

Gates Chili Middle School

Board of Education Update

2024-25



GATES CHILI CENTRAL SCHOOL DISTRICT

Together we teach and inspire excellence for all learners.

Agenda



Highlights from
our year so far



Reconfiguration
analysis



Recommendation
for 2025-26





Highlights from GCMS

Emphasis on school pride
and unity:

Homecoming Pep Rally





Highlights from GCMS

Emphasis on school pride and unity:
Kindness Week Kickoff

Highlights from GCMS

Code of Conduct Implementation

Engagement of Students	Akoban Champions	Data-Driven
Open house	Book study	Suspension rates
Lessons	1:1 Coaching Sessions	Disaggregation
Modules, mediations, re-entry meetings	Collegial Circle	Areas of focus



Configuration Analysis

Evaluating our current model and exploring alternatives

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Analysis Process



Committee representation

- 30+ educators including teachers, mental health professionals, and administrators from different communities, departments, and grade-levels.

Meeting frequency

- The committee met once a week for an hour over the course of 8 weeks.



Meeting focus

- Each meeting focused on a step in a research-based decision-making process (citation, year)



Background and Historical Context

- 2009-10 school year:** Community model introduced (initially four, now 2.5 due to declining enrollment).
- Original charge:** Create a school-within-a-school model to ensure strong connections between stakeholders throughout the building.
- Current challenges:** Uneven access to programs, negative perceptions, lack of whole school pride/identity, student movement, and scheduling limitations.



Defining the Question, Objectives

Key question: Is the current community-based configuration the best model to meet the needs of our student population?

Objectives: Ensure equitable access to programming, consistent tier 1 practices throughout the building, efficient resource allocation, a strong culture of collaboration amongst staff, and a well-balanced school experience for students.



Data-Driven Analysis

Enrollment Data

- Overall enrollment, community enrollment and school demographics

Achievement Data

- NYS Tests, i-Ready Reading, i-Ready Math and overall averages

Programming Data

- Accelerated/enriched, special education, ESOL, AIS
- Access to exploratory classes
- Access to elective courses
- Number of study halls



Alternatives Considered

1. Current model of 2.5 communities (status quo)
2. Balanced three-community model
3. Grade-level configuration
4. Grade-level configuration with embedded teams
5. Department-based configuration
6. Hybrid model with grade 6 core teams and grades 7-8 department-based teams



Comparison of Alternatives

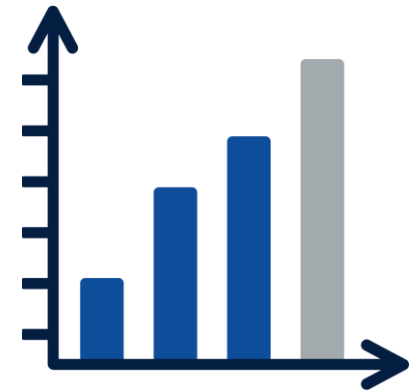
Qualitative:

- Working teams of committee members completed a reflection/experience sheet indicating the strengths, needs, and questions pertaining to how well each alternative met the stated objectives.



Quantitative:

- Committee members individually completed a survey at the end of the process indicating how likely each alternative was to meet the specified objectives



Final Recommendation

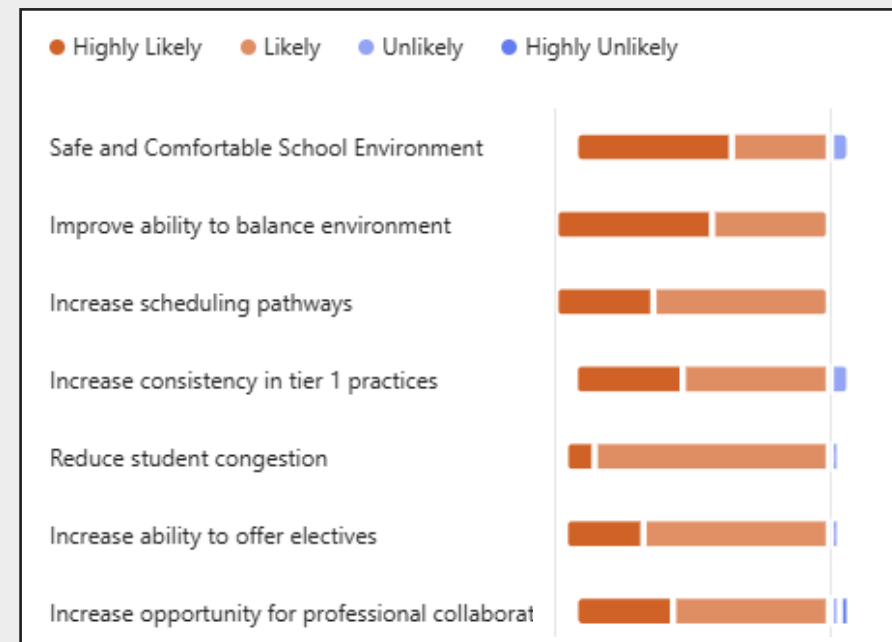


Move GCMS to a **grade-level with embedded teams model** in the 2025-26 school year.

Key benefits:

- Addresses scheduling inefficiencies
- Creates equitable access to programs
- Improves student and staff collaboration
- Ensures age-appropriate and consistent tier 1 practices
- Reduces student congestion
- Strengthens school identity

Please note how likely the following statements are to be true if GCMS was configured into grade-levels with teams



Proposed Implementation Timeline



Spring 2025

Planning and stakeholder engagement (subcommittees, communication, informational sessions)



Summer 2025

Schedule and structural adjustments (building schedule, enrollment processes, room locations)



Fall 2025

Implementation of new structure begins in the 2025-26 school year



Questions?

