

Gloucester City Middle School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 071770300

# 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		
Principal	Jennifer Holmstrom	Yes	Yes	Yes		
Technology Department	Thomas Cunningham	Yes	No	No		
Guidance Department	Denise O'Donnell	Yes	No	Yes		
Instructional Supervisor	Crystal McAllister	Yes	Yes	No		
Community	Gabby Horton	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent	Giselle Kelly	Yes	No	No		
Support Staff	Kathy Field	Yes	No	No		
Instructional Staff	Ann Peeke	Yes	No	No		

## ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
01/28/2020	Smart Goal Development	Yes	Yes
02/11/2020	Prior Year Evaluation	Yes	Yes
09/17/2019	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
10/15/2019	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/01/2020	Smart Goal Development	Yes	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 (After School Program)	ELA	Grades 4-8	Yes	Yes	Yes	Link It! Scores Grade 4 ELA Cycle 1 = 34%, Cycle 2 increased to 44% Growth was 10% Grade 5 ELA Cycle 1 = 41%, Cycle 2 increased to 42%. Growth was 1% Grade 6 ELA Cycle 1 = 41%, Cycle 2 increased to 44% Growth was 3% Grade 7 ELA Cycle 1 = 44%, Cycle 2 increased to 49% Growth was 5% Grade 8 ELA Cycle 1 = 44%, Cycle 2 increased to 55% Growth was 11%
Academic Remediation (After School Program)	Math	Grades 4 to 8	Yes	Yes	Yes	Link It! Scores Grade 4 Math Cycle 1 = 37%, Cycle 2 increased to 46% Growth was 9% Grade 5 Math Cycle 1 = 29%, Cycle 2 increased to 47%. Growth was 18%

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)
My Math (grades 4 & 5)	Math	Grades 4 and 5	Yes	Yes	Yes	Link It! Scores Grade 4 Math Cycle 1 = 37%, Cycle 2 increased to 46% Growth was 9% Grade 5 Math Cycle 1 = 29%, Cycle 2 increased to 47%. Growth was 18%
My Math (grades 6-8)	Math	Grades 6-8	Yes	Yes	Yes	Grade 6 Math Cycle 1 = 39%, Cycle 2 increased to 40% Growth was 1% Grade 7 Math Cycle 1 = 40%, Cycle 2 increased to 47% Growth was 7% Grade 8 Math Cycle 1 = 24%, Cycle 2 increased to 46% Growth was 21% Grade 8 Algebra Scores Cycle 1 = 38%, Cycle 2 increased to 56% Growth was 18%

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)
IXL	Math	Grades 4-8	Yes	Yes	Yes	<p>Link It! Scores</p> <p>Grade 4 Math Cycle 1 = 37%, Cycle 2 increased to 46% Growth was 9%</p> <p>Grade 5 Math Cycle 1 = 29%, Cycle 2 increased to 47%. Growth was 18%</p> <p>Grade 6 Math Cycle 1 = 39%, Cycle 2 increased to 40% Growth was 1%</p> <p>Grade 7 Math Cycle 1 = 40%, Cycle 2 increased to 47% Growth was 7%</p> <p>Grade 8 Math Cycle 1 = 24%, Cycle 2 increased to 46% Growth was 21%</p> <p>Grade 8 Algebra Scores Cycle 1 = 38%, Cycle 2 increased to 56% Growth was 18%</p>

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)
Wilson Reading	ELA	Grades 4-8	Yes	Yes	Yes	<p>Link It! Scores</p> <p>Grade 4 ELA Cycle 1 = 34%, Cycle 2 increased to 44% Growth was 10%</p> <p>Grade 5 ELA Cycle 1 = 41%, Cycle 2 increased to 42%. Growth was 1%</p> <p>Grade 6 ELA Cycle 1 = 41%, Cycle 2 increased to 44% Growth was 3%</p> <p>Grade 7 ELA Cycle 1 = 44%, Cycle 2 increased to 49% Growth was 5%</p> <p>Grade 8 ELA Cycle 1 = 44%, Cycle 2 increased to 55% Growth was 11%</p>

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)
"Journey's" (Houghton Mifflin Grades 4,5) and "Literature" (grades 6, 7, 8)	ELA	Grades 6-8	Yes	Yes	Yes	<p>Link It! Scores</p> <p>Grade 4 ELA Cycle 1 = 34%, Cycle 2 increased to 44% Growth was 10%</p> <p>Grade 5 ELA Cycle 1 = 41%, Cycle 2 increased to 42%. Growth was 1%</p> <p>Grade 6 ELA Cycle 1 = 41%, Cycle 2 increased to 44% Growth was 3%</p> <p>Grade 7 ELA Cycle 1 = 44%, Cycle 2 increased to 49% Growth was 5%</p> <p>Grade 8 ELA Cycle 1 = 44%, Cycle 2 increased to 55% Growth was 11%</p>



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)
Lexia	ELA	Grades 4-8	Yes	Yes	Yes	<p>Link It! Scores            Grade 4 ELA Cycle 1 = 34%, Cycle 2 increased to 44% Growth was 10%            Grade 5 ELA Cycle 1 = 41%, Cycle 2 increased to 42%. Growth was 1%            Grade 6 ELA Cycle 1 = 41%, Cycle 2 increased to 44% Growth was 3%            Grade 7 ELA Cycle 1 = 44%, Cycle 2 increased to 49% Growth was 5%            Grade 8 ELA Cycle 1 = 44%, Cycle 2 increased to 55% Growth was 11%</p>
Freckle	Cross Curricular	Grades 4-8	Yes	Yes	Yes	<p>Measurable Outcomes (state the data that supports the continuation of this            Link It! ELA Scores increased an average of 6% from Cycle 1 to Cycle 2 in grades 4 to 8.            Link It! Math Scores increased an average of 12.3% from Cycle 1 to Cycle 2 in grades 4 to 8.</p>

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)
Acquire Instructional Licenses: Adobe, Kami and instructional supplies/materials to use in class including on-line and paper resources.	Cross Curricular	Grades 4-8	Yes	Yes	Yes	Link It! ELA Scores increased an average of 6% from Cycle 1 to Cycle 2 in grades 4 to 8. Link It! Math Scores increased an average of 12.3% from Cycle 1 to Cycle 2 in grades 4 to 8.
Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Tablets)	Cross Curricular	Grades 4-8	Yes	Yes	Yes	Link It! ELA Scores increased an average of 6% from Cycle 1 to Cycle 2 in grades 4 to 8. Link It! Math Scores increased an average of 12.3% from Cycle 1 to Cycle 3 in grades 4 to 8.
Professional Development	Cross Curriculum	Grades 4-8	Yes	Yes	Yes	Link It! ELA Scores increased an average of 6% from Cycle 1 to Cycle 2 in grades 4 to 8. Link It! Math Scores increased an average of 12.3% from Cycle 1 to Cycle 3 in grades 4 to 8.
Parent Involvement	Cross Curricular	Grades 4-8	Yes	Yes	Yes	Link It! ELA Scores increased an average of 6% from Cycle 1 to Cycle 2 in grades 4 to 8. Link It! Math Scores increased an average of 12.3% from Cycle 1 to Cycle 3 in grades 4 to 8.

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

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>Mathematics NJSLA scores are lower than ELA for all subgroups. Link It! Scores            Grade 4 Math Cycle 1 = 37%, Cycle 2 increased to 46% Growth was 9%            Grade 5 Math Cycle 1 = 29%, Cycle 2 increased to 47%. Growth was 18%            Grade 6 Math Cycle 1 = 39%, Cycle 2 increased to 40% Growth was 1%            Grade 7 Math Cycle 1 = 40%, Cycle 2 increased to 47% Growth was 7%            Grade 8 Math Cycle 1 = 24%, Cycle 2 increased to 46% Growth was 21%            Grade 8 Algebra Scores Cycle 1 = 38%, Cycle 2 increased to 56% Growth was 18%            Link It! Scores            Grade 4 ELA Cycle 1 = 34%, Cycle 2 increased to 44% Growth was 10%            Grade 5 ELA Cycle 1 = 41%, Cycle 2 increased to 42%. Growth was 1%            Grade 6 ELA Cycle 1 = 41%,</p>	<p>Additional supports are needed to raise NJSLA scores in both Mathematics and ELA. Students will benefit from an after school remedial program. Students will benefit from a 1-1 technology initiative (Devices). Individual student growth will be assisted by the use of "Classworks" 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	46.6 %	29.7%	77%						
		White	48%	30%	76%						
		Hispanic	46.5 %	27.9%	*						
		Black or African American	30.8 %	17.9%	*						
		Asian, Native Hawaiian, or Pacific Islander	*	*	*						
		American Indian or Alaska Native	*	*							
		Two or More Races									
		Female	54.8 %	32.1%	82%						
		Male	39.4 %	27.6%	72%						
		Economically Disadvantaged Students	40%	23.3%	73%						
		Non-Economically Disadvantaged Students	55.2 %	38.2%	80%						
		Students with Disabilities	12.8 %	*							
		Students without Disabilities	54.6 %	*	77%						
		English Learners	*	*							
		Non-English Learners	*	*	77%						
		Homeless Students	20%	16%							
Students in Foster Care	*	*									
Military-Connected Students	*	*									
Migrant Students											

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>Cycle 2 increased to 44% Growth was 3%</p> <p>Grade 7 ELA Cycle 1 = 44%, Cycle 2 increased to 49% Growth was 5%</p> <p>Grade 8 ELA Cycle 1 = 44%, Cycle 2 increased to 55% Growth was 11%</p>	

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 science scores have been available.	Scores indicate additional supports are needed in science.
		Student Group	Grade 5	Grade 8	Grade 11		
		Schoolwide	17%	4%			
		White	20%	5%			
		Hispanic	17%	0%			
		Black or African	4%				
		Asian, Native					
		American Indian or	*	*			
		Two or More Races		*			
		Female	16%	0%			
		Male	17%	7%			
		Economical ly	9%	4%			
		Non-Economical	27%	4%			
		Students with	0%	0%			

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	20%	5%			
		English Learners	*	*			
		Non-English	17%	4%			
		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	Mathematics NJSLA scores are lower than ELA for all subgroups. Grade 4 Math Cycle 1 = 37%, Cycle 2 increased to 46% Growth was 9% Grade 5 Math Cycle 1 = 29%, Cycle 2 increased to 47%. Growth was 18% Grade 6 Math Cycle 1 = 39%, Cycle 2 increased to 40% Growth was 1% Grade 7 Math Cycle 1 = 40%, Cycle 2 increased to 47% Growth was 7% Grade 8 Math Cycle 1 = 24%, Cycle 2 increased to 46% Growth was 21% Grade 8 Algebra Scores Cycle 1 = 38%, Cycle 2 increased to 56% Growth was 18% Link It! Scores Grade 4 ELA Cycle 1 = 34%, Cycle 2 increased to 44% Growth was 10% Grade 5 ELA Cycle 1 = 41%, Cycle 2 increased to 42%. Growth was 1% Grade 6 ELA Cycle 1 = 41%,	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	46%	42%		
		White	45%	42.5%		
		Hispanic	51%	44%		
		Black or African American	36%	30%		
		Asian, Native Hawaiian, or Pacific	57%	49%		
		American Indian or Alaska Native	*	*		
		Two or More Races				
		Female	48%	42%		
		Male	43.5%	43%		
		Economically Disadvantaged	43%	37%		
		Non-Economically Disadvantaged				
		Students with Disabilities	37%	43%		
Students without Disabilities						



Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math	Cycle 2 increased to 44% Growth was 3% Grade 7 ELA Cycle 1 = 44%, Cycle 2 increased to 49% Growth was 5% Grade 8 ELA Cycle 1 = 44%, Cycle 2 increased to 55% Growth was 11%	
		English Learners	18.5%	68.5%		
		Non-English Learners				
		Homeless Students	25%	21.5%		
		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					NA	NA
		Grade	Cycle 1	Cyclle 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	Cycle 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
		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%	Link It! Scores Grade 4 ELA Cycle 1 = 34% Cycle 2 increased to 44% Growth was 10% Grade 5 ELA Cycle 1 = 41% Cycle 2 increased to 42%. Growth was 1% Grade 6 ELA Cycle 1 = 41% Cycle 2 increased to 44% Growth was 3% Grade 7 ELA Cycle 1 = 44% Cycle 2 increased to 49% Growth was 5% Grade 8 ELA Cycle 1 = 44% Cycle 2 increased to 55% Growth was 11%	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. 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.
		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
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	Link It! Scores Grade 4 Math Cycle 1 = 37%, Cycle 2 increased to 46% Growth was 9% Grade 5 Math Cycle 1 = 29%, Cycle 2 increased to 47%. Growth was 18% Grade 6 Math Cycle 1 = 39%, Cycle 2 increased to 40% Growth was 1% Grade 7 Math Cycle 1 = 40%, Cycle 2 increased to 47% Growth was 7% Grade 8 Math Cycle 1 = 24%, Cycle 2 increased to 46% Growth was 21% Grade 8 Algebra Scores Cycle 1 = 38%, Cycle 2 increased to 56% Growth was 18%	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.
		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
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 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, 3Developing, 4-Expanding, 5Bridging and 6-Reaching. Gloucester City Middle School received test scores for 10 students after the Spring 2019 ACCESS Test administration. Spring 2019 ACCESS Test results contained the following information: Grade 4, cluster 4-5, 1 student who tested at the Expanding level. In Grade 5, cluster 4-5, 5 students were tested. 1 student tested in the Entering Level, and four students tested in the Expanding level. In Grade 6, cluster 6-8, four students were tested. 2 students tested in the Entering level, 1 student tested in the Emerging level, and 1 student tested in the Expanding level.</p>	<p>Observations / Trends The 2018-2019 NJ School Performance Summary Report indicates the following percentage home languages: English 90.8% Spanish 5.2%, Bengali 1.0% and Other Languages 3%. Ten students took the Spring 2019 ACCESS test.</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	Overall enrollment was 817 on May 28, 2020.  The Economically Disadvantaged Enrollment was 539 on May 28, 2020. The enrollment of Students with Disabilities was 180 on May 28, 2020.  In the Gloucester Middle School 12 students are Homeless, 94 students are in Resource Programs, 75 students are in Self Contained Programs, 21 students are in Speech Only Programs, and 11 students in Out of District Placements.	66% 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.  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%	September 3, 2019 to May 28, 2020.  The attendance rate for the total population was 97% on May 28, 2020. Current Enrollment: 771 Average Daily Attendance: 751 Average Daily Membership: 805 The attendance rate for economically disadvantaged students was 97.5%. Current Enrollment: 539  The attendance rate for students with disabilities was 93.3%. Current Enrollment: 180	The attendance rate for the total population was 98%. This is
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data		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%	September 3, 2019 to May 28, 2020 the overall Chronic Absenteeism was 3.5%.  From September 3, 2019 to May 28, 2020. the percentage of chronic absenteeism for economically disadvantaged students was 4%  September 3, 2019 to May 28, 2020. the Percentage of chronic absenteeism for students with disabilities was 5.2%	The Corona Virus Pandemic has had an effect on attendance rates..
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	0.00%	GMS The current staff attendance rate for 2019-2020 is 94% September 3, 2019 to May 28, 2020. Total Possible Days = 15066 Total Days Out = 911 Total % Out = 4.28%	GMS The current staff attendance rate for 2019-2020 is 94% September 3, 2019 to May 28, 2020. Total Possible Days = 15066 Total Days Out = 911 Total % Out = 4.28%

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%	YTD Average - In School Suspension equals 6.8% --- YTD Average - In School Suspensions for Economically Disadvantaged equals 5%. ---YTD Average - In School Suspensions for Students with Disabilities equals 3.9%. ---YTD Average - Out of School Suspensions equals 10.5%. ---- YTD Average - Out of School for Economically Disadvantaged equals 7.9%. -----YTD Average - Out of School Suspensions for Special Education Students equals 4.9%.	Data gathered from September 3, 2019 to May 28, 2020.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	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		<p>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 success is interaction with the students at 55%, followed by use of technology and 21st century skills at 21%.</p> <p>94% 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, 64% had a positive response. 72% percent indicated that they were comfortable with the support that they received from peers and supervisors.</p> <p>84% of teachers had a favorable response when asked to rate their remote teaching experience during the corona virus pandemic.</p>	

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	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	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.			NA	
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.	# of 8th grade students enrolled in Algebra 1	36	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 NJSLA assessment	The Gloucester Middle School runs an Algebra Boot Camp in the summer to motivate students and help them refresh their math skills. The program seems to be improving math scores in Algebra I students as compared to Algebra I students who did not attend the Algebra I Boot Camp.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	35		
		% of students who scored 4 or 5 on the PARCC assessment	77%		

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>Four teachers at Gloucester City Middle School are currently on CAP for the 2019-2020 school year. Due to Pandemic Covid-19 only teachers who are non-tenured or an a CAP were evaluated and given scores according to NJDOE policy. Two teachers were rated Ineffective, one teacher was rated Partially Effective, six teachers were rated effective, one teacher was rated highly effective.</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> <li>-PLCs were in place - Benchmark assessments for all content areas were</li> </ul>



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

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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	3-Developing		
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	3-Developing		
	Average		3.00		
Assessment	1	A	3-Developing		
	2	A	3-Developing		
	3	A	3-Developing		
	Average		3.00		
Professional Learning Community (PLC)	1	A	3-Developing		
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	Average		3.00		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 3-Developing		
	2	A 3-Developing		
	3	A 3-Developing		
	4	A 3-Developing		
	5	A 3-Developing		
	6	A 3-Developing		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 3-Developing		
	14	A 3-Developing		
Average	3.00			
Teacher and Principal Effectiveness	1	A 3-Developing		
	Average	3.00		

## 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 8 who demonstrate increased literacy skills as measured by Linkit Benchmarking and/or state assessment.

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 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, Classworks, 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, 2020, 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.	Classworks, Wilson Reading, Linkit Benchmarking

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2021, 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.	Classworks, Wilson Reading, Linkit Benchmarking
Apr 15	By April 15, 2021, 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.	Classworks, Wilson Reading, Linkit Benchmarking
Jul 1	By June 30, 2021, 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.	Classworks, Wilson Reading, Linkit Benchmarking

## 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	7/1/20	6/30/21	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.	7/1/20	6/30/21	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 (Classworks, Kami, etc.)	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration

Step Number	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 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 NJSLS	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration

## Budget Items

### SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends including Enrichment/Remediation	INSTRUCTION - Personnel Services - Salaries / 100-100	\$8,333	Federal Title I (School Allocation)
1	Paraprofessionals	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$10,833	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$15,000	Federal Title I (School Allocation)
2	Acquire resources: instructional licenses (Kami, Classworks, Peardeck, etc.)	INSTRUCTION - Other Purchased Services / 100-500	\$8,507	Federal Title I (School Allocation)



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Purchase of Chromebooks, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	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	\$6,666	Federal Title I (School Allocation)
3	Acquire instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$18,570	Federal Title I (School Allocation)
6	Wilson Reading Summer Training for 4 teachers	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,666	Federal Title I (School Allocation)
6	Benefits for Line 100-100 Stipends (2000 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)
1	Benefits for Line 200-100 Stipends (5,192 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$276	Federal Title I (School Allocation)
6	Wilson Reading Summer Training for teachers, etc	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,000	Federal Title I (School Allocation)
6	ELA Professional Development: Contracted Services (Engaged Instructions, On-Course), Workshops	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,388	Federal Title I (School Allocation)
6	Conferences, Workshops, Postage, Misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$2,244	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Supplies and materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
7	Other objects	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 student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state 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 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 Classworks, 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 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 2020, 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

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2021, 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, 2021, there will be a 2.5% increase in the number of student in grade 6 who demonstrate an understanding of number sense and problem solving as measured by state assessments and LinkIt benchmarks.	Linkit Benchmarking
Jul 1	By June 30, 2021, 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

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Action Steps 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	7/1/20	6/30/21	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	7/1/20	6/30/21	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, Classworks, Kami etc.)	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	3	Some GCMS teachers will attend STEM Professional training.	7/1/20	6/30/21	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	7/1/20	6/30/21	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	\$8,333	Federal Title I (School Allocation)
1	Paraprofessional stipends	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$10,833	Federal Title I (School Allocation)
2	Contract with provider for 1-1 Technology initiative: Devices	INSTRUCTION - Other Purchased Services / 100-500	\$15,000	Federal Title I (School Allocation)
3	Acquire resources: instructional licenses (IXL, Kami, Classworks, Peardeck Classworks, etc.)	INSTRUCTION - Other Purchased Services / 100-500	\$8,507	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Acquire resources and materials to use in class including on-line and consumables (Go Math and My Math)	INSTRUCTION - Supplies & Materials / 100-600	\$6,667	Federal Title I (School Allocation)
2	Purchase of Chromebooks, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (School Allocation)
3	Acquire resources: supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$18,750	Federal Title I (School Allocation)
6	Math Professional Development Stipends, secretary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,669	Federal Title I (School Allocation)
6	Benefits for Line 100-100 Stipends (2000 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,090	Federal Title I (School Allocation)
1	Benefits for Line 200-100 Stipends ( 5,192 x .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$276	Federal Title I (School Allocation)
6	Math Professional Development- Contracted Services: Engaged Instruction, On-Course, etc	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,389	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	Conferences, Workshops, Postage, Misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,911	Federal Title I (School Allocation)

## SMART Goal 3

By June 30, 2021, 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.

Priority Performance

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.

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, Classworks, 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
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End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2020, 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
Feb 15	By February 15, 2021, 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, 2021 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, 2021, 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	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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 GCMS Administration
4	3	Acquire Resources/Materials to use in class including "Inspire Science", on-line (instructional licenses) and consumables	7/1/20	6/30/21	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.	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration
6	3	Implement new STEAM Elective (Apex)	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration
7	3	Acquire needed non-instructional supplies	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration

## Budget Items

### SMART Goal 3

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	\$15,000	Federal Title I (Reallocated Funds)
2	Purchase of Chromebooks, etc	INSTRUCTION - Supplies & Materials / 100-600	\$100	Federal Title I (Reallocated Funds)
4	Acquire resources and materials to use in class including on-line and consumables including Go Math, MyMath, "Inspire Science."	INSTRUCTION - Supplies & Materials / 100-600	\$6,666	Federal Title I (Reallocated Funds)
4	Acquire instructional supplies and materials and reading kits	INSTRUCTION - Supplies & Materials / 100-600	\$18,750	Federal Title I (School Allocation)
5	Implementation STEAM Elective (APEX)	INSTRUCTION - Supplies & Materials / 100-600	\$15,000	Federal Title I (School Allocation)
6	Professional Development Stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,666	Federal Title I (School Allocation)
1	Benefits for Line 100-100 (1,000 X .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,089	Federal Title I (School Allocation)
1	Benefits for Line 200-100 (1,000 X .0765)	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$276	Federal Title I (School Allocation)
5	Professional Development - Contract with providers: Engaged Instruction, On-Course and Miscellaneous PD, etc	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,387	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Other Purchased Services, School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$333	Federal Title I (School Allocation)
5	Conferences, Workshops, Postage, Misc.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,911	Federal Title I (School Allocation)
7	Non Instructional Supplies and Materials	SUPPORT SERVICES - Supplies & Materials / 200-600	\$555	Federal Title I (School Allocation)
7	Other objects	SUPPORT SERVICES - Other Objects / 200-800	\$16	Federal Title I (School Allocation)

## SMART Goal 4

By June 30, 2021, 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.

Priority Performance

Climate & Culture:  
Parent and Family Engagement

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

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, 2020 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, 2021 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

End of Cycle	Interim Goal	Source(s) of Evidence
Apr 15	By April 15, 2021 there will be an increase of 4% in parental involvement and participation in academic events relating to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records
Jul 1	By June 30, 2021, 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 a technology provider 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.	7/1/20	6/30/21	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	7/1/20	6/30/21	GCMS Administration
3	2	Hold conferences and meetings with parents	7/1/20	6/30/21	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	7/1/20	6/30/21	Assistant Superintendent and GCMS Administration

## Budget Items

### SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Supplies and materials for special student populations	INSTRUCTION - Supplies & Materials / 100-600	\$500	Federal Title I (School Allocation)
2	In house parent presenters	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$334	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	\$1,334	Federal Title I (School Allocation)
2	Supplies/materials Supplies/materials for parent involvement activities	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	\$16,666	\$0	\$0	\$0	\$0	\$0	\$16,666
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$21,666	\$0	\$0	\$0	\$0	\$0	\$21,666
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$47,014	\$15,000	\$0	\$0	\$0	\$0	\$62,014
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$85,103	\$6,766	\$0	\$0	\$0	\$0	\$91,869
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$170,449	\$21,766	\$0	\$0	\$0	\$0	\$192,215
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$5,335	\$0	\$0	\$0	\$0	\$0	\$5,335
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$4,127	\$0	\$0	\$0	\$0	\$0	\$4,127
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$16,498	\$0	\$0	\$0	\$0	\$0	\$16,498
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	\$6,732	\$0	\$0	\$0	\$0	\$0	\$6,732
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$3,323	\$0	\$0	\$0	\$0	\$0	\$3,323
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$32	\$0	\$0	\$0	\$0	\$0	\$32
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$36,047	\$0	\$0	\$0	\$0	\$0	\$36,047
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	\$206,496	\$21,766	\$0	\$0	\$0	\$0	\$228,262

## 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	\$206,496	\$21,766	\$228,262
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$206,496	\$21,766	\$228,262

## 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 >