

Mary Ethel Costello School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

Level of Support: Level I

Targeted Subgroup

CDS: 071770100

Annual School Planning 2018-2019

ASP Development Team Members

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|---------------------------|----------------------------------|---------------------|------------------------|-----------|------|
| District Office/BOE | Dennis Vespe. Ed.D. | Yes | Yes | Yes | | |
| Curriculum Department | Elizabeth Curry, Ed.D. | Yes | Yes | Yes | | |
| Special Services/ELL | Amy Francis | Yes | Yes | Yes | | |
| Technology Department | Mary Beth Reiners | Yes | No | No | | |
| School Principal | William O'Kane | Yes | Yes | Yes | | |
| Support Staff | Kathy Fields | No | Yes | No | | |
| Instructional Staff | Kim Stamm | Yes | No | No | | |
| Guidance Department | Denise O'Donnell | Yes | No | No | | |

| Stakeholder Representative Title | Name | Comprehensive Analysis and Needs | Root Cause Analysis | Smart Goal Development | Signature | Date |
|----------------------------------|--------------|----------------------------------|---------------------|------------------------|-----------|------|
| Parent | Gabby Horton | No | No | Yes | | |

ASP Development Team Meetings

| Date | Topic | Agenda Uploaded | Minutes Uploaded |
|------------|--|-----------------|------------------|
| 12/12/2017 | Root Cause Analysis | Yes | Yes |
| 01/09/2018 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |
| 02/06/2018 | Root Cause Analysis | Yes | Yes |
| 03/13/2018 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |
| 04/17/2018 | Smart Goal Development | Yes | Yes |
| 05/08/2018 | Comprehensive Data Analysis and Needs Assessment | Yes | Yes |

Data Analysis

| PRIOR YEAR INTERVENTIONS | | | | |
|-------------------------------|-----------------------------------|---|--|---|
| Analysis of Key Interventions | Content Area or Target Population | Do you plan to continue with this intervention? | Measurable Outcomes (state the data that supports the continuation of this | Evidence of Effectiveness (identify the artifacts that support this outcome) |
| Journeys | ELA | Yes | <p>Link It! Scores Grade 4 ELA Cycle 1 = 40% increased to 47.4%</p> <p>Grade 5 ELA Cycle 1 = 43.9% increased to 49.5%</p> <p>Grade 6 ELA Cycle 1 = 41.6% increased to 57%</p> <p>Grade 7 ELA Cycle 1 = 42.2% increased to 51.3%</p> <p>Grade 8 ELA Cycle 1 = 41.4% increased to 66.3%</p> | <p>http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journeys</p> <p>http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journeys Reading Comprehension, A Practice Guide</p> |
| Lexia Reading | ELA | Yes | <p>Link It! Scores</p> <p>Grade 4 ELA Cycle 1 = 40% increased to 47.4%</p> <p>Grade 5 ELA Cycle 1 = 43.9% increased to 49.5%</p> <p>Grade 6 ELA Cycle 1 = 41.6% increased to 57%</p> <p>Grade 7 ELA Cycle 1 = 42.2% increased to 51.3%</p> <p>Grade 8 ELA Cycle 1 = 41.4% increased to 66.3%</p> | <p>LEXIA</p> <p>http://lexialearning.com/uploads/pagebody/MKRES12_Lexia_ResearchBrochure_FINAL.pdf Lexia</p> |

| Analysis of Key Interventions | Content Area or Target Population | Do you plan to continue with this intervention? | Measurable Outcomes (state the data that supports the continuation of this | Evidence of Effectiveness (identify the artifacts that support this outcome) |
|-------------------------------|-----------------------------------|---|---|--|
| Horizon's Reading | ELA | Yes | Link It! Scores Grade 4 ELA Cycle 1 = 40% increased to 47.4% Grade 5 ELA Cycle 1 = 43.9% increased to 49.5% Grade 6 ELA Cycle 1 = 41.6% increased to 57% Grade 7 ELA Cycle 1 = 42.2% increased to 51.3% Grade 8 ELA Cycle 1 = 41.4% increased to 66.3% | Reading Horizons http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf |
| My Math | Math | Yes | Link It! Scores: Grade 4 Math Cycle 1 = 37% increased to 61.6% Grade 5 Math Cycle 1 = 28.3% increased to 66% Grade 6 Math Cycle 1 = 38.8% increased to 60.2% Grade 7 Math Cycle 1 = 35.1% increased to 50.3% Grade 8 Math Cycle 1 27.7% increased to 59.9% | My Math https://www.mheducation.com/prek-12/program/microsites/MKTSP-ACJ04M0/product.html Assisting Struggling Students with Math https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf |

| Analysis of Key Interventions | Content Area or Target Population | Do you plan to continue with this intervention? | Measurable Outcomes (state the data that supports the continuation of this | Evidence of Effectiveness (identify the artifacts that support this outcome) |
|-------------------------------|-----------------------------------|---|---|--|
| Go Math! | Math | Yes | Link It! Scores: Grade 4 Math Cycle 1 = 37% increased to 61.6% Grade 5 Math Cycle 1 = 28.3% increased to 66% Grade 6 Math Cycle 1 = 38.8% increased to 60.2% Grade 7 Math Cycle 1 = 35.1% increased to 50.3% Grade 8 Math Cycle 1 27.7% increased to 59.9% | Go Math! Research http://www.wi.k12.ny.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf |
| IXL | Math | Yes | Link It! Scores: Grade 4 Math Cycle 1 = 37% increased to 61.6% Grade 5 Math Cycle 1 = 28.3% increased to 66% Grade 6 Math Cycle 1 = 38.8% increased to 60.2% Grade 7 Math Cycle 1 = 35.1% increased to 50.3% Grade 8 Math Cycle 1 27.7% increased to 59.9% | IXL http://eu.ixl.com/membership/school/researchfoundations |
| Tutoring | Math and ELA | Yes | Link It! Math Scores increased about 20% from Cycle 1 to Cycle 3 in grades 4 to 8. Link It! ELA Scores increased Cycle 1 to Cycle 3 in grades 4 to 8. | Tutoring https://www.brighthubeducation.com/special-ed-learning-disorders/42620-reading-support-through-the-title-1-program/ |

| Analysis of Key Interventions | Content Area or Target Population | Do you plan to continue with this intervention? | Measurable Outcomes (state the data that supports the continuation of this | Evidence of Effectiveness (identify the artifacts that support this outcome) |
|-------------------------------|-----------------------------------|---|---|---|
| Homework Help | Cross Curricular | Yes | Link It! Math Scores increased about 20% from Cycle 1 to Cycle 3 in grades 4 to 8. Link It! ELA Scores increased Cycle 1 to Cycle 3 in grades 4 to 8. | Homework Help Structuring Out of School Time to Improve Academic Achievement, A Practice Guide http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 |
| Extended Year Summer School | Math and ELA | Yes | Link It! Math Scores increased about 20% from Cycle 1 to Cycle 3 in grades 4 to 8. Link It! ELA Scores increased Cycle 1 to Cycle 3 in grades 4 to 8. | Extended year Summer School Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10 |
| Professional Development | Cross Curricular | Yes | Link It! Link It! Math Scores increased about 20% from Cycle 1 to Cycle 3 in grades 4 to 8. Link It! ELA Scores increased Cycle 1 to Cycle 3 in grades 4 to 8. | http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Using Student Achievement Data to Support Instructional Decision Making, A Practice Guide |
| | | | | |

| STUDENT ACHIEVEMENT | | | | |
|----------------------------|----------------------------|--|--|------------------------------|
| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | Your Data (Provide any additional data) | Observations / Trends |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | | | | | Your Data (Provide any additional data) | Observations / Trends | | |
|-----------------------------|---|---|--------|-------|------|------|-----|---|--|--|--|
| PARCC Baseline Performance | Consider comparing previous year's and current year's PARCC results in the noted subject areas. | Student Group | ELA | Math | Alg1 | Alg2 | Geo | | <p>Mathematics PARCC scores are lower than ELA for all subgroups.</p> <p>Additional supports are needed to raise PARCC scores in both Mathematics and ELA.</p> <p>Students will benefit from a reduction of the instructional staff to student ratio (providing additional instructional staff - paraprofessionals).</p> <p>Students will benefit from an extended school year (summer enrichment/remedial program).</p> | | |
| | | Schoolwide | 45% | 30.7% | | | | | | | |
| | | White | 44.6 % | 29.5% | | | | | | | |
| | | Hispanic | 39.6 % | 28.8% | | | | | | | |
| | | Black or African American | 38.6 % | 22.1% | | | | | | | |
| | | Asian, Native Hawaiian, or Pacific Islander | 66.6 % | 57.1% | | | | | | | |
| | | American Indian or Alaska Native | * | * | | | | | | | |
| | | Two or More Races | * | * | | | | | | | |
| | | Female | 52.6 % | 35.3% | | | | | | | |
| | | Male | 37.4 % | 26.2% | | | | | | | |
| | | Economically Disadvantaged Students | 39.7 % | 26.2% | | | | | | | |
| | | Non-Economically Disadvantaged Students | 59.8 % | 43.3% | | | | | | | |
| | | Students with Disabilities | 13.7 % | * | | | | | | | |
| | | Students without Disabilities | 53.5 % | * | | | | | | | |
| | | English Learners | * | * | | | | | | | |
| | | Non-English Learners | * | * | | | | | | | |
| | | Homeless Students | 25% | 12.5% | | | | | | | |
| Students in Foster Care | * | * | | | | | | | | | |
| Military-Connected Students | * | * | | | | | | | | | |
| Migrant Students | * | * | | | | | | | | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | | Your Data (Provide any additional data) | Observations / Trends |
|-----------------------------|--|---|------------|-------------|---|---|
| SGP | Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level | Student Group | ELA | Math | | While students across the board are showing growth, additional student skill acquisition and achievement is needed. Expansion of the variety of instructional tools including technology is needed. |
| | | Schoolwide | 42 | 49 | | |
| | | White | 42 | 47 | | |
| | | Hispanic | 47 | 40 | | |
| | | Black or African American | 40.5 | 52.5 | | |
| | | Asian, Native Hawaiian, or Pacific | 70 | 61 | | |
| | | American Indian or Alaska Native | * | * | | |
| | | Two or More Races | * | * | | |
| | | Female | | | | |
| | | Male | | | | |
| | | Economically Disadvantaged | 41 | 47 | | |
| | | Non-Economically Disadvantaged | | | | |
| | | Students with Disabilities | 43.5 | 43.5 | | |
| | | Students without Disabilities | | | | |
| | | English Learners | * | * | | |
| | | Non-English Learners | | | | |
| | | Homeless Students | | | | |
| | | Students in Foster Care | | | | |
| Military-Connected Students | | | | | | |
| Migrant Students | | | | | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | Your Data (Provide any additional data) | Observations / Trends |
|------------------------------------|---|---|---|-----------------------|
| Benchmark Assessment Participation | Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade | | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | | | | Your Data (Provide any additional data) | Observations / Trends |
|--|---|---|---------|---------|---------|---------|---|-----------------------|
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| Benchmark Assessment (Proficiency) ELA Rates | Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions | K | 0% | 0% | 0% | 0% | Grade 4 ELA Cycle 1 benchmarks = 40%. Cycle 3 benchmarks = 47.4% This is a 7.4% point gain. | |
| | | 1 | 0% | 0% | 0% | 0% | | |
| | | 2 | 0% | 0% | 0% | 0% | | |
| | | 3 | 0% | 0% | 0% | 0% | Grade 5 ELA Cycle 1 benchmarks = 43.9%. Cycle 3 benchmarks = 49.5% This is a 5.6% point gain. | |
| | | 4 | 0% | 0% | 0% | 0% | | |
| | | 5 | 0% | 0% | 0% | 0% | Grade 6 ELA Cycle 1 benchmarks = 41.6%. Cycle 3 benchmarks = 57% This is a 15.4% point gain. | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | Grade 7 ELA Cycle 1 benchmarks = 42.2%. Cycle 3 benchmarks = 51.3% This is a 9.1% point gain. | |
| | | 8 | 0% | 0% | 0% | 0% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |
| | | 10 | 0% | 0% | 0% | 0% | Grade 8 ELA Cycle 1 benchmarks = 41.4%. Cycle 3 benchmarks = 66.3% This is a 24.9% point gain. | |
| | | 11 | 0% | 0% | 0% | 0% | | |
| | | 12 | 0% | 0% | 0% | 0% | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | | | | Your Data (Provide any additional data) | Observations / Trends |
|---|--|---|---------|---------|---------|---------|--|-----------------------|
| | | Grade | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | | |
| Benchmark Assessment (Proficiency) Math Rates | Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions | K | 0% | 0% | 0% | 0% | Grade 4 Math Cycle 1 benchmarks = 37%. Cycle 3 benchmarks = 61.6% This is a 24.6% point gain. | |
| | | 1 | 0% | 0% | 0% | 0% | Grade 5 Math Cycle 1 benchmarks = 28.3%. Cycle 3 benchmarks = 66% This is a 37.7% point gain. | |
| | | 2 | 0% | 0% | 0% | 0% | Grade 6 Math Cycle 1 benchmarks = 38.8%. Cycle 3 benchmarks = 60.2% This is a 21.4% point gain. | |
| | | 3 | 0% | 0% | 0% | 0% | Grade 7 Math Cycle 1 benchmarks = 35.1%. Cycle 3 benchmarks = 50.3% This is a 15.2% point gain. | |
| | | 4 | 0% | 0% | 0% | 0% | Grade 8 Math Cycle 1 benchmarks = 27.7%. Cycle 3 benchmarks = 59.9% This is a 32.2% point gain. | |
| | | 5 | 0% | 0% | 0% | 0% | | |
| | | 6 | 0% | 0% | 0% | 0% | | |
| | | 7 | 0% | 0% | 0% | 0% | | |
| | | 8 | 0% | 0% | 0% | 0% | | |
| | | 9 | 0% | 0% | 0% | 0% | | |
| | | 10 | 0% | 0% | 0% | 0% | | |
| | | 11 | 0% | 0% | 0% | 0% | | |
| | | 12 | 0% | 0% | 0% | 0% | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | Your Data (Provide any additional data) | Observations / Trends |
|------------------|---|---|--|---|
| ACCESS for ELL's | <p>Student performance of English Language Learners. (Grades K-12)</p> <p>*Identify patterns by grade level</p> | | <p>ACCESS for ELLS The small percentage of English Language Learners in the school are moving through the proficiency levels and exiting the program in a reasonable amount of time. The WIDA proficiency levels are: 1-Entering, 2-Emerging, 3-Developing., 4-Expanding, 5-Bridging and 6-Reaching.</p> <p>Gloucester City Middle School received test scores for 8 students after the Spring 2017 ACCESS Test administration.</p> <p>Spring 2017 ACCESS Test results contained the following information: Grade 4: 4 students scored at Level 3 (Developing) and 1 at Level 4 (Expanding) Grade 6: 1 student scored at Level 1 (Entering) and 1 student scored at Level 3 (Developing) Grade 7: 1 ELL Special Education student scored at the Entering Level on the Alternative Assessment</p> | <p>The 2016-2017 NJ School Performance Summary Report indicates that the percentage of English Language Learners at the school was 2% in 2014-15 and 3% in both 2015-16 and 2016-17. The report indicates the following percentage home languages: English 92.7%, Spanish 3.9% and Other 3.3%</p> |

| CLIMATE & CULTURE | | | | | |
|-------------------|---|---|---|---|---|
| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | Your Data (Provide any additional data) | Observations / Trends |
| Enrollment | Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup | Overall YTD Student Enrollment Average | 0 | Overall enrollment was 764 on June 7, 2018. | 73% of Gloucester City School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students. |
| | | Subgroup 1 YTD Student Enrollment Average | 0 | | |
| | | Subgroup 2 YTD Student Enrollment Average | 0 | The enrollment of Students with Disabilities was 153 on June 7, 2018. | |
| | | | | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | Your Data (Provide any additional data) | Observations / Trends |
|----------------------------|---|--|---|---|-----------------------|
| Attendance Rate (Students) | The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions | Overall YTD Student Attendance Average | 0.00% | September 1, 2017 to June From the Attendance Statistical Matrix Report (run on June 7, 2018). | |
| | | Subgroup 1 YTD Student | 0.00% | The attendance rate for the total population was 94.69%. Current Enrollment: 764 Average Daily Attendance: 704.7828 Average Daily Membership: 744.3781 Percent Attendance: 94.69% | |
| | | Subgroup 2 YTD Student Attendance Average | 0.00% | | |
| | | | The attendance rate for economically disadvantaged students was 94.15%. Current Enrollment: 554 Average Daily Attendance: 523.4753 Average Daily Membership: 556.0472 Percent Attendance: 94.15% The attendance rate for students with disabilities was 93.38%. Current Enrollment: 153 Average Daily Attendance: 135.9884 Average Daily Membership: 145.6301 Percent Attendance: 93.38% | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | Your Data (Provide any additional data) | Observations / Trends |
|--------------------------------|---|---|-------|---|-----------------------|
| Chronic Absenteeism (Students) | Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions | Overall YTD Chronic Absenteeism | 0.00% | From September 1, 2017 to May 15, 2018, the overall Chronic Absenteeism was 8%. From September 1, 2017 to May 15, 2018, the percentage of chronic absenteeism for economically disadvantaged students was 9.2%. From September 1, 2017 to May 15, 2018, the Percentage of chronic absenteeism for students with disabilities was 3.6% | |
| | | Subgroup 1 YTD Chronic | 0.00% | | |
| | | Subgroup 2 YTD Chronic Absenteeism | 0.00% | | |
| | | | | | |
| Attendance Rate (Staff) | The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism | Staff Attendance YTD | 0.00% | GMS The current staff attendance rate for 2017-2018 is 97% (Sept. to May 2018). Total Possible Days = 15066 Total Days Out = 672 Total % Out = 2.71% | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | Your Data (Provide any additional data) | Observations / Trends |
|-------------|--|--|-------|--|---------------------------------|
| Discipline | The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders | Student Suspension YTD Average - In School | 0.00% | ---YTD Average - In School Suspension equals 4%. | Sept. 1, 2017 to May 15, 2018). |
| | | Student Suspension YTD Average - In School for Subgroup 1 | 0.00% | --- YTD Average - In School Suspensions for Economically Disadvantaged equals 4%. | |
| | | Student Suspension YTD Average - In School for Subgroup 2 | 0.00% | ---YTD Average - In School Suspensions for Students with Disabilities equals 5%. | |
| | | Student Suspension YTD Average - Out of School | 0.00% | ---YTD Average - Out of School Suspensions equals 8%. | |
| | | Student Suspension YTD Average - Out of School for Subgroup 1 | 0.00% | ---- YTD Average - Out of School for Economically Disadvantaged equals 9%. | |
| | | Student Suspension YTD Average - Out of School for Subgroup 2 | 0.00% | -----YTD Average - Out of School Suspensions for Special Education Students equals 9%. | |
| | | | | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | Your Data (Provide any additional data) | Observations / Trends |
|---------------------------|---|---|---|-----------------------|
| Climate & Culture Surveys | Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family | | | |

| COLLEGE & CAREER READINESS | | | | |
|---------------------------------------|----------------------------|--|--|------------------------------|
| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | Your Data (Provide any additional data) | Observations / Trends |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | | | Your Data (Provide any additional data) | Observations / Trends |
|-----------------------------|--|---|-------------|-------------|---|-----------------------|
| Graduation Cohort (HS ONLY) | What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed) | Student Group | 5 Year Rate | 4 Year Rate | NA | |
| | | Schoolwide | | | | |
| | | White | | | | |
| | | Hispanic | | | | |
| | | Black or African American | | | | |
| | | Asian, Native Hawaiian, or Pacific Islander | | | | |
| | | American Indian or Alaska Native | | | | |
| | | Two or More Races | | | | |
| | | Economically Disadvantaged Students | | | | |
| | | Students with Disabilities | | | | |
| | | English Learners | | | | |
| | | Homeless Students | | | | |
| | | Students in Foster Care | | | | |
| | | | | | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | Your Data (Provide any additional data) | Observations / Trends |
|-------------|---------------------|---|---|-----------------------|
| | | | | |

| Data Source | Factors to Consider | Your Data (Prepopulated where possible) | Your Data (Provide any additional data) | Observations / Trends |
|--------------------------------------|--|---|--|-----------------------|
| College Readiness Test Participation | Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT | | NA | |
| Algebra | Previous year's data provided. Please provide current year's data if possible. | | <p>41 Eighth Grade students were enrolled in Algebra I during the 2017-2018 school year.</p> <p>40 of these students earned a C or better in Algebra I.</p> <p>All 41 of these students took the Algebra I section of PARCC.</p> <p>During the previous year, 61% of them scored 4 or 5 on the PARCC assessment.</p> | |

EVALUATION INFORMATION

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data) | Observations / Trends |
|--------------------|----------------------------|--|---|------------------------------|
|--------------------|----------------------------|--|---|------------------------------|

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data) | Observations / Trends |
|------------------------|--|---|---|---|
| Classroom Observations | <p>Teacher practice as measured on state-approved teacher practice instrument</p> <ul style="list-style-type: none"> *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs | | <p>Four teachers at Gloucester City Middle School are currently on CAP.</p> <p>The percentages of teacher ranking on the McREL Teacher Evaluation System at Gloucester City Middle School as of May 1, 2018 are as follows :</p> <ul style="list-style-type: none"> Developing 1% Proficient 14% Accomplished 56% Distinguished 28% | <p>McREL's Teacher Evaluation System is used in the Gloucester City School District. The McREL system generates professional development for each teacher based on their evaluations. In addition, technology is a professional development goal for every teacher in the district.</p> <ul style="list-style-type: none"> -On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue. -On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place. -PLCs were in place -Benchmark assessments for all content areas were used for formulation of SGOs and to inform |

| Data Source | Factors to Consider | Your Data (Prepopulated where Possible) | Your Data (Provide only additional data) | Observations / Trends |
|-------------|---------------------|---|--|---|
| | | | | <p>instruction.</p> <p>Provide access to "On-Course." Provide professional development on using the "On-Course" program for aligning curriculum and lesson plans to the NJSL.</p> |

< Other Indicators - NO DATA >

NJ School Needs Assessment

| Component | Indicator Descriptor Level | | Overall Strengths Summary | Areas of Focus Summary | |
|--|----------------------------|------|---------------------------|------------------------|--|
| School-Based Activities in Support of Instruction and Program | 1 | A | 3-Developed | | |
| | | B | 3-Developed | | |
| | | C | 2-Developing | | |
| | | D | 2-Developing | | |
| | | E | 2-Developing | | |
| | | F | 2-Developing | | |
| | 2 | A | 3-Developed | | |
| | | B | 3-Developed | | |
| | | C | 2-Developing | | |
| | | D | 2-Developing | | |
| | 3 | A | 2-Developing | | |
| | | B | 3-Developed | | |
| | | C | 3-Developed | | |
| Average | 2.46 | | | | |
| School-based Activities in Support of Fiscal | 1 | A | 3-Developed | | |
| | | B | 3-Developed | | |
| | | C | 3-Developed | | |
| | Average | 3.00 | | | |

| Component | Indicator Descriptor Level | | Overall Strengths Summary | Areas of Focus Summary |
|---|----------------------------|----------------|---------------------------|------------------------|
| School-based Activities in Support of Governance | 1 | A 3-Developed | | |
| | | B 2-Developing | | |
| | 2 | A 2-Developing | | |
| | | B 3-Developed | | |
| | 3 | A 2-Developing | | |
| | | B 2-Developing | | |
| | | C 2-Developing | | |
| D 2-Developing | | | | |
| Average | 2.25 | | | |
| School-based Activities in Support of Operations | 1 | A 3-Developed | | |
| | | B 3-Developed | | |
| | 2 | A 3-Developed | | |
| | | B 3-Developed | | |
| | | C 2-Developing | | |
| | 3 | A 3-Developed | | |
| | | B 3-Developed | | |
| | 4 | A 2-Developing | | |
| | | B 3-Developed | | |
| | Average | 2.78 | | |

| Component | Indicator Descriptor Level | | Overall Strengths Summary | Areas of Focus Summary |
|---|----------------------------|----------------|---------------------------|------------------------|
| School-based Activities in Support of Personnel | 1 | A 2-Developing | | |
| | | B 3-Developed | | |
| | 2 | A 2-Developing | | |
| | | B 2-Developing | | |
| | | C 3-Developed | | |
| | | D 2-Developing | | |
| | Average | 2.33 | | |

Root Cause Analysis

| Area of Focus for SMART Goals | Performance Challenge | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this) | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|-------------------------------|---|--|-----------------------|--|---|
| Instruction & Program ELA | Some students continue to be challenged in reading comprehension, analyzing text and text dependent questioning as measured by state assessments, benchmarks and reading and writing data cluster analysis. | 1) The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) 10% of the students are classified as homeless. 3) 73% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home. | All Populations | 1 | Provide Summer Remediation to address skill gaps. |
| | | | | 2 | Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and paper resources (Foundations/Wilson/Journey's) (3) ELA Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSL |
| | | | | 3 | Reduce the instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed. |

| Area of Focus for SMART Goals | Performance Challenge | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|-------------------------------|---|--|-----------------------|--|--|
| Instruction & Program Math | Some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be maintained during the summer months. | 1) The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) 10% of the students are classified as homeless. 3) 73% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home. | All Populations | 1 | Provide Summer Remediation to address skill gaps. |
| | | | | 2 | Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and paper resources (Go Math/My Math/IXL) (3) Mathematics Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. |
| | | | | 3 | Reduce the Instructional staff to student ratio (Class Size Reduction) through instructional paraprofessionals who will work with students as needed. |

| Area of Focus for SMART Goals | Performance Challenge | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this) | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|-------------------------------|---|--|-----------------------|--|---|
| Instruction & Program General | Student achievement across the curriculum is below grade level for some students due to skill gaps. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. This is evidenced by student data from SGOs, state assessments, pre and post benchmarks and teacher request for training. | 1) The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) 10% of the students are classified as homeless. 3) 73% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home. | All Populations | 1 | Provide Summer Remediation to address skill gaps. |
| | | | | 2 | Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and paper resources. |
| | | | | 3 | Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLs using the On-Course program. Reduce the Instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed. |

| Area of Focus for SMART Goals | Performance Challenge | Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this) | Targeted Subgroup (s) | Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?) | |
|--------------------------------|--|--|-----------------------|--|--|
| Operations - Climate & Culture | Student learning is closely related to positive school environment. There must be a support system in the school building and home school collaboration. There is a need to provide resources for parents. | 1) The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) 10% of the students are classified as homeless. 3) 73% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home. | All Populations | 1 | Parent involvement activities including workshops. |
| | | | | 2 | Use technology to communicate with parents (School Messenger), on-line programs and websites. |
| | | | | 3 | Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known. |

SMART Goal 1

By June 30, 2019, there will be a 3% increase in the number of students in grade 5 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.

Performance Some students continue to be challenged in reading comprehension, analyzing text and text dependent questioning as measured by state assessments, benchmarks and reading and writing data cluster analysis.

Target Population: All Populations

Interim Goals

SMART Goal 1

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|---|
| Nov 15 | By November 15, 2018, there will be a 1% increase in the number of students in grades 5 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment. | Fundations, Wilson Reading, Linkit Benchmarking |
| Feb 15 | By February 15, 2019, there will be a 2% increase in the number of students in grades 5 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment. | Fundations, Wilson Reading, Linkit Benchmarking |
| Apr 15: | By April 15, 2019, there will be a 2.5% increase in the number of students in grades 5 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment. | Fundations, Wilson Reading, Linkit Benchmarking |
| Jul 1 | By June 30, 2019, there will be a 3% increase in the number of students in grade 5 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment. | Fundations, Wilson Reading, Linkit Benchmarking, State assessments, benchmarks and reading and writing data cluster analysis. |

Action Steps

SMART Goal 1

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|--|
| 1 | 1 | Provide summer remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |
| 2 | 2 | Acquire Resources: (1) Contract with provider for 1-1 Technology initiative (Tablets) (2) Acquire resources (3) Provide training and professional development. | 7/3/18 | 6/28/19 | Director of Curriculum, Director of Technology and GCMS Administration |
| 3 | 2 | Acquire Resources/Materials to use in class including on-line and paper resources (Foundations/Wilson/Journey's) and instructional licenses (CDW) | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |
| 4 | 3 | Instructional paraprofessional: (1) Contract with provider for high qualified paraprofessional. (2) Review enrollment and student needs (3) Schedule staff and provide training. | 7/3/18 | 6/28/19 | GCMS Administration |
| 5 | 2 | Assessment: (1) Plan assessments (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness. | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |
| 6 | 2 | ELA Professional Development: (1) Plan professional development (2) Contract with providers and/or assign in-house presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |

Budget Items

SMART Goal 1

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|---|-------------------|-------------------------------------|
| 1 | Staff Stipends including Summer Enrichment/Remediation | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$4,000 | Federal Title I (School Allocation) |
| 4 | Contract for Highly Qualified Paraprofessionals | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$30,000 | Federal Title I (School Allocation) |
| 2 | Contract with provider for 1-1 Technology initiative: tablets | INSTRUCTION - Other Purchased Services / 100-500 | \$20,000 | Federal Title I (School Allocation) |
| 3 | Acquire resources: instructional licenses (CDW) | INSTRUCTION - Other Purchased Services / 100-500 | \$3,000 | Federal Title I (School Allocation) |
| 3 | Acquire resources and materials to use in class including on-line and paper resources (Foundations/Wilson/Journeys) | INSTRUCTION - Supplies & Materials / 100-600 | \$35,000 | Federal Title I (School Allocation) |
| 3 | Acquire instructional supplies and materials | INSTRUCTION - Supplies & Materials / 100-600 | \$3,000 | Federal Title I (School Allocation) |
| 6 | ELA Professional Development Stipends | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | \$100 | Federal Title I (School Allocation) |
| 6 | Benefits for ELA Professional Development (Salaries x .0765) | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$8 | Federal Title I (School Allocation) |
| 1 | Benefits for Summer Remediation/Enrichment Staff and other staff stipends (Stipend x .0765) | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$306 | Federal Title I (School Allocation) |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|--|-------------------|-------------------------------------|
| 6 | ELA Professional Development: Contracted Services: Engaged Instruction, On-Course | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$5,111 | Federal Title I (School Allocation) |
| 6 | ELA Professional Development: Purchased Services: Workshops, Class Link | SUPPORT SERVICES - Other Purchased Services / 200-500 | \$1,612 | Federal Title I (School Allocation) |

SMART Goal 2

By June 30, 2019, there will be a 3% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks.

Performance

Some students exhibit a lack of proficiency in problem solving, number sense and have other gaps in necessary mathematical skills. This has been measured by state assessments, pre and post benchmarks, mid-term and final grades. Mathematical skills need to be maintained during the summer months.

Target Population: All Populations

Interim Goals

SMART Goal 2

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|--|
| Nov 15 | By June 30, 2018, there will be a 1% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks. | LinkIt Benchmarking |
| Feb 15 | By February 15, 2019, there will be a 2% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks. | LinkIt Benchmarking |
| Apr 15: | By April 15, 2019, there will be a 2.5% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks. | LinkIt Benchmarking |
| Jul 1 | By June 30, 2019, there will be a 3% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks. | LinkIt Benchmarking and State Assessment |

Action Steps

SMART Goal 2

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|---|
| 1 | 1 | Provide summer remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |
| 2 | 2 | Acquire Resources: (1) Contract with provider for 1-1 Laptop initiative (2) Acquire resources (3) Provide training and professional development | 7/3/18 | 6/28/19 | Director of Curriculum & Technology and GCMS Administration |
| 3 | 2 | Acquire resources/materials to use in class including on-line and paper resources (My Math. Go Math) and instructional licenses (IXL and CDW) | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |
| 4 | 3 | Instructional paraprofessional: (1) Contract with provider for high qualified paraprofessional. (2) Review enrollment and student needs (3) Schedule staff and provide training. | 7/3/18 | 6/28/19 | GCMS Administration |
| 5 | 2 | Assessment: (1) Plan assessment (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |
| 6 | 2 | Math Professional Development: 1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |

Budget Items

SMART Goal 2

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|---|-------------------|-------------------------------------|
| 1 | Staff Stipends including Summer Enrichment/Remediation | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$4,000 | Federal Title I (School Allocation) |
| 4 | Contract for Highly Qualified Paraprofessionals | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$30,000 | Federal Title I (School Allocation) |
| 2 | Contract with provider for 1-1 Technology initiative: tablets | INSTRUCTION - Other Purchased Services / 100-500 | \$20,000 | Federal Title I (School Allocation) |
| 3 | Acquire resources: instructional licenses (IXL and CDW) | INSTRUCTION - Other Purchased Services / 100-500 | \$3,000 | Federal Title I (School Allocation) |
| 3 | Acquire resources and materials to use in class including on-line and paper resources (Go Math and My Math) | INSTRUCTION - Supplies & Materials / 100-600 | \$10,000 | Federal Title I (School Allocation) |
| 3 | Acquire resources: supplies and materials | INSTRUCTION - Supplies & Materials / 100-600 | \$3,000 | Federal Title I (School Allocation) |
| 6 | Math Professional Development Stipends | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | \$100 | Federal Title I (School Allocation) |
| 6 | Benefits for Math Professional Development Stipends (Salaries x .0765) | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$8 | Federal Title I (School Allocation) |
| 1 | Benefits for Staff Stipends including Summer Enrichment/Remediation (Salaries x .0765) | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$306 | Federal Title I (School Allocation) |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|--|--|-------------------|-------------------------------------|
| 6 | Math Professional Development- Contracted Services: Engaged Instruction, On-Course | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$5,111 | Federal Title I (School Allocation) |
| 6 | Math Professional Development: Purchased Services - Workshops, Class Link | SUPPORT SERVICES - Other Purchased Services / 200-500 | \$1,611 | Federal Title I (School Allocation) |

SMART Goal 3

By June 30, 2019, at least 50% of the students in grades 7 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks.

Performance

Student achievement across the curriculum is below grade level for some students due to skill gaps. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. This is evidenced by student data from SGOs, state assessments, pre and post benchmarks and teacher request for training.

Target Population: All Populations

Interim Goals

SMART Goal 3

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|--|
| Nov 15 | By November 15, 2018, at least 20% of the students in grades 7 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks. | In-house assessments and LinkIt benchmarks |
| Feb 15 | By February 15, 2019, at least 30% of the students in grades 7 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks. | In-house assessments and LinkIt benchmarks |

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|--|---|
| Apr 15: | By April 15 2019, at least 40% of students in grades 7 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks. | In-house assessments and LinkIt benchmarks |
| Jul 1 | By June 30, 2019, at least 50% of the students in grades 7 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks. | In-house assessments, LinkIt benchmarks and state assessment. |

Action Steps

SMART Goal 3

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|---|------------|----------|--|
| 1 | 1 | Provide Summer Remediation to address skill gaps: (1) Analyze data to identify targeted students. (2) Plan program and select resources (3) Hire Staff (4) Notify parents (5) Acquire program materials/resources | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |
| 2 | 2 | Acquire Resources: (1) Contract with provider for 1-1 Technology initiative - tablets (2) Acquire resources (3) Provide training and professional development. | 7/3/18 | 6/28/19 | Director of Curriculum, Director of Technology and GCMS Administration |
| 3 | 3 | Reduce the Instructional staff to student ratio (Class Size Reduction) by providing instructional paraprofessionals to work with students as needed. | 7/3/18 | 6/28/19 | GCMS Administration |
| 4 | 3 | Acquire Resources/Materials to use in class including on-line (instructional licenses) and paper resources | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |

| Step Numbe | Strategy | Action Steps | Start Date | End Date | Assigned To |
|------------|----------|--|------------|----------|--|
| 5 | 3 | Professional Development: (1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |

Budget Items

SMART Goal 3

| Correspondin g Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|----------------------------|---|---|-------------------|-------------------------------------|
| 5 | Professional Development Stipends | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$100 | Federal Title I (School Allocation) |
| 1 | Staff Stipends including Summer Enrichment/Remediation | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$1,700 | Federal Title I (School Allocation) |
| 3 | Contract for Highly Qualified Paraprofessionals | INSTRUCTION - Purchased Professional & Technical Services / 100-300 | \$5,000 | Federal Title I (School Allocation) |
| 2 | Contract with provider for 1-1 Technology initiative: tablets | INSTRUCTION - Other Purchased Services / 100-500 | \$5,000 | Federal Title I (School Allocation) |
| 4 | Acquire resources: instructional licenses (CDW) | INSTRUCTION - Other Purchased Services / 100-500 | \$2,000 | Federal Title I (School Allocation) |
| 4 | Acquire resources and materials to use in class including on-line and paper resources | INSTRUCTION - Supplies & Materials / 100-600 | \$4,500 | Federal Title I (School Allocation) |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|--|-------------------|-------------------------------------|
| 4 | Acquire instructional supplies and materials | INSTRUCTION - Supplies & Materials / 100-600 | \$1,000 | Federal Title I (School Allocation) |
| 5 | Benefits for Professional Development Stipends (.0765 X Stipends) | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$8 | Federal Title I (School Allocation) |
| 1 | Benefits for Staff Stipends including Summer Enrichment/Remediation Salaries (.0765 X Stipends) | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$130 | Federal Title I (School Allocation) |
| 5 | Professional Development - Contract with providers: Engaged Instruction, On-Course and Miscellaneous PD | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$6,778 | Federal Title I (School Allocation) |
| 5 | Professional Development: Purchased Services Conferences, Workshops, Class Link | SUPPORT SERVICES - Other Purchased Services / 200-500 | \$1,611 | Federal Title I (School Allocation) |

SMART Goal 4

By June 30, 2019, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.

Performance Student learning is closely related to positive school environment. There must be a support system in the school building and home school collaboration. There is a need to provide resources for parents.

Target Population: All Populations

Interim Goals

SMART Goal 4

| End of Cycle | Interim Goal | Source(s) of Evidence |
|--------------|---|---------------------------------------|
| Nov 15 | By November 15, 2018, there will be an increase of 2% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. | Sign in sheets and attendance records |
| Feb 15 | By February 15, 2019, there will be an increase of 3% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. | Sign in sheets and attendance records |
| Apr 15: | By April 15, 2019, there will be an increase of 4% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. | Sign in sheets and attendance records |
| Jul 1 | By June 30, 2019, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records. | Sign in sheets and attendance records |

Action Steps

SMART Goal 4

| Step Number | Strategy | Action Steps | Start Date | End Date | Assigned To |
|-------------|----------|--|------------|----------|--|
| 1 | 2 | (1) Contract with School Messenger (2) Use School messenger to communicate with parents (2) Use of the Parent Portal (Power School -local funded) (3) Use of Social Media to communicate: Website, Twitter, Facebook, etc. | 7/3/18 | 6/28/19 | GCMS Administration |
| 2 | 2 | (1) Plan parent meetings (2) Hire in-house staff or contract with outside speakers (3) Acquire resources, materials, supplies (4) Notify parents | 7/3/18 | 6/28/19 | GCMS Administration |
| 3 | 2 | Hold conferences and meetings with parents | 7/3/18 | 6/28/19 | GCMS Administration |
| 4 | 3 | (1) Assess the needs of special student populations including homeless students, English Language Learners, students with disabilities and economically disadvantaged students (2) Acquire need supports (3) Provide extra supports as needed. | 7/3/18 | 6/28/19 | Director of Curriculum and GCMS Administration |

Budget Items

SMART Goal 4

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|--|--|-------------------|-------------------------------------|
| 4 | Supplies and materials for special student populations | INSTRUCTION - Personnel Services - Salaries / 100-100 | \$300 | Federal Title I (School Allocation) |
| 2 | Supplies/materials for parent involvement activities | INSTRUCTION - Supplies & Materials / 100-600 | \$2,075 | Federal Title I (School Allocation) |
| 2 | Staff Stipends for parent programs | SUPPORT SERVICES - Personnel Services - Salaries / 200-100 | \$400 | Federal Title I (School Allocation) |

| Corresponding Action Step | Resource / Description | Funding Category / Object Code | Funding Requested | Funding Source |
|---------------------------|---|--|-------------------|-------------------------------------|
| 2 | Benefits for staff stipends | SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200 | \$31 | Federal Title I (School Allocation) |
| 2 | Purchase professional services for parents programs | SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300 | \$400 | Federal Title I (School Allocation) |

Budget Summary

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority/Focus Intervention) | Federal Title I (School Allocation) | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | TOTAL |
|------------------|---|------------------------|-------------------------------|---|-------------------------------------|---|---|-------|
| INSTRUCTION | Personnel Services - Salaries | 100-100 | 0 | 0 | 4000 | 0 | 0 | 4000 |
| INSTRUCTION | Purchased Professional & Technical Services | 100-300 | 0 | 0 | 30000 | 0 | 0 | 30000 |
| INSTRUCTION | Other Purchased Services | 100-500 | 0 | 0 | 23000 | 0 | 0 | 23000 |
| INSTRUCTION | Supplies & Materials | 100-600 | 0 | 0 | 38000 | 0 | 0 | 38000 |
| INSTRUCTION | Other Objects | 100-800 | 0 | 0 | 0 | 0 | 0 | 0 |
| INSTRUCTION | Sub-total | | 0 | 0 | 95000 | 0 | 0 | 95000 |
| SUPPORT SERVICES | Personnel Services - Salaries | 200-100 | 0 | 0 | 100 | 0 | 0 | 100 |
| SUPPORT SERVICES | Personnel Services - Employee Benefits | 200-200 | 0 | 0 | 314 | 0 | 0 | 314 |
| SUPPORT SERVICES | Purchased Professional & Technical Services | 200-300 | 0 | 0 | 5111 | 0 | 0 | 5111 |
| SUPPORT SERVICES | Purchased Property Services | 200-400 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUPPORT SERVICES | Other Purchased Services | 200-500 | 0 | 0 | 1612 | 0 | 0 | 1612 |
| SUPPORT SERVICES | Travel | 200-580 | 0 | 0 | 0 | 0 | 0 | 0 |

| Budget Category | Sub Category | Function & Object Code | State/Local Budget for School | Federal Title I (Priority/Focus Intervention) | Federal Title I (School Allocation) | Other Federal Funds Allocated to School | SIA (If Applicable) Allocated to School | TOTAL |
|------------------|----------------------------|------------------------|-------------------------------|---|-------------------------------------|---|---|--------|
| SUPPORT SERVICES | Supplies & Materials | 200-600 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUPPORT SERVICES | Other Objects | 200-800 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUPPORT SERVICES | Indirect Costs | 200-860 | 0 | 0 | 0 | 0 | 0 | 0 |
| SUPPORT SERVICES | Sub-total | | 0 | 0 | 7137 | 0 | 0 | 7137 |
| FACILITIES | Buildings | 400-720 | 0 | 0 | 0 | 0 | 0 | 0 |
| FACILITIES | Instructional Equipment | 400-731 | 0 | 0 | 0 | 0 | 0 | 0 |
| FACILITIES | Noninstructional Equipment | 400-732 | 0 | 0 | 0 | 0 | 0 | 0 |
| FACILITIES | Sub-total | | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Cost | | | 0 | 0 | 102137 | 0 | 0 | 102137 |

Overview of Total Title 1 Expenditures

| | Federal Title 1 (Priority/Focus Interventions Reserve) | Federal Title 1 (School allocation) Total | TOTAL |
|------------------------------|--|---|--------|
| Included in SMART Goal Pages | 0 | 102137 | 102137 |
| Other Title 1 Expenditures | 0 | 0 | 0 |
| Total | 0 | 102137 | 102137 |

Confirmation Page

| | | |
|---|---|--------------------------------|
| x | The results of the Comprehensive Data Analysis and Needs Assessment are included in the designated tabs. For Level II and III schools, the Comprehensive Data Analysis and Needs Assessment process should be completed in collaboration and with the concurrence of your Comprehensive Support and Improvement (CSI) Team. | |
| x | The Annual School Plan includes no more than four (4), SMART goals. For Level III schools, a SMART goal must be developed for ELA, Math and two options of highest school need. | |
| x | | Instruction & Program ELA |
| x | | Instruction & Program Math |
| x | | Instruction & Program General |
| | | Operations - Climate & Culture |
| | For Level II and III schools, the Annual School Plan includes interventions that address the performance of the targeted lowest- | |
| x | The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages. | |
| x | This plan has been reviewed by the District Superintendent and all purchases and uses of funds (all Title I, other federal, SIA and state/local) have been reviewed and approved by the District Business Administrator, Title I Coordinator or other designated | |

Completed By: William O'Kane

Date: 2018-06-21

Certification Page

< NO DATA >