

Gloucester City Jr. Sr. High School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

Level of Support: Level I SW

Targeted Subgroup

CDS: 071770050

Annual School Planning 2019-2020

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Superintendent	Dennis Vespe, Ed.D.	Yes	Yes	Yes		
Assistant Superintendent	Elizabeth Curry, Ed.D.	Yes	No	Yes		
Supervisor of Special Services,	Amy Francis	Yes	No	Yes		
Technology Department	Janet Kaufmann	Yes	Yes	Yes		
Building Principal	Sean Gorman	Yes	Yes	Yes		
Assistant Principal	Sarah Finley	Yes	Yes	Yes		
Kasey Bobo	Support Staff	No	Yes	No		
Instructional Staff	Barbara Gorman	Yes	No	No		

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

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/10/2019	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)
Academic Remediation (Summer School)	ELA and Math	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 34% to 48% Grade 10 ELA 33% to 43% Grade 11 ELA 30% to 44% Grade 9 Math 22% to 45% Grade 11 Math 24% to 36% Geometry 26% to 46%	Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Academic Remediation (After School program previous called Homework Help)	ELA and Math	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 34% to 48% Grade 10 ELA 33% to 43% Grade 11 ELA 30% to 44% Grade 9 Math 22% to 45% Grade 11 Math 24% to 36% Geometry 26% to 46%	Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10
Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), College Board, PSAT/SAT course and staff training for AP course instruction.	Cross Curricular	Yes	The NJ School Performance Report (page 6) 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

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)
Acquire Instructional Licences: Adobe, Kami, Apex and instructional supplies/materials to use in class including on-line and consumable resources.	Cross Curricular	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 34% to 48% Grade 10 ELA 33% to 43% Grade 11 ELA 30% to 44% Grade 9 Math 22% to 45% Grade 11 Math 24% to 36% Geometry 26% to 46%	https://blog.kamihq.com/how-we-use-kami-in-my-classroom/KAMI http://blogs.adobe.com/education/tag/students/Aobe https://www.apexlearning.com/APEX https://www.cdw.com/?cm_ven=acquirgy&cm_cat=bing&cm_pla=Brand&cm_ite=Brand+CDW+Exact&mp;s_kwid=AL!4223!10!7696636624!15709914289&ef_id=W3y5ngAAHS90qfD:20190511211258:s_CDW

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	<p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA 34% to 48%</p> <p>Grade 10 ELA 33% to 43%</p> <p>Grade 11 ELA 30% to 44%</p> <p>Grade 9 Math 22% to 45%</p> <p>Grade 11 Math 24% to 36%</p> <p>Geometry 26% to 46%</p>	<p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA 30.7 % to 45.4%</p> <p>Grade 10 ELA 32% to 40.8%</p> <p>Grade 11 ELA 32.7% to 41%</p> <p>Grade 12 ELA 30.4 % to 44%</p> <p>Grade 9 Math 28% to 49.8%</p> <p>Grade 11 Math 20.9% to 38.5%</p> <p>Geometry 24.4% to 38.6%</p> <p>AVID Works. How Do We Know This?</p> <p>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.</p> <p>http://www.readinghorizons.com/documents/research/dipresearch-packet2014.pdf http://www.avid.org/</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)
Project Lead the Way (PLTW)/STEM	Cross Curricular	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 34% to 48% Grade 10 ELA 33% to 43% Grade 11 ELA 30% to 44% Grade 9 Math 22% to 45% Grade 11 Math 24% to 36% Geometry 26% to 46%	The PLTW recognition program is designed to honor districts and schools committed to increasing student access, engagement, and achievement in their PLTW programs. https://www.pltw.org/blog/success-stories-from-pltw-distinguished-districts-and-schools
Pearson Math	Math	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 Math 22% to 45% Grade 11 Math 24% to 36% Geometry 26% to 46%	Evidence of Effectiveness (identify the artifacts that support this outcome) 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/whitepapers/mathematics/elementary/go-math/research-basedframework-6-8.pdf
IXL	Math	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 Math 22% to 45% Grade 11 Math 24% to 36% Geometry 26% to 46%	http://eu.ixl.com/membership/school/researchfoundations

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)
<p>Holt McDougal "Literature" textbooks grades (9,10) and Holt McDougal "American Literature" textbooks (grades 11,12)</p>	<p>ELA</p>	<p>Yes</p>	<p>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%</p>	<p>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% Holt McDougal Literature, a research-based and digitally interactive English Language Arts program for grades 6â12, provides an engaging learning environment designed to help students achieve success with rigorous standards and next-generation assessments. A complete resource for teaching critical reading, writing, research, language, and media skills, Holt McDougal Literature offers carefully crafted features for preparing students well for college and 21st century careers. http://www.curiousgeorge.com/sitecore/content/home/show/education-curriculum/literature-and-language-arts/literature/holt-mcdougal-literature</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)
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 14 percent in each grade (9 through 11) for both ELA and Math	Improving Adolescent Literacy: Effective Classroom and Intervention Practices http://LinkIt! Benchmarks learning.com/uploads/pagebody/MKRES12_Linkit! Benchmarks_ResearchBrochure_FINAL.pdf Lex http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf
Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Devices)	Cross Curricular	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA 34% to 48% Grade 10 ELA 33% to 43% Grade 11 ELA 30% to 44% Grade 9 Math 22% to 45% Grade 11 Math 24% to 36% Geometry 26% to 46%	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% https://www.securedgenetworks.com/blog/4-Benefits-of-having-mobile-technology-in-the-classroom
Parent Involvement	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	https://dinnertablemba.com/importance-of-parental-involvement-in-education/

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>PARCC Baseline Performance Consider comparing previous year's and current year's PARCC results in the noted subject areas.</p> <p>In the 2017-2018 School Year, the Schoolwide passing rate for ELA was 52.6% which compares favorably to the State's passing rate of 47.6%.</p> <p>In the 2017-2018 school year, Gloucester City High School Free or Reduced lunch students together with the Special Education students had 53% passing rate for the total ELA program at the high school level in the categories of meeting and exceeding. This compares especially well to the State's average of 4% and the District Factor Group's score of 13%.</p> <p>In the 2017-2018 School Year, the Schoolwide passing rate for Math was 24% which is 10% the state average of 34%.</p>	<p>Students scored better in ELA, as compared to 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) Summer and after school enrichment / remedial programs. 2) College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID and Albert (Advanced Placement), AP Training 3) Enhanced technology equipment/supplies, STEAM programs, Instructional licenses. 4) "Project Lead the Way: Provide instructional licenses: IXL, Adobe and other resources needed to prepare students for college and careers. 5) Provide training for 	
		Schoolwide	51.3 %	24.1%	29%	*	19%			
		White	55.4 %	24.4%	30%	*	20%			
		Hispanic	43.2 %	27.7%	39%	*	18%			
		Black or African American	33.3 %	*	*	*	*			
		Asian, Native Hawaiian, or Pacific Islander	*	46.2%	*	*	*			
		American Indian or Alaska Native								
		Two or More Races	*	*	*					
		Female	63.4 %	27.3%	32%	*	26%			
		Male	40.5 %	21.4%	26%	*	13%			
		Economically Disadvantaged Students	48.4 %	22.9%	24%	*	20%			
		Non-Economically Disadvantaged Students	54.3 %	25.5%	36%	*	18%			
		Students with Disabilities	12.1 %	*	*	*	*			
		Students without Disabilities	66.3 %	*	*	*	*			
		English Learners	*	*			*			
		Non-English Learners	*	*	29%	*	*			
Homeless Students	53.1 %	24.8%	*	*	*					
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>In the 2017-2018 school year, Gloucester City High School Free or Reduced lunch students together with the Special Education students had 25% passing rate for the total Math program at the high school level in the categories of meeting and exceeding. This compares especially well to the State's average of -11% and the District Factor Group's score of 4%. Students scored better in ELA, than Mathematics. Students are in need of additional supports. 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 	<p>staff on academic rigor (AP courses) and supporting students towards college and career readiness. The AVID program will provide what is needed in this area. 6) Implement a transition program to Camden County College (tuition and transportation)</p>

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends																																																																																												
			<p>technology equipment/supplies, STEM programs, Instructional licenses.</p> <p>5) "Project Lead the Way Provide instructional licenses: Adobe and other resources needed to prepare</p> <table border="0"> <tr> <td></td> <td></td> <td>Schoolwide</td> <td></td> </tr> <tr> <td></td> <td>46.9</td> <td></td> <td></td> </tr> <tr> <td>%</td> <td>27.8%</td> <td>25.2%</td> <td></td> </tr> <tr> <td></td> <td>11.3%</td> <td>23.1</td> <td></td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>White</td> <td>47.5</td> </tr> <tr> <td>%</td> <td>27.7%</td> <td>26.1%</td> <td></td> </tr> <tr> <td></td> <td>12.8%</td> <td>26.1</td> <td></td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Hispanic</td> <td></td> </tr> <tr> <td></td> <td>40.6</td> <td></td> <td></td> </tr> <tr> <td>%</td> <td>23.5%</td> <td>21.7%</td> <td>*</td> </tr> <tr> <td></td> <td>*</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Black or</td> <td></td> </tr> <tr> <td></td> <td></td> <td>African American</td> <td>32.4</td> </tr> <tr> <td>%</td> <td>14.3%</td> <td>*</td> <td>*</td> </tr> <tr> <td></td> <td>17.6</td> <td></td> <td></td> </tr> <tr> <td>%</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Asian,</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Native Hawaiian, or Pacific Islander</td> <td></td> </tr> <tr> <td></td> <td>80%</td> <td>60%</td> <td>*</td> </tr> <tr> <td></td> <td>*</td> <td>*</td> <td></td> </tr> <tr> <td></td> <td></td> <td>American Indian or Alaska Native</td> <td>*</td> </tr> </table>			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	*	
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Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>*</p> <p>Races * Two or More *</p> <p>% 34% Female 59.2 25.9 30% *</p> <p>%</p> <p>% 23% Male 37.8 21.1 21.3% *</p> <p>%</p> <p>Economically Disadvantaged Students 40% 26% 22.6% * 22%</p> <p>Non-Economically Disadvantaged Students 60.9 % 31.3% 29.4% * 25.6</p> <p>%</p> <p>with Disabilities * * * * *</p> <p>without Disabilities * * * * *</p>	

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
			<p>English Learners * *</p> <p>Non-English Learners * * % 11.3% 23.1</p> <p>Homeless Students 21% 14% * *</p> <p>Students in Foster Care * * *</p> <p>Military- Connected Students * *</p> <p>Migrant Students * *</p> <p>Data Source Factors to Consider Your Data (Prepopulated where possible) Your Data (Provide any additional data) Observations / Trends</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	No SGP at the high school level	No SGP at the high school level
		Schoolwide		*		
		White		*		
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities		*		
		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		NA	NA

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 = 34 % // Grade 9 Cycle 3 = 48 % Geometry Cycle 1 = 33% // Grade 10 Cycle = 43% Grade 11 Cycle 1 = 30 % // Grade 11 Cycle 3 = 44%	LinkIt! results Grade 9 Cycle 1 benchmarks = 34 % Cycle 3 benchmarks = 48% This is a 14 % point gain. Geometry Cycle 1 benchmarks = 33%. Cycle 3 benchmarks = 43% This is a 10%-point gain. Grade 11 Cycle 1 benchmarks = 30%. Cycle 3 benchmarks = 44% This is an 14% point gain. LinkIt! results Grade 9 Cycle 1 benchmarks =
		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
				<p>34 % Cycle 3 benchmarks = 48% This is a 14 % point gain. Geometry Cycle 1 benchmarks = 33%. Cycle 3 benchmarks = 43% This is a 10%-point gain. Grade 11 Cycle 1 benchmarks = 30%. Cycle 3 benchmarks = 44% This is a n 14% point gain.</p>

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 = 22% // Grade 9 Cycle 3 = 45% Grade 10 Cycle 1 = 26 % // Grade 10 Cycle 3 = 46 % Grade 11 Cycle 1 = 24% // Grade 11 Cycle 3 = 36 %	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 an 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%		
		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
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 2.0</p> <p>In 10th grade there was 1 student tested: Listening = 6, Speaking =3, Reading =6, Writing = 4, Oral Language = 4, Literacy = 4, Comprehension =1, Overall score = 4</p> <p>In 11th grade there was 1 student tested: Listening = 2, Speaking =1, Reading =3, Writing = 3, Oral Language = 2, Literacy = 3, Comprehension =2, Overall score = 3</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 on June 3, 2019 was 533. The current enrollment of Economically Disadvantaged students is 269 (June 2019). The current enrollment of Students with Disabilities was 116 (June 2019).	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		

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 93.9%. Current Enrollment: 533 Average Daily Attendance: 515 Average Daily Membership: 533 The attendance rate for economically disadvantaged students was 92.9%. Current Enrollment: 269 The attendance rate for students with disabilities was 82%. Current Enrollment: 116	The attendance rate is lower for the population of students with disabilities.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
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 3.7% on June 3, 2019. The chronic absenteeism rate for students who are economically disadvantaged was on 6.3% on June 3, 2019. The chronic absenteeism rate for students with disabilities was 7.5% on June 3, 2019.	The chronic absenteeism rate is higher for the population of students with disabilities.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
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%	The Staff Attendance rate was 96.6% from Sept. 1, 2018 to June 3, 2019. Staff Attendance Data: GHS Total Possible Days = 16,896 Total Days Out = 576	96,6%

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 7.3% (54 students out of 730).	Gloucester High School students will have the opportunity to participate in Program Renaissance. The program recognizes good attendance and behavior.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	The YTD average of In-School Suspensions for Economically Disadvantaged students was 4.6% (34 students out of 730).	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	The YTD average of In-School Suspensions for Students With Disabilities was 3.5%. (26 out of 730).	
		Student Suspension YTD Average - Out of School	0.00%	The YTD average of Out of School Suspensions rate for the total population was 8% (59 students out of 730).	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%	The YTD average of Out of School Suspensions for Economically Disadvantaged students was 5.4% (40 students out of 730).	
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%	The YTD average of Out of School Suspensions for Students With Disabilities was 5.8%. (43 out of 730).	

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		A school climate survey was distributed to the staff in May 2019. A review of the responses of all staff members shows that their greatest focus is interaction with the students followed by teaching subject expertise. 94% of staff members at Gloucester City High School had a favorable response when asked if they were committed to their jobs. When asked if they were provided with opportunities to correct weaknesses in their job performance, 81% had a positive response. 88% percent indicated that they were comfortable with the support that they received from peers and supervisors.	

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	The school graduation rate for students currently in the building is estimated at 96% for the 2018-2019 school year. However, the state data is expected to indicate that the graduation rate at GCHS is about 90%. When considering only the currently enrolled students, the percentage is higher. The 90% takes into account students who have transferred out and were not picked up by other schools as well as, out-of-district students who will be in their programs until age 21.	
		Schoolwide	89.9%	90.8%		
		White	91.1%	90.5%		
		Hispanic	72.7%	*		
		Black or African American	100%	90%		
		Asian, Native Hawaiian, or Pacific Islander	*	*		
		American Indian or Alaska Native	*			
		Two or More Races				
		Economically Disadvantaged Students	90.6%	88.2%		
		Students with Disabilities	77.8%	85.7%		
		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
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	All ninth and tenth grade students who were present in the school on October 10, 2018 took the PSATs on that day.	During the month of October, all seniors have access to application boot camp run by the guidance department and the media center specialists to assist in filling out college applications.
		Participating in PSAT	94.8		
		Participating in SAT	97.5	All eleventh and twelfth grade who were present in the school on October 10, 2018 took the SATs on that day.	
		Participating in ACT	*		
				Many students also take (1) SAT (2) Camden County College Accuplacer test which is required for acceptance at Camden County College (3) ASVAP, the Military test, is available for interested students.	

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.			<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. 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 June 3, 2019 :</p> <ul style="list-style-type: none"> Developing (Ineffective) 0% Proficient (Partially Effective) 0% Accomplished (Effective) 29.1% Distinguished (Highly Effective) 70.9% 	<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. 95% of the instructional staff attended all district workshops. Training that took place throughout the

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. 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> <p><</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 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) Some of the students are classified as homeless. 3) 50% 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 and after school remediation to reduce skill gaps.
				2	Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) (2) Materials to use in class including on-line and consumables.
				3	Provide mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs.
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) Some of the students are classified as homeless. 3) 50% 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 and after school remediation to address skill gaps.
				2	Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) (2) Materials to use in class including on-line and consumables.
				3	Provide ELA Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs.

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?)	
Climate & Culture	There 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) Some of the students are classified as homeless. 3) 50% 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/STEAM.
				2	Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), PSAT and SAT courses. Provide tuition and transportation to Camden County College for AP courses.
				3	Acquire resources such as instructional licenses for Adobe and other resources needed to prepare students for college and careers. Acquire technology for a 1-1 device 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) Some of the students are classified as homeless. 3) 50% 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	Strategies to Address Challenge: What does the root cause imply for next steps in improvement planning?) Parent involvement activities including workshops.
				2	Use technology to communicate with parents (School Messenger), on-line programs and websites.
				3	Use technology to communicate with parents (School Messenger), on-line programs and websites. 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, 2020, 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 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.

Strategy 1: Provide summer and after school remediation to reduce skill gaps.

Strategy 2: Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) (2) Materials to use in class including on-line and consumables.

Strategy 3: Provide mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.

Target Population: All populations

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, 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, 2020, 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.

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April 15, 2020, 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, 2020, 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 and after school 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.	7/1/19	6/30/20	Asst Superintendent and GCHS Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative (Devices) (2) Acquire resources (3) Provide training and professional development.	7/1/19	6/30/20	Asst Superintendent and GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables	7/1/19	6/30/20	Asst Superintendent 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.	7/1/19	6/30/20	Asst Superintendent and GCHS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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.	7/1/19	6/30/20	Asst Superintendent and GCHS Administration

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Contract with provider for 1-1 technology initiative: devices	INSTRUCTION - Other Purchased Services / 100-500	\$15,000	Federal Title I (School Allocation)
3	Acquire resources: instructional licenses	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	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 including Conferences, Workshops and On Course	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,612	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2020, 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 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.

Strategy 1: Provide summer and after school remediation to address skill gaps.

Strategy 2: Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) (2) Materials to use in class including on-line and consumables.

Strategy 3: Provide ELA Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.

Target Population: All populations

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, 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, 2020, 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, 2020, 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

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2020, 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 after school and 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.	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration
2	2	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative (Devices) (2) Acquire resources (3) Provide training and professional development	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-lineincluding IXL and consumables.	7/1/19	6/30/20	Assistant Superintendent 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.	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
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	7/1/19	6/30/20	Assistant Superintendent 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: devices	INSTRUCTION - Other Purchased Services / 100-500	\$15,000	Federal Title I (School Allocation)
3	Acquire resources: instructional licenses (IXL, etc.)	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)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Math Development including Conference, Workshops and On Course	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,611	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2020 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 There 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.

Strategy 1: Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and Project Lead the Way/STEAM.

Strategy 2: Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), PSAT and SAT courses. Provide tuition and transportation to Camden County College for AP courses.

Strategy 3: Acquire resources such as instructional licenses for Adobe and other resources needed to prepare students for college and careers. Acquire technology for a 1-1 device initiative. Provide staff with Professional Development for cross-curricular programs, advanced placement programs and aligning curriculum and lesson plans to the NJSLs during the On-Course program.

Target Population: All populations

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, 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, 2020 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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April 15, 2020 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
Jul 1	By June 30, 2020 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 remediation programs 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	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration
2	3	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative (Devices) (2) Acquire resources (3) Provide training and professional development.	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration
3	2	Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), PSAT and SAT courses.	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration
4	3	Acquire resources such as instructional licenses for Adobe and other resources needed to prepare students for college and careers.	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and Project Lead the Way/STEAM.	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration
6	2	Provide tuition and transportation to Camden County College for Advanced Placement courses.	7/1/19	6/30/20	Assistant Superintendent and GCHS Administration
7	2	Provide PLTW /STEAM materials for 5 courses as required by Rowan University	7/1/19	6/30/20	Assistant Superintendent 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)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Acquire supplies and materials	INSTRUCTION - Other Purchased Services / 100-500	\$1,000	Federal Title I (School Allocation)
6	Transportation and Tuition to Camden County College for advanced placement course	INSTRUCTION - Other Purchased Services / 100-500	\$15,000	Federal Title I (School Allocation)
5	Instr Supplies and Materials: PTLW/STEAM	INSTRUCTION - Supplies & Materials / 100-600	\$40,000	Federal Title I (School Allocation)
7	PLTW/STEAM supplies and materials for 4 new Rowan courses	INSTRUCTION - Supplies & Materials / 100-600	\$30,000	Federal Title I (School Allocation)
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 STEAM Professional (\$5000)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$27,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Professional Development: Purchased Services: Workshops, On Course, etc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,611	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2020, 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.

Strategy 1: Strategies to Address Challenge: What does the root cause imply for next steps in improvement planning?)
Parent involvement activities including workshops.

Strategy 2: Use technology to communicate with parents (School Messenger), on-line programs and websites.

Strategy 3: Use technology to communicate with parents (School Messenger), on-line programs and websites.
Extra supports for students
(homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known.

Target Population: All populations

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, 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, 2020, 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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April 15, 2020, 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, 2020, 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 Numbe	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	7/1/19	6/30/20	Assistant Superintendent 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	7/1/19	6/30/20	Assistant Superintendent and GCHS administration
3	1	Hold meetings and parent conferences	7/1/19	6/30/20	Assistant Superintendent 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 and provide extra supports as needed.	7/1/19	6/23/20	Assistant Superintendent 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)
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 - Other Objects / 200-800	\$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 Interventio	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$18,500	\$0	\$0	\$0	\$18,500
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$3,000	\$0	\$0	\$0	\$3,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$21,500	\$0	\$0	\$0	\$21,500
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$1,147	\$0	\$0	\$0	\$1,147
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$2,000	\$0	\$0	\$0	\$2,000
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$1,612	\$0	\$0	\$0	\$1,612
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventio	Federal Title I (School Allocation)	Federal Title I (Reallocate d Funds)	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	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$4,759	\$0	\$0	\$0	\$4,759
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Cost			\$0	\$0	\$26,259	\$0	\$0	\$0	\$26,259

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$26,259	\$0	\$26,259
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$26,259	\$0	\$26,259

Confirmation Page

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Certification Page

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