

Gloucester City Jr. Sr. High School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 071770050

# Annual School Planning 2020-2021

## 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	Eliza Rawley	Yes	Yes	Yes		
Technology Department	Janet Kaufmann	Yes	Yes	Yes		
Building Principal	Sean Gorman	Yes	Yes	Yes		
Assistant Principal	Sarah Finley	Yes	Yes	Yes		
Support Staff	Kasey Bobo	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	Keith Gorman	No	Yes	No		
Community Member	Elizabeth Bakey	Yes	No	No		
Parent	Edward Malone	Yes	No	No		

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/18/2019	Prior Year Evaluation	Yes	Yes
11/11/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/26/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
06/03/2020	Smart Goal Development	No	Yes

## Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Academic Remediation (Summer School)	ELA and Math	null	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 ELA 39% to 38%, decrease of 1% Grade 10 ELA 34% to 41%, increase of 7% Grade 11 ELA 26% to 30%, increase of 4% Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%
Academic Remediation (After School program previous called Homework Help)	ELA and Math	null	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 ELA 39% to 38%, decrease of 1% Grade 10 ELA 34% to 41%, increase of 7% Grade 11 ELA 26% to 30%, increase of 4% Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%

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Increase opportunities for tutoring and advanced courses by participating in Albert (Instruction Program that Personalizes and Accelerates Learning) College Board, PSAT/SAT course and staff training for AP course instruction.	Cross Curricular	null	Yes	Yes	Yes	The NJ School Performance Report (page 7) ELA Performance Measure Trends indicates that the annual target has been met.
Acquire Instructional Licenses: Adobe, Kami, Apex and instructional supplies/materials to use in class including on-line and consumable resources.	Cross Curricular	null	Yes	Yes	Yes	decrease of 1% Grade 10 ELA 34% to 41%, increase of 7% Grade 11 ELA 26% to 30%, increase of 4% Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
AVID	Cross Curricular	null	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 ELA 39% to 38%, decrease of 1% Grade 10 ELA 34% to 41%, increase of 7% Grade 11 ELA 26% to 30%, increase of 4% Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%
Project Lead the Way STEAM	Cross Curricular	null	No	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%
Pearson Math	Math	null	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%
IXL	Math	null	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Holt McDougal "Literature" textbooks grades (9,10.) and Holt McDougal American and British Literature" textbooks (grades 11,12)	ELA	null	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 ELA 39% to 38%, decrease of 1% Grade 10 ELA 34% to 41%, increase of 7% Grade 11 ELA 26% to 30%, increase of 4%
Professional Development:	Cross Curricular	null	Yes	Yes	Yes	At Gloucester City High School, a comparison of Cycle 1 versus Cycle 2 LinkIt scores shows an increase of about 6 percent in each grade (9 through 11) for both ELA and Math
Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Devices)	Cross Curricular	null	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 ELA 39% to 38%, decrease of 1% Grade 10 ELA 34% to 41%, increase of 7% Grade 11 ELA 26% to 30%, increase of 4% Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
Parent Involvement	Cross Curricular	null	Yes	Yes	Yes	At Gloucester City High School, a comparison of Cycle 1 versus Cycle 2 LinkIt scores shows an increase of about 6 percent in each grade (9 through 11) for both ELA and Math



STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
<p>NJSLA Proficiency</p>	<p>Consider comparing previous year's and current year's NJSLA results in the noted subject areas.  <a _blank"&gt;link&lt;="" a&gt;="" access="" href="http://www.nj.gov/education/schools/achievement/target=" p="" reports.<="" to="" website="" with=""> </a></p>	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.            In the 2018-2019 School Year, the Schoolwide passing rate for ELA was 58.5% which compares favorably to the State's passing rate of 56.8%            In the 2018-2019 school year, Gloucester City High School Free or Reduced lunch students had a passing rate of 52% and the Special Education students had 15% 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 Free and Reduced Lunch category with the State's average of 15% and the District Factor Group's (DFG) average of 14% for ELA. Gloucester City High School Special Education</p>	<p>Students scored better in ELA, as compared to Mathematics. Students are in need of additional supports. Supports that help students increase their scores include:</p> <ol style="list-style-type: none"> <li>1) Summer and after school enrichment / remedial programs.</li> <li>2) College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID and Albert (Advanced Placement), AP Training</li> <li>3) Enhanced technology equipment/supplies, STEAM programs, Instructional licenses.</li> <li>4) "Project Lead the Way: Provide instructional licenses: IXL, Adobe and other resources needed to prepare students for</li> </ol>
		Schoolwide	58.5 %	26.1%	21%	52%	27%		
		White	58.4 %	24.4%	20%	47%	25%		
		Hispanic	54.5 %	22.7%	19%	*	25%		
		Black or African American	50%	14.3%	*		17%		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*		
		American Indian or Alaska Native							
		Two or More Races	*	*			*		
		Female	68.1 %	28.4%	20%	*	33%		
		Male	49.4 %	23.8%	22%	*	22%		
		Economically Disadvantaged Students	50.6 %	21.1%	18%	*	20%		
		Non-Economically Disadvantaged Students	66.1 %	30.8%	25%	*	34%		
		Students with Disabilities	15%	*	10%		*		
		Students without Disabilities	72.6 %	*	26%	52%	*		
		English Learners	*	*	*				
Non-English Learners	*	*	*	52%	27%				
Homeless Students	*	*			*				
Students in Foster Care	*	*	*		*				

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Alg1	Alg2	Geo	<p>Students lagged the State's average by 3 % but bettered the DFG B's average by 7%. In the 2018-2019 School Year, the Schoolwide passing rate for Math was 31% which is 8% less than the state average of 39%. In the 2018-2019 school year, Gloucester City High School Free or Reduced lunch students had a 25% passing rate for Math which was 7% better than the DFG B and 7% better than the State average. Gloucester City High School Special Education students had 7% pass rate in Math, which was 3% higher than the DFG B, and only 2% lower than the</p> <p>Supports that help students increase their scores include:</p> <ol style="list-style-type: none"> <li>1) Extended school year (summer enrichment/remedial program).</li> <li>2) Reduction of the instructional staff to student ratio.</li> <li>3) College and Career Readiness Supports: SAT and Advanced</li> </ol>	<p>college and careers. 5) Provide training for 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>
		Military-Connected Students	*	*			*		
		Migrant Students							

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			Placement, On Course, AVID 4) Enhanced technology equipment/supplies, STEM programs, Instructional licenses. 5) "Project Lead the Way Provide instructional licenses: Adobe and other resources needed to prepare	

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
Science	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>	NJSLA-S				This is the first year that NJSLA Science has been reported. Due to the Covid-19 Pandemic, students have not been in face to face classes since mid-March 2020. Student scores may reflect the fact that high school students may not have taken the assessment seriously as it was the first year that it was mandatory. Teachers are stressing the importance of students trying their best on all assessments.	Additional Supports are needed to raise NJSLA scores in Science. Students will benefit from a 1-1 technology initiative (devices). Other programs which will help to raise scores are STEAM, IXL (math) and ALBERT and AVID.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide		*	5%		
		White		*	4%		
		Hispanic		*			
		Black or African		*			
		Asian, Native		*			
		American Indian or		*	*		
		Two or More Races		*	*		
		Female		*	4%		
		Male		*	5%		
		Economical ly		*	5%		
		Non-Economical		*	4%		
		Students with		*			

Data Source	Factors to Consider	Prepopulated Data				Your Data (Provide any additional data)	Observations / Trends
		Student Group	Grade 5	Grade 8	Grade 11		
		Students without		*			
		English Learners		*	*		
		Non-English		*	5%		
		Homeless Students		*			
		Students in Foster Care		*	*		
		Military-Connected		*	*		
		Migrant Students		*	*		

Data Source	Factors to Consider	Prepopulated Data			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 scores for the high school.	NA
		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						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care	*	*		
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					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	ELA					N/A	N/A
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		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%				



Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		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%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
<p>Benchmark Assessment (Proficiency) ELA Rates</p>	<p>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</p>	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	<p>Due to the Pandemic of 2020, the third round of benchmarks were only given for a few subjects according to NJDOE protocol. In past years, SGO were measured by the NJSLA and benchmark scores, which has not been the case this year. Only two rounds of benchmarks were given in the 2019-2020 school year as follows:                      LinkIt! Cycle 1 to Cycle2 scores increased as follows:                      Grade 9 ELA 39% to 38%, decrease of 1%                      Grade 10 ELA 34% to 41%, increase of 7%                      Grade 11 ELA 26% to 30%, increase of 4%</p>	<p>Comparison of Achievement Levels by Race for Gloucester City High School to the District Factor Group B, and State are as follows:                      In the 2018-2019 School Year, the Schoolwide passing rate for ELA was 58.5% which compares favorably to the State's passing rate of 56.8%                      In the 2018-2019 school year, Gloucester City High School Free or Reduced lunch students had a passing rate of 52% and the Special Education students had 15% 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 Free and Reduced Lunch category with the State's average of 15% and the District Factor Group's (DFG) average</p>
		K	0%	0%	0%	0%		
		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	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>of 14% for ELA. Gloucester City High School Special Education Students lagged the State's average by 3 % but bettered the DFG B's average by 7%. In the 2018-2019 School Year, the Schoolwide passing rate for Math was 31% which is 8% less than the state average of 39%. In the 2018-2019 school year, Gloucester City High School Free or Reduced lunch students had a 25% passing rate for Math which was 7% better than the DFG B and 7% better than the State average. Gloucester City High School Special Education students had 7%pass rate in Math, which was 3% higher than the DFG B, and only 2% lower than the</p>

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Due to the Pandemic of 2020, the third round of benchmarks were only given for a few subjects according to NJDOE protocol. In past years, SGO were measured by the NJSLA and benchmark scores, which has not been the case this year. Only two rounds of benchmarks were given in the 2019-2020 school year as follows: Grade 9 Math 21% to 30%, increase of 9% Grade 11 Math 21% to 28%, increase of 7% Geometry 19% to 27%, increase of 8%	In the 2018-2019 School Year, the School-wide passing rate for ELA was 58.5% which compares favorably to the State's passing rate of 56.8% In the 2018-2019 school year, Gloucester City High School Free or Reduced lunch students had a passing rate of 52% and the Special Education students had 15% 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 Free and Reduced Lunch category with the State's average of 15% and the District Factor Group's (DFG) average of 14% for ELA. Gloucester City High School Special Education Students lagged the State's average by 3 % but bettered the DFG B's
		K	0%	0%	0%	0%		
		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	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>average by 7%.                      In the 2018-2019 School Year, the Schoolwide passing rate for Math was 31% which is 8% less than the state average of 39%.                      In the 2018-2019 school year, Gloucester City High School Free or Reduced lunch students had a 25% passing rate for Math which was 7% better than the DFG B and 7% better than the State average.                      Gloucester City High School Special Education students had 7%pass rate in Math, which was 3% higher than the DFG B, and only 2% lower than the</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	<p>ACCESS for ELLS 2.0, 5 students tested in the Spring of 2019 for clusters 9-12.</p> <p>In 9th grade, 3 total students were tested. 1 student tested in the Entering Proficient Level, 1 student tested in the Developing level, and 1 student tested in the Expanding level.</p> <p>In 10th grade, 1 student tested in the Expanding level.</p> <p>In 12th grade 1 student tested in the Expanding level.</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 2017-2018 NJ School Performance Summary Report indicates that the percentage of English Language Learners at the school in 2015-2016, 2016-2017 and 2017-2018 was consistently at 1% or less. The report indicates the following percentage home languages: English 90.6% Spanish 5.7%, Bengali 1.4%, Chinese 1.4%, and Other 1%</p>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		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 May 28, 2020 was 567. The current enrollment of Economically Disadvantaged students was 381 or 67% of the student body (May 2020). The current enrollment of Students with Disabilities was 162 or 29% (May 2020).  In Gloucester City High School there are 15 Homeless students, 75 students enrolled in Resource Programs, 53 students enrolled in Self Contained Programs, 5 students on Home-bound Instruction, and 29 students in Out of District placements.	67% 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  District wide there are 53 students with 504 plans and 43 LEP students.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		



Data Source	Factors to Consider	Prepopulated Data		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 96% on May 28, 2020. Current Enrollment: 567 Average Daily Attendance: 522 Average Daily Membership: 559  The attendance rate for economically disadvantaged students was 95%. Current Enrollment: 381 The attendance rate for students with disabilities was 94%. Current Enrollment: 162	The attendance rate is lower for the population of students with disabilities.  The chronic absenteeism rate is higher 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 Corona Virus of 2020 may have negatively impacted attendance rates. The overall chronic absenteeism rate was 3.7% on May 28, 2020. The chronic absenteeism rate for students who are economically disadvantaged was on 6.3% on May 28, 2020. The chronic absenteeism rate for students with disabilities was 6% on May 28, 2020.	The chronic absenteeism rate is higher for the population of students with economic disadvantages which is heavily influenced by the Pandemic of 2020.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Prepopulated Data		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 % from Sept. 2, 2019 to May 28, 2020. Staff Attendance Data: GHS Total Possible Days = 16,896 Total Days Out = 576	Data: GHS Total Possible Days = 16,896 Total Days Out = 576

Data Source	Factors to Consider	Prepopulated Data		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 7.2% (40 students out of 567).	Gloucester High School students 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% (26 students out of 567).	
		Student Suspension YTD Average - In School for Subgroup 2	0.00%	The YTD average of In-School Suspensions for Students With Disabilities was 2 % (11 out of 567).	
		Student Suspension YTD Average - Out of School	0.00%	The YTD average of Out of School Suspensions rate for the total population was 7.9% (44 students out of 567).	
		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 5.5% (31 students out of 567).	
		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%. (30 out of 567).	

Data Source	Factors to Consider	Prepopulated Data	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 April 2020. A review of the responses of all staff members shows that their greatest focus is interaction with the students followed by teaching subject expertise. 98.4% 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, 83% had a positive response. 96.7% percent indicated that they were comfortable with the support that they received from peers and supervisors. 90% of staff had a favorable experience with remote teaching during the pandemic.	Each year, morale goes up across the Gloucester City High School Teachers and staff.

COLLEGE & CAREER READINESS

Data Source	Factors to Consider	Prepopulated Data			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 2019-2020 school year. However, the state data is expected to indicate that the graduation rate at GCHS is about 93%. When considering only the currently enrolled students, the percentage is higher. The 93% 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.	Each year, more students take the SAT excepting this year, because of the CoronaVirus Pandemic of 2020.
		Schoolwide	93%	87.1%		
		White	92.6%	89.8%		
		Hispanic	*	81%		
		Black or African American	94.7%	*		
		Asian, Native Hawaiian, or Pacific Islander	*	100%		
		American Indian or Alaska Native		*		
		Two or More Races				
		Economically Disadvantaged Students	90.5%	51.9%		
		Students with Disabilities	85.7%	*		
		English Learners	*	*		
		Homeless Students	*	*		
Students in Foster Care	*	*				

Data Source	Factors to Consider	Prepopulated Data							Your Data (Provide any additional data)	Observations / Trends	
Post-Secondary Rates	% of students that enroll in post-secondary institution.	Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution	According to the NJ School Performance Report for 2018-2019, 28.8% of the Class of 2018 enrolled in a 2-Year Institution, 24.6% enrolled in a 4-Year Institution for a total of 53.4% of students enrolled in some type of Post-secondary Institution.	Each year, more graduating students have enrolled in some type of Post secondary Institution. The Pandemic of 2020 will certainly affect this trend as more students may take advantage of remote learning opportunities.
		Statewide	53.4	54	46	88.9	11.1	92.1	7.9		
		White	58.8	52	48	90	10	94	6		
		Hispanic	50	100	0	100	0	100	0		
		Black or African American	27.8	60	40	80	20	80	20		
		Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*		
		American Indian or Alaska Native									

Data Source	Factors to Consider	Prepopulated Data						Your Data (Provide any additional data)	Observations / Trends
		Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
		Two or More Races	*	*	*	*	*	*	*
		Economically Disadvantaged Students	47.6	53.3	46.7	86.7	13.3	90	10
		Students with Disabilities	30.8	62.5	37.5	87.5	12.5	87.5	12.5
		English Learners							

Data Source	Factors to Consider	Prepopulated Data		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 School	<p>All ninth and tenth grade students who were present in the school on October 16, 2019 took the PSATs on that day.</p> <p>All eleventh and twelfth grade who were present in the school on October 16, 2019 took the SATs on that day.</p> <p>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.</p>	<p>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.</p>
		Participating in PSAT	87.2		
		Participating in SAT	99.2		
		Participating in ACT	*		



Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	110	According to the NJ School Report for 2018-2019 11% of students tested at a Level 1 on the NJSLA Algebra 1, 34% tested at a Level 2, 34% tested at a Level 3, and 21% tested at a Level 4 whereby the students met the expectations of the assessment.	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. Gloucester City High School now
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	103		
		% of students who scored 4 or 5 on the PARCC assessment	21%		

EVALUATION INFORMATION

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"> <li>*Identify % of teachers on CAP in the previous school year</li> <li>*Identify instructional trends</li> <li>*Identify professional development needs</li> </ul>		<p>There was one teacher at Gloucester City High School on a CAP for the 2019-2020 school year, and he fulfilled his requirements and is currently off of the CAP as of May 1, 2020.</p> <p>Due to the Pandemic of 2020, Covid-19, nine non-tenured teachers were given final evaluations.</p> <p>6 Teachers were rated in the Effective Category and 3 Teachers were rated in the Highly Effective Category.</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"> <li>-On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue.</li> <li>-On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place.</li> </ul> <p>95% of the instructional staff attended all district workshops. Training that</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>took place throughout the 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>&lt;</p>

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

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< Other Indicators - NO DATA >

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## Process Questions and Growth and Reflection Tool

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	4-Sustaining	
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	4	A	3-Developing	
	5	A	3-Developing	
	Average		3.60	
Assessment	1	A	4-Sustaining	
	2	A	4-Sustaining	
	3	A	4-Sustaining	
	Average		4.00	
Professional Learning Community (PLC)	1	A	4-Sustaining	
	2	A	3-Developing	
	3	A	3-Developing	
	4	A	4-Sustaining	
	Average		3.50	

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 4-Sustaining		
	2	A 3-Developing		
	3	A 4-Sustaining		
	4	A 4-Sustaining		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 4-Sustaining		
	9	A 4-Sustaining		
	10	A 4-Sustaining		
	11	A 4-Sustaining		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 3-Developing		
Average	3.50			
Teacher and Principal Effectiveness	1	A 4-Sustaining		
	Average	4.00		



## Priority Performance Needs and Root Cause Analysis

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< NO DATA >

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## SMART Goal 1

By June 30, 2021, 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.

Priority Performance 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

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 ELA Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLS.  
Provide mathematics professional development for staff including using the OnCourse 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, 2020, 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, 2021, 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, 2021, 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, 2021, 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.	7/1/20	6/30/21	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.	7/1/20	6/30/21	Asst Superintendent and GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables	7/1/20	6/30/21	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.	7/1/20	6/30/21	Asst Superintendent and GCHS Administration

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
5	3	5ELA 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.	7/1/20	6/30/21	Asst Superintendent and GCHS Administration
6	2	Acquire Non Instructional Resources	7/1/20	6/30/21	Asst Superintendent and GCHS Administration

## Budget Items

### SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including Enrichment/Remediation	INSTRUCTION - Personnel Services - Salaries / 100-100	\$13,666	Federal Title I (School Allocation)
3	Purchased Services for SAT/PSAT	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,333	Federal Title I (School Allocation)
2	Contract with provider for 1-1 technology initiative: devices	INSTRUCTION - Other Purchased Services / 100-500	\$16,666	Federal Title I (School Allocation)
4	Acquire resources: instructional licenses, IXL, AVID, Albert, etc	INSTRUCTION - Other Purchased Services / 100-500	\$9,088	Federal Title I (School Allocation)
3	Transportation and Tuition to Camden County College for advanced placement course	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
2	Supplies and Materials: Reading kits, supplies etc	INSTRUCTION - Supplies & Materials / 100-600	\$17,499	Federal Title I (School Allocation)
3	Acquire instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (School Allocation)
2	Instructional Supplies and Materials: Purchase of Chromebooks, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
5	Training Stipends Wilson/AVID	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,666	Federal Title I (School Allocation)
1	Benefits for Line 200-100 Stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)
5	Benefits for staff stipends on 100 Line	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$276	Federal Title I (School Allocation)
5	ELA Professional Development /AVID, Right to Know, Consultants, Engaged Instruction etc	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$9,388	Federal Title I (School Allocation)
5	ELA Professional Development including Conferences, Workshops and On Course	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,910	Federal Title I (School Allocation)
4	Other purchased services, School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$333	Federal Title I (School Allocation)
6	Supplies and materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Other objects, dues	SUPPORT SERVICES - Other Objects / 200-800	\$16	Federal Title I (School Allocation)

## SMART Goal 2

By June 30, 2021, 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.

Priority Performance

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.

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 mathematics professional development for staff including using the OnCourse 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, 2020, 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, 2021, 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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April 15, 2021 , there will be a 2.5% increase in the number of students in Algebra I who demonstrate the ability to solve and communicate their understanding of algebraic reasoning as measured by state assessments, SAT assessments and LinkIt benchmarks.	LinkIt benchmarks
Jul 1	By June 30, 2021, 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.	7/1/20	6/30/21	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	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-line including IXL and consumables.	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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.	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration
5	3	Math Professional Development: (1) Plan professional development (2) Contract with providers and/or assign in-house presenters (3) Acquire subscription to On-Course program for aligning curriculum and lesson plans to the NJSLS	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration
6	2	Acquire non instructional resources.	7/1/20	6/30/21	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	\$13,667	Federal Title I (School Allocation)
1	Purchased Services for SAT/PSAT	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,333	Federal Title I (School Allocation)
2	Contract with provider for 1-1 technology initiative: devices	INSTRUCTION - Other Purchased Services / 100-500	\$16,667	Federal Title I (School Allocation)



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Acquire resources: instructional licenses (IXL, etc.)	INSTRUCTION - Other Purchased Services / 100-500	\$9,089	Federal Title I (School Allocation)
3	Transportation and Tuition to Camden County College for advanced placement course	INSTRUCTION - Other Purchased Services / 100-500	\$5,000	Federal Title I (School Allocation)
3	Acquire instructional supplies and materials, STEM	INSTRUCTION - Supplies & Materials / 100-600	\$17,500	Federal Title I (School Allocation)
2	Instr Supplies and Materials: Purchase of Chromebooks, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
5	Training Stipends Wilson/AVID	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,667	Federal Title I (School Allocation)
1	Benefits for staff stipends on 100 Line	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)
5	Benefits for staff stipends on 200 Line	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$276	Federal Title I (School Allocation)
5	Math Professional Development /AVID, Right to Know, Engaged Instruction, Consultants, etc	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$9,388	Federal Title I (School Allocation)
5	Professional Development /STEM	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Purchased Profession Services misc,/travel	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,910	Federal Title I (School Allocation)
5	Purchased Profession Services AP Training	SUPPORT SERVICES - Other Purchased Services / 200-500	\$5,000	Federal Title I (School Allocation)
6	Purchased Profession Services School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$333	Federal Title I (School Allocation)
6	Supplies and materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
4	Other objects, dues	SUPPORT SERVICES - Other Objects / 200-800	\$17	Federal Title I (School Allocation)

## SMART Goal 3

By June 30, 2021 the number of Gloucester City High School students taking the SAT will be 3% higher than the previous year as reported on the NJ School Performance Report.

### Priority Performance

There is a need for training, access to technology and guidance in preparing students for twenty-first century skills, including social and emotional development. 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 social and emotional learning throughout curricula especially in Health, Digital Citizenship, and ELA curriculums, 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, 2020, the number of Gloucester City High School students taking the SAT will be 1% higher than the previous year as reported on the NJ School Performance Report.	NJ School Performance Report and Guidance Office Records
Feb 15	By February 15, 2021 the number of Gloucester City High School students taking the SAT will be 2% higher than the previous year as reported on the NJ School Performance Report	NJ School Performance Report and Guidance Office Records
Apr 15	By April 15, 2021 the number of Gloucester City High School students taking the SAT will be 2.5% higher than the previous year as reported on the NJ School Performance Report.	NJ School Performance Report and Guidance Office Records
Jul 1	By June 30, 2021 the number of Gloucester City High School students taking the SAT will be 3% higher than 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	7/1/20	6/30/21	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.	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	2	Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), PSAT and SAT courses.	7/1/20	6/30/21	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.	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration
5	3	Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and STEAM.	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration
6	2	Provide tuition and transportation to Camden County College for Advanced Placement courses.	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration
7	2	Provide STEAM materials for 5 courses as required by STEAM program	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration
8	1	Provide Professional Development	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
9	1	Acquire non-instructional resources	7/1/20	6/30/21	Assistant Superintendent and GCHS Administration

## Budget Items

### SMART Goal 3

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	\$13,666	Federal Title I (School Allocation)
3	Instructional Purch Prof Tech Serv: PSAT and SAT Prep	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$3,333	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: tablets	INSTRUCTION - Other Purchased Services / 100-500	\$16,666	Federal Title I (School Allocation)
4	Acquire instructional licenses	INSTRUCTION - Other Purchased Services / 100-500	\$9,088	Federal Title I (School Allocation)
6	Transportation and Tuition to Camden County College for advanced placement course	INSTRUCTION - Other Purchased Services / 100-500	\$5,000	Federal Title I (School Allocation)
7	Acquire instructional supplies and materials, STEM	INSTRUCTION - Supplies & Materials / 100-600	\$23,500	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Instructional Supplies and Materials: Purchase of Chromebooks, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
5	Training Stipends Wilson/AVID	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,666	Federal Title I (School Allocation)
5	Benefits for staff stipends at Summer Training	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$276	Federal Title I (School Allocation)
1	Benefits for staff stipends including summer remediation/enrichment	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)
8	Professional Development: Contracted Services: Engaged Instruction, On-Course. Miscellaneous	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,388	Federal Title I (School Allocation)
5	Professional Development for STEAM Professional	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$6,000	Federal Title I (School Allocation)
6	Other Purchased Services: School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$333	Federal Title I (School Allocation)
6	Professional Development: Purchased Services: Misc/Travel	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,910	Federal Title I (School Allocation)
8	Professional Development: Purchased Services: AP Training	SUPPORT SERVICES - Other Purchased Services / 200-500	\$5,000	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Supplies and materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
9	Other objects, dues	SUPPORT SERVICES - Other Objects / 200-800	\$17	Federal Title I (School Allocation)



## SMART Goal 4

By June 30, 2021, 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.

Priority Performance

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.

Strategy 1:

Parent involvement activities including workshops.

Strategy 2:

Use technology to communicate with parents on-line programs and websites.

Strategy 3:

Use technology to communicate with parents 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, 2020, 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, 2021, 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, 2021, 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, 2021, 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	Use of the Parent Portal (SIS -local funded) (1) Use of Social Media to communicate: Website, Twitter, Facebook, etc	7/1/20	6/30/21	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	7/1/20	6/30/21	Assistant Superintendent and GCHS administration
3	1	Hold meetings and parent conferences	7/1/20	6/30/21	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.	7/1/20	6/30/21	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	\$333	Federal Title I (School Allocation)
1	Benefits for parent staff 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	\$1,333	Federal Title I (School Allocation)
2	Supplies for parent programs	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,213	Federal Title I (School Allocation)

## Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$40,999	\$0	\$0	\$0	\$0	\$0	\$40,999
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$9,999	\$0	\$0	\$0	\$0	\$0	\$9,999
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$92,264	\$0	\$0	\$0	\$0	\$0	\$92,264
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$62,099	\$0	\$0	\$0	\$0	\$0	\$62,099
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$205,361	\$0	\$0	\$0	\$0	\$0	\$205,361
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$5,332	\$0	\$0	\$0	\$0	\$0	\$5,332
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$4,126	\$0	\$0	\$0	\$0	\$0	\$4,126
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$28,497	\$0	\$0	\$0	\$0	\$0	\$28,497
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$16,729	\$0	\$0	\$0	\$0	\$0	\$16,729
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$3,878	\$0	\$0	\$0	\$0	\$0	\$3,878
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$50	\$0	\$0	\$0	\$0	\$0	\$50
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$58,612	\$0	\$0	\$0	\$0	\$0	\$58,612
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$0	\$0	\$263,973	\$0	\$0	\$0	\$0	\$0	\$263,973

## 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	\$263,973	\$0	\$263,973
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$263,973	\$0	\$263,973

## School Level Certification Page

< NO DATA >



## District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

## ASP District CSA Certification and Approval Page

< NO DATA >