

Gloucester City Middle School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

Level of Support: Level I SW

Targeted Subgroup

CDS: 071770300

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	Yes	Yes		
Supervisor of Special Services,	Amy Francis	Yes	Yes	Yes		
Principal	William O'Kane	Yes	No	No		
Technology Department	May Beth Reiners	Yes	No	No		
Guidance Department	Denise O'Donnell	Yes	No	Yes		
Instructional Staff	Kim Stamm	Yes	Yes	No		
Support Staff	Kathy Fields	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Gabby Horton	Yes	No	No		
Community	Nicole Negri	Yes	No	No		
Parent	Meredith Flinn	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/11/2018	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
12/18/2018	Root Cause Analysis	Yes	Yes
04/16/2019	Smart Goal Development	Yes	Yes
05/30/2019	Evaluation	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	ELA and Math	No	<p>Link It! ELA Scores increased an average of 11.5% from Cycle 1 to Cycle 3 in grades 4 to 8.</p> <p>Link It! Math Scores increased an average of 28.6% from Cycle 1 to Cycle 3 in grades 4 to 8.</p>	<p>Extended year Summer School Structuring Out of School Time to Improve Academic Achievement, A Practice Guide: //ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</p>
Academic Remediation (After School Program) Replaced "Homework Help"	ELA and Math	Yes	<p>Link It! Scores</p> <p>Grade 4 ELA Cycle 1 = 43.9% increased to 45% Growth was 1.1%</p> <p>Grade 5 ELA Cycle 1 = 45.5% increased to 56%. Growth was 10.5%</p> <p>Grade 6 ELA Cycle 1 = 41.2% increased to 54.8% Growth was 13.6%</p> <p>Grade 7 ELA Cycle 1 = 42.8% increased to 50.6% Growth was 7.8%</p> <p>Grade 8 ELA Cycle 1 = 39.9% increased to 64.2% Growth was 24.3%</p>	<p>Structuring Out of School Time to Improve Academic Achievement, A Practice Guide http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=10</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)
Tutoring (A contract with a Staffing company provided staff to work help students in need of academic support).	ELA and Math	No	<p>Link It! ELA Scores increased an average of 11.5% from Cycle 1 to Cycle 3 in grades 4 to 8.</p> <p>Link It! Math Scores increased an average of 28.6% from Cycle 1 to Cycle 3 in grades 4 to 8.</p>	Tutoring https://www.brighthouseeducation.com/special-ed-learningdisorders/42620-readingsupport-through-the-title-1program/
My Math	Math	Yes	<p>Link It! Scores:</p> <p>Grade 4 Math Cycle 1 = 36.4% increased to 66% Growth = 29.6%</p> <p>Grade 5 Math Cycle 1 = 33% increased to 67.7% Growth = 34.7%</p> <p>Grade 6 Math Cycle 1 = 38% increased to 52.8% Growth = 14.8%</p> <p>Grade 7 Math Cycle 1 = 28.8% increased to 59.8% Growth 31%</p> <p>Grade 8 Math Cycle 1 = 38% increased to 70.9% Growth = 32.9%</p>	My Math https://www.mheducation.com/prek-12/program/microsites/MKTSP-ACJ04M0/product.html Assisting Struggling Students with Math https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this	Evidence of Effectiveness (identify the artifacts that support this outcome)
Go Math	Math	Yes	Link It! Scores: Grade 4 Math Cycle 1 = 36.4% increased to 66% Growth = 29.6% Grade 5 Math Cycle 1 = 33% increased to 67.7% Growth = 34.7% Grade 6 Math Cycle 1 = 38% increased to 52.8% Growth = 14.8% Grade 7 Math Cycle 1 = 28.8% increased to 59.8% Growth 31% Grade 8 Math Cycle 1 = 38% increased to 70.9% Growth = 32.9%	Go Math! Research http://www.wi.k12.nj.us/pdf/curriculum/gomath/GOMathOTResearchBroch.pdf
IXL	Math	Yes	Link It! Scores: Grade 4 Math Cycle 1 = 36.4% increased to 66% Growth = 29.6% Grade 5 Math Cycle 1 = 33% increased to 67.7% Growth = 34.7% Grade 6 Math Cycle 1 = 38% increased to 52.8% Growth = 14.8% Grade 7 Math Cycle 1 = 28.8% increased to 59.8% Growth 31% Grade 8 Math Cycle 1 = 38% increased to 70.9% Growth = 32.9%	IXL 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)
Wilson Reading	ELA	Yes	<p>Link It! Scores</p> <p>Grade 4 ELA Cycle 1 = 43.9% increased to 45% Growth was 1.1%</p> <p>Grade 5 ELA Cycle 1 = 45.5% increased to 56%. Growth was 10.5%</p> <p>Grade 6 ELA Cycle 1 = 41.2% increased to 54.8% Growth was 13.6%</p> <p>Grade 7 ELA Cycle 1 = 42.8% increased to 50.6% Growth was 7.8%</p> <p>Grade 8 ELA Cycle 1 = 39.9% increased to 64.2% Growth was 24.3%</p>	<p>Designed for students in grades 2-12 and adults who have a language-based learning disability, such as dyslexia, or who have not internalized the sound-symbol system for reading and spelling, the Wilson Reading System™ contains unique characteristics that set it apart from other programs:</p> <p>//www.wilsonlanguage.com/programs/wilson-reading-system/overview/</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)
<p>"Journey's" (Houghton Mifflin Grades 4,5) and "Literature" (grades 6, 7, 8)</p>	<p>ELA</p>	<p>Yes</p>	<p>Link It! Scores Grade 4 ELA Cycle 1 = 43.9% increased to 45% Growth was 1.1% Grade 5 ELA Cycle 1 = 45.5% increased to 56%. Growth was 10.5% Grade 6 ELA Cycle 1 = 41.2% increased to 54.8% Growth was 13.6% Grade 7 ELA Cycle 1 = 42.8% increased to 50.6% Growth was 7.8% Grade 8 ELA Cycle 1 = 39.9% increased to 64.2% Growth was 24.3%</p>	<p>http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journey http://www.doe.in.gov/sites/default/files/curriculum/research-based-approach.pdf Journeys Reading Comprehension, A Practice Guide</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)
Lexia Reading	ELA	Yes	<p>Link It! Scores</p> <p>Grade 4 ELA Cycle 1 = 43.9% increased to 45% Growth was 1.1%</p> <p>Grade 5 ELA Cycle 1 = 45.5% increased to 56%. Growth was 10.5%</p> <p>Grade 6 ELA Cycle 1 = 41.2% increased to 54.8% Growth was 13.6%</p> <p>Grade 7 ELA Cycle 1 = 42.8% increased to 50.6% Growth was 7.8%</p> <p>Grade 8 ELA Cycle 1 = 39.9% increased to 64.2% Growth was 24.3%</p>	<p>LEXIA</p> <p>http://lexialearning.com/uploads/pagebody/MKRES12_Lexia_ResearchBrochure_FIN AL.pdf Lexia</p>

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes (state the data that supports the continuation of this	Evidence of Effectiveness (identify the artifacts that support this outcome)
Horizon Reading	ELA	No	<p>Link It! Scores</p> <p>Grade 4 ELA Cycle 1 = 43.9% increased to 45% Growth was 1.1%</p> <p>Grade 5 ELA Cycle 1 = 45.5% increased to 56%. Growth was 10.5%</p> <p>Grade 6 ELA Cycle 1 = 41.2% increased to 54.8% Growth was 13.6%</p> <p>Grade 7 ELA Cycle 1 = 42.8% increased to 50.6% Growth was 7.8%</p> <p>Grade 8 ELA Cycle 1 = 39.9% increased to 64.2% Growth was 24.3%</p>	<p>In 2019-2020, "Wilson Reading" will replace "Reading Horizons" at Reading Horizons at Gloucester City Middle School.</p> <p>http://www.readinghorizons.com/documents/research/dipresearch-packet2014.pdf</p>
Freckle	Cross Curricular	Yes	<p>Link It! ELA Scores increased an average of 11.5% from Cycle 1 to Cycle 3 in grades 4 to 8.</p> <p>Link It! Math Scores increased an average of 28.6% from Cycle 1 to Cycle 3 in grades 4 to 8.</p>	<p>FRECKLE helps teachers differentiate instruction across all four core subjects. The program helps teacher develop Individualized Learning Plans (ILPs) //blog.freckle.com/say-hello-to-freckle-education</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)
Acquire Instructional Licences: Adobe, Kami and instructional supplies/materials to use in class including on-line and paper resources.	Cross Curricular	Yes	<p>Link It! ELA Scores increased an average of 11.5% from Cycle 1 to Cycle 3 in grades 4 to 8.</p> <p>Link It! Math Scores increased an average of 28.6% from Cycle 1 to Cycle 3 in grades 4 to 8.</p>	KAMI https://www.kamiapp.com/
Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Tablets)	Cross Curricular	Yes	<p>Link It! ELA Scores increased an average of 11.5% from Cycle 1 to Cycle 3 in grades 4 to 8.</p> <p>Link It! Math Scores increased an average of 28.6% from Cycle 1 to Cycle 3 in grades 4 to 8.</p>	https://www.securedgenetworks.com/blog/4-Benefits-of-having-mobiletechnology-in-the-classroom
Professional Development	Cross Curricular	Yes	<p>Link It! ELA Scores increased an average of 11.5% from Cycle 1 to Cycle 3 in grades 4 to 8.</p> <p>Link It! Math Scores increased an average of 28.6% from Cycle 1 to Cycle 3 in grades 4 to 8.</p>	http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf Using Student Achievement Data to Support Instructional Decision Making, A Practice Guide
Parent Involvement	Cross Curricular	Yes	<p>Link It! ELA Scores increased an average of 11.5% from Cycle 1 to Cycle 3 in grades 4 to 8.</p> <p>Link It! Math Scores increased an average of 28.6% from Cycle 1 to Cycle 3 in grades 4 to 8.</p>	https://dinnertablemba.com/importance-of-parentalinvolvement-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	Mathematics PARCC scores are lower than ELA for all subgroups.	<p>Additional supports are needed to raise PARCC scores in both Mathematics and ELA.</p> <p>Students will benefit from an after school remedial program.</p> <p>Students will benefit from a 1-1 technology initiative (Devices).</p> <p>Individual student growth will be assisted by the use of "Freckle" which develops individualized learning plans. Other programs which will help are STEAM, IXL (Math), Lexia, Wilson Reading, Journey's, My Math, Go Math and Peardeck.</p>		
		Schoolwide	51.8 %	33.6%	88%						
		White	53.1 %	33.3%	91%						
		Hispanic	51.2 %	33.1%	*						
		Black or African American	34.5 %	21.8%	*						
		Asian, Native Hawaiian, or Pacific Islander	65.9 %	57.1%	*						
		American Indian or Alaska Native	*	*							
		Two or More Races	*	*							
		Female	63.9 %	38.8%	100%						
		Male	41.6 %	29.3%	75%						
		Economically Disadvantaged Students	47%	30.5%	89%						
		Non-Economically Disadvantaged Students	62.7 %	40.6%	87%						
		Students with Disabilities	15.4 %	11.8%							
		Students without Disabilities	62.9 %	40.2%	88%						
		English Learners	38.9 %	21.1%							
		Non-English Learners	52.2 %	34%	88%						
Homeless Students	34.8 %	17.4%									
Students in Foster Care	58.3 %	16.7%	*								
Military-Connected Students	*	*									
Migrant Students											

Data Source	Factors to Consider	Your Data (Prepopulated where possible)			Your Data (Provide any additional data)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	Student Group	ELA	Math	Mathematics scores are lower than ELA for all subgroups.	While students across the board are showing growth, additional student skill acquisition and achievement is needed. Expansion of the variety of instructional tools including technology is needed.
		Schoolwide	44	49		
		White	44	48.5		
		Hispanic	38	54		
		Black or African American	33.5	40		
		Asian, Native Hawaiian, or Pacific	54.5	60.5		
		American Indian or Alaska Native	*	*		
		Two or More Races	*	*		
		Female				
		Male				
		Economically Disadvantaged	43	49		
		Non-Economically Disadvantaged				
		Students with Disabilities	45	42		
		Students without Disabilities				
		English Learners	31	68		
		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 4 ELA Cycle 1 benchmarks = 40%. Cycle 3 benchmarks = 47.4% This is a 7.4% point gain.	Students will benefit from an after school remedial program. Students will benefit from a 1-1 technology initiative (Devices). Students will benefit from an after school remedial program.	
		1	0%	0%	0%	0%			
		2	0%	0%	0%	0%			
				3	0%	0%	0%	Grade 5 ELA Cycle 1 benchmarks = 43.9%. Cycle 3 benchmarks = 49.5% This is a 5.6% point gain.	Individual student growth will be assisted by the use of "Freckle" which develops individualized learning plans. Other programs which will help are Lexia, Wilson Reading, Journey's and Peardeck.
				4	0%	0%	0%		
				5	0%	0%	0%	Grade 6 ELA Cycle 1 benchmarks = 41.6%. Cycle 3 benchmarks = 57% This is a 15.4% point gain.	
				6	0%	0%	0%		
				7	0%	0%	0%	Grade 7 ELA Cycle 1 benchmarks = 42.2%. Cycle 3 benchmarks = 51.3% This is a 9.1% point gain.	
				8	0%	0%	0%		
				9	0%	0%	0%	Grade 8 ELA Cycle 1 benchmarks = 41.4%. Cycle 3 benchmarks = 66.3% This is a 24.9% point gain	
				10	0%	0%	0%		
				11	0%	0%	0%		
				12	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)					Your Data (Provide any additional data)	Observations / Trends	
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4			
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	K	0%	0%	0%	0%	Grade 4 Math Cycle 1 benchmarks = 37%. Cycle 3 benchmarks = 61.6% This is a 24.6% point gain.	Students will benefit from an after school remedial program. Individual student growth will be assisted by the use of "Freckle" which develops individualized learning plans. Other programs which will help are IXL, My Math, Go Math and Peardeck.	
		1	0%	0%	0%	0%			Grade 5 Math Cycle 1 benchmarks = 28.3%. Cycle 3 benchmarks = 66% This is a 37.7% point gain.
		2	0%	0%	0%	0%			
		3	0%	0%	0%	0%	Grade 6 Math Cycle 1 benchmarks = 38.8%. Cycle 3 benchmarks = 60.2% This is a 21.4% point gain.		
		4	0%	0%	0%	0%			
		5	0%	0%	0%	0%	Grade 7 Math Cycle 1 benchmarks = 35.1%. Cycle 3 benchmarks = 50.3% This is a 15.2% point gain.		
		6	0%	0%	0%	0%			
		7	0%	0%	0%	0%			
		8	0%	0%	0%	0%	Grade 8 Math Cycle 1 benchmarks = 27.7%. Cycle 3 benchmarks = 59.9% This is a 32.2% point gain.		
		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</p> <p>The small percentage of English Language Learners in the school are moving through the proficiency levels and exiting the program in a reasonable amount of time. The WIDA proficiency levels are: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging and 6-Reaching. Gloucester City Middle School received test scores for 11 students after the Spring 2018 ACCESS Test administration. Spring 2018 ACCESS Test results contained the following information: Grade 4 (7 students): 1 student scored at Level 2 (Emerging), 2 students scored at Level 3 (Developing) and 4 students scored at Level 4 (Expanding)// Grade 5 (2 students): 1 student scored at Level 3 (Developing) and 1 scored at Level 4-Expanding//Grade 6: 1 student scored at Level 1 (Entering) // Grade 8 : 1 student scored at Level 1: Entering</p>	<p>Observations / Trends</p> <p>The 2017-2018 NJ School Performance Summary Report indicates the following percentage home languages: English 92.9%, Spanish 3.7%, Mandar 1.1% and Other Languages 2.3%.</p> <p>Eleven students took the Spring 2018 ACCESS test.</p>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	0	Overall enrollment was 771 on June 1, 2019. <hr/> The Economically Disadvantaged Enrollment was 475 on June 1, 2019. <hr/> The enrollment of Students with Disabilities was 170 on June 1, 2019.	73% of Gloucester City School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They sometimes have less access to technology at home compared to other students.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	0.00%	September 1, 2018 to June 1, 2019:	The attendance rate for the total population was 98%. This is
		Subgroup 1 YTD Student	0.00%	The attendance rate for the total population was 98%. Current Enrollment: 771 Average Daily Attendance: 759 Average Daily Membership: 771	
		Subgroup 2 YTD Student Attendance Average	0.00%	The attendance rate for economically disadvantaged students was 97.5%. Current Enrollment: 475	
			The attendance rate for students with disabilities was 92.3%. Current Enrollment: 170		

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	0.00%	From September 1, 2018 to June 3, 2019, the overall Chronic Absenteeism was 3.5%.	The chronic absenteeism rate is 4.5% lower for the total population when the years 2017-2018 and 2018-2019 are compared. The chronic absenteeism rate is 5.2% lower for the economically disadvantaged population when the years 2017-2018 and 2018-2019 are compared.
		Subgroup 1 YTD Chronic	0.00%	From September 1, 2018 to June 1, 2019, the percentage of chronic absenteeism for economically disadvantaged students was 4%	
		Subgroup 2 YTD Chronic Absenteeism	0.00%	From September 1, 2018 to June 1, 2019, the Percentage of chronic absenteeism for students with disabilities was 5.4%	
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	GMS The current staff attendance rate for 2018-2019 is 95.72% (Sept. to June 1, 2019). Total Possible Days = 15066 Total Days Out = 911 Total % Out = 4.28%	GMS The current staff attendance rate for 2018-2019 is 95.72% (Sept. to June 1, 2019). Total Possible Days = 15066 Total Days Out = 911 Total % Out = 4.28%

Data Source	Factors to Consider	Your Data (Prepopulated where possible)		Your Data (Provide any additional data)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	---YTD Average - In School Suspension equals 5.8%	Sept. 1, 2018 to June 1, 2019.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%	--- YTD Average - In School Suspensions for Economically Disadvantaged equals 4.3%. ---YTD Average - In School Suspensions for Students with Disabilities equals 3%.	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	---YTD Average - Out of School Suspensions equals 10%.	
		Student Suspension YTD Average - Out of School	0.00%	---- YTD Average - Out of School for Economically Disadvantaged equals 7.5%.	
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%	-----YTD Average - Out of School Suspensions for Special Education Students equals 4.7%.	
		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		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. 86% of staff members at Gloucester City Middle 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, 55% had a positive response. 72% 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	NA	
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Your Data (Prepopulated where possible)	Your Data (Provide any additional data)	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT		NA	
Algebra	Previous year's data provided. Please provide current year's data if possible.		35 Eighth Grade students were enrolled in Algebra I during the 2018-2019 school year. 35 of these students earned a C or better in Algebra I. All 35 of these students took the Algebra I section of PARCC. During the previous year, 75% of them scored 4 or 5 on the PARCC assessment.	

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>Four teachers at Gloucester City Middle School are currently on CAP. The percentages of teacher ranking on the McREL Teacher Evaluation System at Gloucester City Middle School as of May 1, 2019 are as follows :</p> <p>Developing (Ineffective) 4%</p> <p>Proficient (Partially Effective) 1%</p> <p>Accomplished (Effective) 42%</p> <p>Distinguished (Highly Effective) 53%</p>	<p>McREL's Teacher Evaluation System is used in the Gloucester City School District. The McREL system generates professional development for each teacher based on their evaluations. In addition, technology is a professional development goal for every teacher in the district.</p> <ul style="list-style-type: none"> -On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue. -On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place. -PLCs were in place - Benchmark assessments for all content areas were used for formulation of SGOs and to inform instruction.

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>Provide access to "OnCourse." 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

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

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

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

Root Cause Analysis

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Instruction & Program ELA	Some students continue to be challenged in reading comprehension, analyzing text and text dependent questioning as measured by state assessments, benchmarks and reading and writing data cluster analysis	1) The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some of the students are classified as homeless. 3) 71% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home.	All Populations	1	Provide Remediation to address skill gaps.
				2	Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (Novels, Wilson/ Journey's, Freckle, Peardeck) (3) ELA Professional Development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLs.
				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) Some of the students are classified as homeless. 3) 71% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home	All Populations	1	Provide Remediation to address skill gaps.
				2	Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (Go Math/My Math, IXL Freckle, Peardeck) (3) Mathematics Professional Development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLs.
				3	Provide mathematics 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?)	
Instruction & Program General	Student achievement across the curriculum is below grade level for some students due to skill gaps. There is a need for professional development in differentiated instruction, increased student engagement and formative assessments. This is evidenced by student data from SGOs, state assessments, pre and post benchmarks and teacher request for training.	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) 71% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home.	All Populations	1	Provide Remediation to address skill gaps.
				2	Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumable resources (Inspire Science, Freckle, Peardeck). (3) Implement a new STEAM Elective for Middle School Students (APEX)
				3	Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLs using the On-Course program.

Area of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Operations - Climate & Culture	Student learning is closely related to positive school environment. There must be a support system in the school building and home school collaboration. There is a need to provide resources for parents.	1) The student mobility rate for the district is 35%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some of the students are classified as homeless. 3) 71% of Gloucester City Middle School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home.	All Populations	1	Parent involvement activities including workshops.
				2	Use technology to communicate with parents (School Messenger), on-line programs and websites
				3	Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known.

SMART Goal 1

By June 30, 2020, there will be a 3% increase in the number of students in grade 8 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.

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

Strategy 1: Provide Remediation to address skill gaps.

Strategy 2: Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (Novels, Wilson/ Journey's, Freckle, Peardeck) (3) ELA Professional Development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS.

Strategy 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.

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 grades 8 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment	Freckle, Wilson Reading, Linkit Benchmarking
Feb 15	By February 15, 2020, there will be a 2% increase in the number of students in grades 8 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment	Freckle, Wilson Reading, Linkit Benchmarking
Apr 15	By April 15, 2020, there will be a 2.5% increase in the number of students in grades 8 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	Freckle, Wilson Reading, Linkit Benchmarking

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 grade 8 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.	Freckle, Wilson Reading, Linkit Benchmarking, State assessments, benchmarks and reading and writing data cluster analysis.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide 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 GCMS 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 GCMS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables (Novels, Wilson, Journeys) as well as instructional licenses (Freckle, Kami, etc.)	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
5	2	ELA Professional Development: (1) Plan professional development (2) Contract with providers and/or assign in-house presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSL	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
5	2	Assessment: (1) Plan assessments (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness.	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Acquire Non Instructional Supplies	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
7	2	Communicate with parents and other stakeholders	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including Enrichment/Remediation	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$61,667	Federal Title I (School Allocation)
3	Acquire resources: instructional licenses (Kami, Freckle, Peardeck, etc.)	INSTRUCTION - Other Purchased Services / 100-500	\$3,578	Federal Title I (School Allocation)
3	Acquire resources and materials to use in class including on-line and consumables (Novels, Wilson/Journeys)	INSTRUCTION - Supplies & Materials / 100-600	\$14,607	Federal Title I (School Allocation)
3	Acquire instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$5,556	Federal Title I (School Allocation)
6	Wilson Reading Summer Training for 4 teachers	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,192	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Benefits for Line 100-100 Stipends (2000 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$153	Federal Title I (School Allocation)
1	Benefits for Line 200-100 Stipends (5,192 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$443	Federal Title I (School Allocation)
6	Wilson Reading Summer Training for 4 teachers	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,192	Federal Title I (School Allocation)
6	ELA Professional Development: Contracted Services (Engaged Instructions, On-Course)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$5,111	Federal Title I (School Allocation)
6	ELA Professional Development: Purchased Services: Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$889	Federal Title I (School Allocation)
6	Conferences, Workshops, Postage, Misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,689	Federal Title I (School Allocation)
7	Supplies and materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2020, there will be a 3% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks.

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

Strategy 1: Provide Remediation to address skill gaps.

Strategy 2: Acquire resources: (1) Technology to overcome the Digital Divide (2) Materials to use in class including on-line and consumables (Go Math/My Math, IXL Freckle, Peardeck) (3) Mathematics Professional Development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLS.

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 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By June 30, 2019, there will be a 1% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks.	Linkit Benchmarking
Feb 15	By February 15, 2020, there will be a 2% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks	Linkit Benchmarking
Apr 15	By April 15, 2020, there will be a 2.5% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks.	Linkit Benchmarking

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 student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks.	LinkIt Benchmarking and State Assessment

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide 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 GCMS 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 GCMS Administration
3	2	Acquire resources/materials to use in class including on-line and consumables (My Math, Go Math) as well as instructional licenses (IXL, Freckle, Kami etc.)	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
4	3	Some GCMS teachers will attend STEM Professional training.	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
5	2	Assessment: (1) Plan assessment (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
6	2	Math Professional Development: 1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
7	2	Acquire non-instructional Supplies	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
8	2	Communicate with parents and other stakeholders	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including Enrichment/Remediation	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,000	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$61,667	Federal Title I (School Allocation)
3	Acquire resources: instructional licenses (IXL, Kami, Freckle, Peardeck, etc.)	INSTRUCTION - Other Purchased Services / 100-500	\$3,578	Federal Title I (School Allocation)
3	Acquire resources and materials to use in class including on-line and consumables (Go Math and My Math)	INSTRUCTION - Supplies & Materials / 100-600	\$13,607	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Acquire resources: supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$5,556	Federal Title I (School Allocation)
6	Math Professional Development Stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$100	Federal Title I (School Allocation)
6	Benefits for Line 100-100 Stipends (2000 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$153	Federal Title I (School Allocation)
1	Benefits for Line 200-100 Stipends (5,192 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$443	Federal Title I (School Allocation)
6	Math Professional Development- Contracted Services: Engaged Instruction, On-Course	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,111	Federal Title I (School Allocation)
6	Math Professional Development: Purchased Services Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$889	Federal Title I (School Allocation)
6	Conferences, Workshops, Postage, Misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,689	Federal Title I (School Allocation)
7	Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2020, at least 50% of the students in grades 8 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks.

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

Strategy 1: Provide Remediation to address skill gaps.

Strategy 2: Acquire resources: (1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumable resources (Inspire Science, Freckle, Peardeck). (3) Implement a new STEAM Elective for Middle School Students (APEX)

Strategy 3: Provide professional development for staff members. This will include professional development on aligning curriculum and lesson plans to the NJSLS using the On-Course program.

Target Population: All Populations

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2019, at least 20% of the students in grades 8 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks.	In-house assessments and LinkIt benchmarks

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2020, at least 30% of the students in grades 8 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks.	In-house assessments and LinkIt benchmarks
Apr 15	By April 15, 2020 at least 40% of students in grades 8 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks.	In-house assessments and LinkIt benchmarks
Jul 1	By June 30, 2020, at least 50% of the students in grades 8 will be able to apply their knowledge of their personal interest, strengths, and competencies to address skill gaps using individualized learning plans and technology tools. Progress will be measured by performance on in-house assessments and LinkIt benchmarks.	In-house assessments, LinkIt benchmarks and state assessment.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Provide 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 GCMS 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 GCMS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Acquire Resources/Materials to use in class including "Inspire Science", on-line (instructional licenses) and consumables	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
5	3	Professional Development: (1) Plan professional development (2) Contract with providers and/or assign inhouse presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS (4) Some GCMS teachers will attend STEM Professional training.	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
6	3	Implement new STEAM Elective (Apex)	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
7	3	Acquire needed non-instructional supplies	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including Enrichment /Remediation	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,000	Federal Title I (School Allocation)
4	Acquire resources: instructional licenses: APEX (\$14,500), Adobe, Kami, Freckle, Peardeck, etc.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$18,078	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: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$61,667	Federal Title I (School Allocation)
4	Acquire resources and materials to use in class including on-line and consumables including "Inspire Science."	INSTRUCTION - Supplies & Materials / 100-600	\$2,500	Federal Title I (School Allocation)
4	Acquire instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$5,555	Federal Title I (School Allocation)
5	Implement New STEAM Elective (APEX)	INSTRUCTION - Supplies & Materials / 100-600	\$15,000	Federal Title I (School Allocation)
1	Benefits for Line 100-100 (1,000 X .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$79	Federal Title I (School Allocation)
5	Professional Development - Contract with providers: Engaged Instruction, On-Course and Miscellaneous PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,000	Federal Title I (School Allocation)
5	Professional Development: Purchased Services Conferences, Workshops	SUPPORT SERVICES - Other Purchased Services / 200-500	\$889	Federal Title I (School Allocation)
5	STEM Professional Training	SUPPORT SERVICES - Other Purchased Services / 200-500	\$4,000	Federal Title I (School Allocation)
5	Conferences, Workshops, Postage, Misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,689	Federal Title I (School Allocation)
7	Non Instruc. Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2020, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.

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

Strategy 1: Parent involvement activities including workshops.

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

Strategy 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.

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 2% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records
Feb 15	By February 15, 2020, there will be an increase of 3% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records
Apr 15	By April 15, 2020, there will be an increase of 4% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records

End of Cycle	Interim Goal	Source(s) of Evidence
Jul 1	By June 30, 2020, there will be an increase of 5% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	(1) Contract with School Messenger (2) Use School messenger to communicate with parents (2) Use of the Parent Portal (Power School -local funded) (3) Use of Social Media to communicate: Website, Twitter, Facebook, etc.	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration
2	2	(1) Plan parent meetings (2) Hire in-house staff or contract with outside speakers (3) Acquire resources, materials and supplies (4) Notify parents	7/1/19	6/30/20	GCMS Administration
3	2	Hold conferences and meetings with parents	7/1/19	6/30/20	GCMS Administration
4	3	(1) Assess the needs of special student populations including homeless students, English Language Learners, students with disabilities and economically disadvantaged students (2) Provide extra supports as needed	7/1/19	6/30/20	Assistant Superintendent and GCMS Administration

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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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	\$500	Federal Title I (School Allocation)
2	In house parent presenters	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$400	Federal Title I (School Allocation)
2	Benefits for in-house parent presenters (Stipend x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$31	Federal Title I (School Allocation)
2	Purchase professional services for Parents	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$334	Federal Title I (Reallocated Funds)
1	Contract with Parent/School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,000	Federal Title I (School Allocation)
2	Supplies/materials Supplies/materials for parent involvement activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,572	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	\$9,800	\$0	\$0	\$0	\$9,800
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$65,000	\$0	\$0	\$0	\$65,000
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$53,000	\$0	\$0	\$0	\$53,000
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$72,000	\$0	\$0	\$0	\$72,000
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$199,800	\$0	\$0	\$0	\$199,800
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$600	\$0	\$0	\$0	\$600
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$797	\$0	\$0	\$0	\$797
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$17,000	\$334	\$0	\$0	\$17,334
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$5,834	\$0	\$0	\$0	\$5,834
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	\$2,572	\$0	\$0	\$0	\$2,572
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	\$26,803	\$334	\$0	\$0	\$27,137
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	\$226,603	\$334	\$0	\$0	\$226,937

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	\$226,603	\$334	\$226,937
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$226,603	\$334	\$226,937

Confirmation Page

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Certification Page

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