaches**

Wellness Committee, Tutoring Program after school, clubs, athletics, music program, LPP (Liberty Partnerships), positive communication home, Sweethearts and Heros, Mental Health Agencies in school, College and Career Ready Field Trips, Gateways, and Credit Recovery Program.

## **Instructional Programs & School Reform Strategies**

- ELA
  - NWEA assessment in 9th grade
  - A consultant supports the teachers to review student assessment data to identify areas of need – areas identified were constructed responses – short and long
  - English department identified discrete skills based on the New York State standards and targeting Regents preparation
  - Building foundational skills based on the standards in reading and writing
  - Class sizes are small with an opportunity for 1-1 support with immediate feedback
  - Delivering feedback to the students has been an intentional focus of the teachers
  - Consultant Teaching model is used at all grade levels
  - RISE ELA – 12-1-1
  - District in-person summer school
  - English AIS (9-10)
- Math
  - Teachers, principal and counselors review data
  - Calculators provided for all students
  - After school tutoring
  - Implemented a pre-algebra/fundamentals course
  - RISE Algebra and Financial Literacy- 12-1-1
  - The Math Department implements strategies to identify gaps and provides the support needed.
  - District in-person summer school
  - Consultant Teaching Model in Algebra and Pre-Algebra

## **Goals, Strategies & Implementation**

- Data analysis of students' assessments to identify areas of need
- Grade/Subject 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
- Analysis of assessments to enter the credit recovery program

- Alignment of curriculum to the NYS Standards - identify gaps
- Implement effective teaching strategies in all curriculum departments
- After school academic help program
- Data analysis of state and classroom assessments to identify areas of need
- Professional Development focusing on instructional strategies
- Alignment of curriculum to the NYS Standards and implementation of curriculum in Algebra, and Geometry to identify gaps
- Actionable feedback
- Student feedback on formative assessments
- Differentiated instruction
- Formative assessments to check for student understanding

### **Communication Process to Inform All Constituencies in the Community**

- Faculty presentation and overview to BOE
- Schoolwide goals and strategies shared with faculty and parents
- Google Classroom
- Emails
- SchoolTool
- Parent Square
- Social Media

### **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.