

Gouverneur Middle 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	5 – 8
School Building Principal	Michael Hammond
Contact Person	Brooke Santamont

Schoolwide Program Planning & Review Team

Name	Title
Robert Klimowicz	SRO
Rachel Curry	MS Assistant Principal
Amber Ormasen	MS Art Teacher
Melissa Sweeney	Special Education Teacher
Kylie Prashaw	Title 1 Parent
Kayley Learn	Social Worker
Chelsi Griffith	Coach for a Community Based Organization
Ruby Griffith	MS Student
Mia Young	MS Student
Julie Richards	Paraprofessional
Brooke Santamont	SLL BOCES Supervisor

Comprehensive Needs Assessment

Description of School

Based on the most recent enrollment and school report card data on data.nysed.gov, Gouverneur Middle School is considered a small rural district with approximately 447 students grades 5 – 8 in one district wide building. Approximately 65% of the students are economically disadvantaged, 19% of students with disabilities and 5% 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.

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
- Pear Assessment
- Amplify
- Content Area Benchmarking

- Climate Surveys

Student Achievement Data

2025-2026 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, teacher shortage, Mental Health, attendance, 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, Sweethearts and Heros, Gouverneur Behavioral Health Satellite Clinic 2x weekly, home visits, advisory period, Staff-Student Mentoring Program, Parent Square communication, and free breakfast/lunch 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
- Consultant Teaching Model
- NWEA and IXL data to drive data discussion
- Professional development for staff on working with families
- Content Area Finals
- Read 180/System 44
- Complex texts (close reading)
- 8:1:1 (grades 5-8)
- 12:1:1 (grades 7-8)
- 12:1:1 Life skills (grades 5-8)

- 15:1:1 (grades 5-6)
- Social Worker
- Amplify
- Pear Assessment
- Department meetings led by Department Chairs

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 Next Generation Standards.

The above goals will be supported by:

- 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. All vocabulary terms whether content or academic related, will be taught using effective researched based strategies.
- 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
 - Alignment of curriculum to the NYS Next Generation Standards - identify gaps
 - Prioritize standards
 - Support virtual learning
 - Implement effective teaching strategies in all curriculum departments
 - After school ELA, math, science, and social studies academic help programs
 - Data analysis of state and classroom assessments to identify areas of need
 - Continuation of DDI
 - Data driven instructional strategies
 - Actionable feedback to improve instruction
 - 5-8 AIS block
 - Structured study hall for 12:1:1 and 15:1:1 students
 - Consultant Teacher Model
 - Analyze student assessment data and track goals to create student intervention plans
 - NWEA
 - IXL
 - Amplify
 - Pear Assessment

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.