

Gloucester City Jr. Sr. High School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

Level of Support: Level I

Targeted Subgroup

CDS: 071770050

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 Department	Amy Francis	Yes	Yes	Yes		
Technology Department	Janet Kaufmann	Yes	No	No		
Building Principal	Sean Gorman	Yes	Yes	Yes		
Assistant Principal	Sarah Finley	Yes	Yes	No		
Support Staff	Kasey Bobo	No	Yes	No		
Instructional Staff	Barbara Gorman	Yes	No	Yes		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Instructional Staff	Pat Hagan	No	Yes	No		
Parent	Lisa Parent	Yes	No	No		
Community	Joseph Gorman	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
11/30/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/14/2017	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
01/17/2018	Root Cause Analysis	Yes	Yes
05/29/2018	Smart Goal Development	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)
Albert Program	Cross Curricular	Yes	The NJ School Performance Report (page 2) ELA Assessment Participation and Performance indicates that the annual target has been met.	Interactive Learning for Test Prep, STEM, Humanities and Finance. Students using Albert scored 14% higher than the Advanced Placement national average. www.Albert.io
Professional Development	Cross Curricular	Yes	At Gloucester City High School, a comparison of Cycle 1 versa Cycle 3 LinkIt scores shows an increase of about 10 points in each grade (9 through 12) for both ELA and Math	Improving Adolescent Literacy: Effective Classroom and Intervention Practices http://Linkit! Benchmarks learning.com/uploads/page-body/MKRES12_Linkit! Benchmarks _ResearchBrochure_FINAL.pdf Lex http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.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)
AVID	Cross Curricular	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 30.7 % to 45.4% Grade 10 ELA 32% to 40. 8% Grade 11 ELA 32.7% to 41% Grade 12 ELA 30.4 % to 44% Grade 9 Math 28% to 49.8% Grade 11 Math 20.9% to 38.5% Geometry 24.4% to 38.6%	AVID Works. How Do We Know This? For over 35 years, AVID (Advancement Via Individual Determination) has provided educators nationwide a proven solution for systematically increasing academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students and delivering results schoolwide. http://www.readinghorizons.com/documents/research/dip-research-packet2014.pdf http://www.avid.org/
Tutoring	Cross Curricular	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 30.7 % to 45.4% Grade 10 ELA 32% to 40. 8% Grade 11 ELA 32.7% to 41% Grade 12 ELA 30.4 % to 44% Grade 9 Math 28% to 49.8% Grade 11 Math 20.9% to 38.5% Geometry 24.4% to 38.6%	pg_092810.pdf#page=16 Improving Reading Comprehension, A Practice Guide http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.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)
Pearson Math	Math	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 Math 28% to 49.8% Grade 11 Math 20.9% to 38.5% Geometry 24.4% to 38.6%	http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=2 Assisting Students Struggling with Mathematics, A Practice Guide http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/go-math/research-based-framework-6-8.pdf
IXL	Math	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 Math 28% to 49.8% Grade 11 Math 20.9% to 38.5% Geometry 24.4% to 38.6%	http://eu.ixl.com/membership/school/researchfoundations
Homework Help	ELA and Math	No	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 30.7 % to 45.4% Grade 10 ELA 32% to 40.8% Grade 11 ELA 32.7% to 41% Grade 12 ELA 30.4 % to 44% Grade 9 Math 28% to 49.8% Grade 11 Math 20.9% to 38.5% Geometry 24.4% to 38.6%	Structuring Out of School Time to Improve Academic Achievement, A Practice Guide http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10

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)
Extended Year Summer School	ELA and Math	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 30.7 % to 45.4% Grade 10 ELA 32% to 40.8% Grade 11 ELA 32.7% to 41% Grade 12 ELA 30.4 % to 44% Grade 9 Math 28% to 49.8% Grade 11 Math 20.9% to 38.5% Geometry 24.4% to 38.6%	Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10

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>Students scored better in ELA, than Mathematics.</p> <p>Students are in need of additional supports.</p> <p>Supports that help students increase their scores include:</p> <ol style="list-style-type: none"> 1) Extended school year (summer enrichment/remedial program). 2) Reduction of the instructional staff to student ratio. 3) College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID 4) Enhanced technology equipment/supplies, STEM programs, Instructional licenses. 5) "Project Lead the Way <p>Provide instructional licenses: CDW, Adobe and other resources needed to prepare</p>		
		Schoolwide	46.9 %	27.8%	25.2%	11.3%	23.1 %				
		White	47.5 %	27.7%	26.1%	12.8%	26.1 %				
		Hispanic	40.6 %	23.5%	21.7%	*	*				
		Black or African American	32.4 %	14.3%	*	*	17.6 %				
		Asian, Native Hawaiian, or Pacific Islander	80%	60%	*	*	*				
		American Indian or Alaska Native	*	*							
		Two or More Races	*	*		*					
		Female	59.2 %	34%	30%	*	25.9 %				
		Male	37.8 %	23%	21.3%	*	21.1 %				
		Economically Disadvantaged Students	40%	26%	22.6%	*	22%				
		Non-Economically Disadvantaged Students	60.9 %	31.3%	29.4%	*	25.6 %				
		Students with Disabilities	*	*	*	*	*				
		Students without Disabilities	*	*	*	*	*				
		English Learners	*	*	*						
		Non-English Learners	*	*	*	11.3%	23.1 %				
		Homeless Students	21%	14%	*	*	*				
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
				<p>students for college and careers.</p> <p>Provide training for staff on academic rigor (AP courses) and supporting students towards college and career readiness.</p>

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		
		Schoolwide	39	36		
		White	37.5	33		
		Hispanic	59	49.5		
		Black or African American	*	26		
		Asian, Native Hawaiian, or Pacific	*	*		
		American Indian or Alaska Native				
		Two or More Races		*		
		Female				
		Male				
		Economically Disadvantaged	36	36		
		Non-Economically Disadvantaged				
		Students with Disabilities	17.5	31.5		
		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 9 Cycle 1 = 30.7 % // Grade 9 Cycle 3 = 45.4 Geometry Cycle 1 = 24.4% // Grade 10 Cycle = 38.6 Grade 11 Cycle 1 = 20.9 // Grade 11 Cycle 3 = 38.5%	LinkIt! results Grade 9 Cycle 1 benchmarks = 30.7%. Cycle 3 benchmarks = 45.4% This is a 14.7% point gain. Geometry Cycle 1 benchmarks = 24.4%. Cycle 3 benchmarks = 38.6% This is a 14.2% point gain. Grade 11 Cycle 1 benchmarks = 20.9%. Cycle 3 benchmarks = 38.5% This is a n 17.6% point gain.
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		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
		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 9 Cycle 1 = 28 % // Grade 9 Cycle 3 = 49.8%	LinkIt! results Grade 9 Cycle 1 benchmarks = 21.8%. Cycle 3 benchmarks = 49.8% This is a 21.8% point gain. Grade 10 Cycle 1 benchmarks = 32%. Cycle 3 benchmarks = 40.8% This is a 9% point gain. Grade 11 Cycle 1 benchmarks = 32.7%. Cycle 3 benchmarks = 41% This is a n 8% point gain. Grade 12 Cycle 1 benchmarks = 30.4%. Cycle 3 benchmarks = 44% This is a 14% point gain.
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%	Grade 11 Cycle 1 = 32.7 // Grade 11 Cycle 3 = 45.4%	
		3	0%	0%	0%	0%	Grade12 Cycle 1 = 30.4% // Grade 12 Cycle 3 = 44	
		4	0%	0%	0%	0%		
		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 One ninth grade Gloucester City High School student took the ACCESS test in the Spring of 2017. The student scored at Level 3 - Developing.</p> <p>The WIDA proficiency levels are: 1-Entering, 2-Emerging, 3-Developing., 4-Expanding, 5-Bridging and 6-Reaching.</p>	<p>In recent years, the small percentage of English Language Learners attending GCHS moved through the WIDA proficiency levels and exited the program in a reasonable amount of time.</p> <p>The 2016-2017 NJ School Performance Summary Report indicates that the percentage of English Language Learners at the school in 2014-15, 2015-16 and 2016-17 was consistently at 1% or less. The report indicates the following percentage home languages: English 95.2%, Spanish 2.3% and Other 2.5%</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	The current enrollment in May 2018 is 522. The current enrollment of Economically Disadvantaged students is 294 (May 2018).	Enrollment numbers taken from the Attendance - Statistical Matrix Report (run on May 16, 2018). 56% of Gloucester City High School's students belong to the subgroup of economically disadvantaged students. Economically disadvantaged students can have less access to resources needed for academic success. This includes technology, as well as resources needed for college and career readiness.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
				The current enrollment of Students with Disabilities was 196 (May 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%	The attendance rate for the total population was 92.57%. Current Enrollment: 522 Average Daily Attendance: 474.1899 Average Daily Membership: 512.2532 Percent Attendance: 92.57% The attendance rate for economically disadvantaged students was 90.39%. Current Enrollment: 294 Average Daily Attendance: 272.0316 Average Daily Membership: 300.9367 Percent Attendance: 90.39% The attendance rate for students with disabilities was 92.81%. Current Enrollment: 196 Average Daily Attendance: 185.2468 Average Daily Membership: 199.6076 Percent Attendance: 92.81%	September 1, 2017 to May 2018 From the Attendance Statistical Matrix Report (run on May 16, 2018).
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

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%	The overall chronic absenteeism rate was 6.7% on June 5, 2018.	The overall chronic absenteeism rate was based on 35 students out of an enrollment of 522 on June 5, 2018.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
			The chronic absenteeism rate for students who are economically disadvantaged was on 4.5% on June 5, 2018. The chronic absenteeism rate for students with disabilities was 3% on June 5, 2018.	The chronic absenteeism rate for students who were economically disadvantaged was based on 24 students out of an enrollment of 522 on June 5, 2018. The percent of chronically absent students who were also economically disadvantaged was 68.6%. Therefore, the majority of student who were chronically absent were also economically disadvantaged. This is based 24 economically disadvantaged students in the count of of 35 equally 68%. The percentage of chronically absent	

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
					<p>students who were also students with disabilities was 3%. This is based on 14 students out of an enrollment of 522 on June 5, 2018.</p> <p>The percent of chronically absent students who were also students with disabilities was 40%. This is based on 14 students out of 35.</p>
Attendance Rate (Staff)	<p>The average daily attendance for staff</p> <ul style="list-style-type: none"> *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism 	<p>Staff Attendance YTD</p>	<p>0.00%</p>	<p>The Staff Attendance rate was 98.8% from Sept. 1, 2017 to May 2018.</p> <p>Staff Attendance Data: GHS Total Possible Days = 23064 Total Days Out = 562 Total % Out = 1.19%</p>	

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%	The YTD average of In-School Suspensions rate for the total population was 18%		
		Student Suspension YTD Average - In School for Subgroup 1	0.00%			The YTD average of In-School Suspensions for Economically Disadvantaged students was 12%
		Student Suspension YTD Average - In School for Subgroup 2	0.00%			The YTD average of In-School Suspensions for Students With Disabilities was 8%.
		Student Suspension YTD Average - Out of School	0.00%			
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%			
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%			

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
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	9,470%	89.9		
		White	9,300%	90.3		
		Hispanic	10,000%	80		
		Black or African American	10,000%	100		
		Asian, Native Hawaiian, or Pacific Islander	-200%	-2		
		American Indian or Alaska Native	-200%	-2		
		Two or More Races	-200%	-2		
		Economically Disadvantaged Students	9,590%	90.5		
		Students with Disabilities	8,250%	77.8		
		English Learners	-200%	-2		
		Homeless Students	-200%	-2		
		Students in Foster Care				

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	Test	% of Students in		
		Participating in PSAT	100		
		Participating in SAT	67.2		
		Participating in ACT	*		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.		NA	<p>In September 2018, the new Gloucester City Middle School (Grades 4-8) was opened and the Mary Ethel Costello School was closed. At that time, the 7th and 8th grade classes were transferred from Gloucester City Jr. Sr. High, to the new middle school. Therefore data on eighth Algebra has been reported within the Gloucester City Middle School's Annual School Plan. (Please note that the NJDOE still has "Mary Ethel Costello School" for the name of the new school that replaced it). Gloucester City High School now</p>

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
				contains grades 9-12 instead of 7-12.

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
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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>There are no teachers at Gloucester City High School who are currently on CAP.</p> <p>The McREL teacher evaluation system is used in the Gloucester City School District.</p> <p>The percentages of teacher ranking at Gloucester City High School as of May 1, 2018 :</p> <ul style="list-style-type: none"> Developing 1% Proficient 6% Accomplished 58% Distinguished 34% 	<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. <p>95% of the instructional staff attended all district workshops. Training that took place throughout the</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>year included global compliance on-line tutorials and training in the development of valid and reliable assessments. Professional Development focused on instructional strategies that assist teachers in meeting the NJ Student Learning Standards and closing the achievement gap on state assessments. McREL teacher evaluation training was attended by 100% of the teachers. All teachers completed pre and post self-assessments of their teaching.</p> <p>A continued program of professional development will assist in raising student scores. Provide access to "On-Course." Provide professional development on using the "On-Course" program for aligning curriculum and lesson plans to the NJSLS.</p>

< Other Indicators - NO DATA >

NJ School Needs Assessment

< NO DATA >

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.	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) 56% of Gloucester Clty 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 (Tablets) (2) Materials to use in class including on-line and paper resources
				3	Provide ELA Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS. When possible, reduce the instructional staff-student ratio.

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.	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) 56% of Gloucester City 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 reduce skill gaps.
				2	Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Tablets) (2) Materials to use in class including on-line and paper resources
				3	Provide Math Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. When possible, reduce the instructional staff-student ratio.

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?)	
Graduation Rate	The is a need for training, access to technology and guidance in preparing students for twenty-first century skills. Students are in need of resources to help guide their success toward college and careers. This includes supports for success on the PSATs, SATs and advanced placement courses. There is a need for professional development in differentiated instruction, increased student engagement, formative assessments and college and career services (AVID) as evidenced by student data from SGO and state assessments.	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) 56% of Gloucester City 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	Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and Project Lead the Way/STEM.
				2	Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), PSAT and SAT courses.
				3	Acquire resources such as instructional licenses for CDW, Adobe and other resources needed to prepare students for college and careers. Acquire technology for a 1-1 tablet initiative. Provide staff with Professional Development for cross-curricular programs, advanced placement programs and aligning curriculum and lesson plans to the NJSL during the On-Course program. .

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 a positive school environment. There must be a support system in the school building and there must be home school collaboration. There is a need to provide resources for parents.	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) 56% of Gloucester City 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 10 who demonstrate higher order thinking by analyzing and organizing information to communicate understanding of texts and author's views as measured by benchmarks and state assessments. .

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 grade 10 who demonstrate higher order thinking by analyzing and organizing information to communicate understanding of texts and author's views as measured by benchmarks.	State assessments, benchmarks and reading and writing data cluster analysis.
Feb 15	By February 15, 2019, there will be a 2% increase in the number of students in grade 10 who demonstrate higher order thinking by analyzing and organizing information to communicate understanding of texts and author's views as measured by state benchmarks.	State assessments, benchmarks and reading and writing data cluster analysis.
Apr 15:	By April 15, 2019, there will be a 2.5% increase in the number of students in grade 10 who demonstrate higher order thinking by analyzing and organizing information to communicate understanding of texts and author's views as measured by benchmarks.	State assessments, benchmarks and reading and writing data cluster analysis.
Jul 1	By June 30, 2019, there will be a 3% increase in the number of students in grade 10 who demonstrate higher order thinking by analyzing and organizing information to communicate understanding of texts and author's views as measured by benchmarks and state assessments. .	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 GCHS 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 and GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-line and paper resources (CDW)	7/3/18	6/28/19	Director of Curriculum and GCHS Administration
4	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 GCHS Administration
5	3	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	6/4/19	Director of Curriculum and GCHS Administration

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including summer remediation / Enrichment	INSTRUCTION - Personnel Services - Salaries / 100-100	\$15,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Contract with provider for 1-1 technology initiative: tablets	INSTRUCTION - Other Purchased Services / 100-500	\$15,000	Federal Title I (School Allocation)
3	Acquire resources: instructional licenses (CDW)	INSTRUCTION - Other Purchased Services / 100-500	\$3,500	Federal Title I (School Allocation)
3	Acquire instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
1	Benefits for staff stipends on 100 Line x .0765	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,147	Federal Title I (School Allocation)
5	ELA Professional Development - Contracted Services: Engaged Instruction	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,000	Federal Title I (School Allocation)
5	ELA Professional Development: Conference, 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 students in Algebra I who demonstrate the ability to solve and communicate their understanding of algebraic reasoning as measured by state assessments, SAT 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 November 15, 2018 , there will be a 1% increase in the number of students in Algebra I who demonstrate the ability to solve and communicate their understanding of algebraic reasoning as measured by state assessments, SAT assessments and LinkIt benchmarks.	LinkIt benchmarks
Feb 15	By February 15, 2019 , there will be a 2% increase in the number of students in Algebra I who demonstrate the ability to solve and communicate their understanding of algebraic reasoning as measured by state assessments, SAT assessments and LinkIt benchmarks.	LinkIt benchmarks
Apr 15:	By April 15, 2019 , there will be a 2.5% increase in the number of students in Algebra I who demonstrate the ability to solve and communicate their understanding of algebraic reasoning as measured by state assessments, SAT assessments and LinkIt benchmarks.	LinkIt benchmarks
Jul 1	By June 30, 2019, there will be a 3% increase in the number of students in Algebra I who demonstrate the ability to solve and communicate their understanding of algebraic reasoning as measured by state assessments, SAT assessments and LinkIt benchmarks.	State assessments, SAT assessments and LinkIt benchmarks

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 GCHS 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 GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-line and paper resources including IXL and CDW.	7/3/18	6/28/19	Director of Curriculum and GCHS Administration
4	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 GCHS Administration
5	3	Math 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	9/3/18	6/28/19	Director of Curriculum and GCHS Administration

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including summer remediation / Enrichment	INSTRUCTION - Personnel Services - Salaries / 100-100	\$15,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 technology initiative: tablets	INSTRUCTION - Other Purchased Services / 100-500	\$15,000	Federal Title I (School Allocation)
3	Acquire resources: instructional licenses (CDW and IXL)	INSTRUCTION - Other Purchased Services / 100-500	\$3,500	Federal Title I (School Allocation)
3	Acquire instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
1	Benefits for staff stipends on 100 Line x .0765	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,147	Federal Title I (School Allocation)
5	Math Professional Development - Contracted Services: Engaged Instruction	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,000	Federal Title I (School Allocation)
5	ELA Professional Development: Conference, Workshops, Class Link	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,611	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2019 the number of of Gloucester City High School students taking the SAT will be 3% higher then the previous year as reported on the NJ School Performance Report.

Performance

The is a need for training, access to technology and guidance in preparing students for twenty-first century skills. Students are in need of resources to help guide their success toward college and careers. This includes supports for success on the PSATs, SATs and advanced placement courses. There is a need for professional development in differentiated instruction, increased student engagement, formative assessments and college and career services (AVID) as evidenced by student data from SGO and state assessments.

Target Population: All populations

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2018, the number of of Gloucester City High School students taking the SAT will be 1% higher then the previous year as reported on the NJ School Performance Report.	NJ School Performance Report and Guidance Office Records
Feb 15	By February 15, 2019 the number of of Gloucester City High School students taking the SAT will be 2% higher then the previous year as reported on the NJ School Performance Report.	NJ School Performance Report and Guidance Office Records
Apr 15:	By April 15, 2019 the number of of Gloucester City High School students taking the SAT will be 2.5% higher then the previous year as reported on the NJ School Performance Report.	NJ School Performance Report and Guidance Office Records

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2019 the number of of Gloucester City High School students taking the SAT will be 3% higher then the previous year as reported on the NJ School Performance Report.	NJ School Performance Report and Guidance Office Records

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	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 GCHS Administration
2	3	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 and GCHS Administration
3	2	Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), PSAT and SAT courses.	7/3/18	6/28/19	Director of Curriculum and GCHS Administration
4	3	Acquire resources such as instructional licenses for CDW, Adobe and other resources needed to prepare students for college and careers.	7/3/18	6/28/19	Director of Curriculum and GCHS Administration
5	3	Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and Project Lead the Way/STEM.	7/3/18	6/28/19	Director of Curriculum and GCHS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Provide staff with Professional Development for cross-curricular programs, advanced placement programs and aligning curriculum and lesson plans to the NJLS during the On-Course program. .	7/3/18	6/28/19	Director of Curriculum and GCHS Administration

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff stipends including Summer Remediation/Enrichment	INSTRUCTION - Personnel Services - Salaries / 100-100	\$15,000	Federal Title I (School Allocation)
3	Instr Purch Prof Tech Serv: PSAT and SAT Prep	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$6,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: tablets	INSTRUCTION - Other Purchased Services / 100-500	\$10,000	Federal Title I (School Allocation)
3	Acquire instructional licenses	INSTRUCTION - Other Purchased Services / 100-500	\$5,000	Federal Title I (School Allocation)
5	Instr Supplies and Materials: PTLW/STEM	INSTRUCTION - Supplies & Materials / 100-600	\$40,000	Federal Title I (School Allocation)
4	Acquire supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Summer Training/Project Lead The Way (PLTW)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,700	Federal Title I (School Allocation)
5	Benefits for staff stipends at Summer Training (PLTW) (Salaries x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$207	Federal Title I (School Allocation)
1	Benefits for staff stipends including summer remediation/enrichment(Salaries x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,148	Federal Title I (School Allocation)
6	Professional Development: Contracted Services: Engaged Instruction, On-Course. Miscellaneous	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,000	Federal Title I (School Allocation)
5	Professional Development for AVID (\$22,000) and STEM Professional (\$5000)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$27,000	Federal Title I (School Allocation)
6	Professional Development: Purchased Services: 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 3% in parental involvement and participation in academic events related to their students as measured by sign in sheets and attendance records.

Performance

Student learning is closely related to a positive school environment. There must be a support system in the school building and there must be 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 1% in parental involvement and participation in academic events related 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 2% in parental involvement and participation in academic events related 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 2,5% in parental involvement and participation in academic events related 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 3% in parental involvement and participation in academic events related 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/Parent 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	Director of Curriculum and GCHS Administration
2	1	(1) Plan parent meetings (2) Hire in-house staff or contract with outside speakers (3) Acquire resources, materials, supplies (4) Notify parent	7/3/18	6/28/19	Director of Curriculum and GCHS Administration
3	1	Hold meetings and parent conferences	7/3/18	6/28/19	Director of Curriculum and GCHS 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 GCHS 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 - Supplies & Materials / 100-600	\$300	Federal Title I (School Allocation)
2	Staff Stipends for work at 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 parent staff stipends (.0765 X stipends)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$31	Federal Title I (School Allocation)
2	Presenters for Parent Programs	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$400	Federal Title I (School Allocation)
1	Contract with School/Parent Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,000	Federal Title I (School Allocation)
2	Supplies for parent programs	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,075	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	45000	0	0	45000
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	6000	0	0	6000
INSTRUCTION	Other Purchased Services	100-500	0	0	52000	0	0	52000
INSTRUCTION	Supplies & Materials	100-600	0	0	47300	0	0	47300
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	150300	0	0	150300
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	0	4247	0	0	4247
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	2533	0	0	2533
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	0	34400	0	0	34400
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	5834	0	0	5834
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	2075	0	0	2075
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	49089	0	0	49089
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	199389	0	0	199389

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	199389	199389
Other Title 1 Expenditures	0	0	0
Total	0	199389	199389

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		Graduation Rate
		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: Sean Goman

Date: 2018-06-21

Certification Page

< NO DATA >