

Gloucester City Jr. Sr. High School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 071770050

Annual School Planning 2021-2022

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Superintendent	Sean Gorman	Yes	Yes	Yes		
Assistant Superintendent	Kimberley Chiodi, Ed. D	Yes	No	Yes		
Director of Special Services, ELL	Eliza Rawley	Yes	No	Yes		
Technology Department	Janet Kaufmann	Yes	Yes	Yes		
Building Principal	Sean Gorman	Yes	Yes	Yes		
Assistant Principal	Sarah Finley	Yes	Yes	Yes		
Support Staff	Andrea Dougherty	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		
Student Representative	Jason Chiodi	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
02/19/2021	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
04/22/2021	Smart Goal Development	Yes	Yes
06/03/2021	Prior Year Evaluation	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 (Summer School)	ELA and Math	Grades 9-12	Yes	Yes	Yes	<p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%</p> <p>LinkIt! Cycle 1 to Cycle 3 overall score increases:</p> <p>Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</p>

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Academic Remediation (After School program previous called Homework Help)	ELA and Math	Grades 9-12	Yes	Yes	Yes	<p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%</p> <p>LinkIt! Cycle 1 to Cycle 3 overall score increases:</p> <p>Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</p>
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	Grades 9-12	Yes	Yes	Yes	<p>The NJ School Performance Report (page 7) ELA Performance Measure Trends indicates that the annual target has been met.</p> <p>Interactive Learning for Test Prep, STEM, Humanities and Finance. Students using Albert and PSAT/SAT opportunities scored 13% higher than the state participation rate.</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, PearDeck, EdPuzzle and instructional supplies/materials to use in class including on-line and consumable resources.	Cross Curricular	Grades 9-12	Yes	Yes	Yes	<p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%</p> <p>LinkIt! Cycle 1 to Cycle 3 overall score increases:</p> <p>Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</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)
AVID	Cross Curricular	Grades 9-12	Yes	Yes	Yes	<p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%</p> <p>LinkIt! Cycle 1 to Cycle 3 overall score increases:</p> <p>Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</p>
Project Lead the Way STEAM	Cross Curricular	Grades 9-12	Yes	Yes	Yes	<p>LinkIt! Cycle 1 to Cycle 3 overall score increases:</p> <p>Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</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)
Savvas Math	Math	Grades 9-12	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle 3 overall score increases: Algebra I 11% increase Geometry 10% increase Algebra II 18% increase
IXL	Math	Grades 9-12	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle 3 overall score increases: Algebra I 11% increase Geometry 10% increase Algebra II 18% increase
StudySync	ELA	Grades 9-12	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%

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)
Professional Development:	Cross Curricular	Teachers of students in Grades 9-12	Yes	Yes	Yes	<p>LinkIt! Cycle 1 to Cycle 3 overall score increases:</p> <p>Algebra I 11% increase Geometry 10% increase Algebra II 18% increase LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%</p>
Acquire devices: 1-1 Technology Initiative to overcome the Digital Divide (Devices)	Cross Curricular	Grades 9-12	Yes	Yes	Yes	<p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows:</p> <p>Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%</p> <p>LinkIt! Cycle 1 to Cycle 3 overall score increases:</p> <p>Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</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)
Parent Involvement	Cross Curricular	Parents of students in Grades 9-12	Yes	Yes	Yes	LinkIt! Cycle 1 to Cycle 3 scores increased 13% overall for Mathematics. LinkIt! Cycle 1 to Cycle 3 scores increased 7.5% overall for ELA.

STUDENT ACHIEVEMENT									
Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends	
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.	Student Group	ELA	Math	Alg1	Alg2	Geo	20-21 School Year Benchmark Data: LinkIt! Cycle 1 to Cycle2 scores increased as follows: Grade 9 ELA 35%-40% increase of 5% Grade 10 ELA 31.0%-37% increase of 6% Grade 11 ELA 28%-36% increase of 8% LinkIt! Cycle 2 to Cycle 3 scores increased as follows: Grade 9 ELA 40%-40% increase of 0% Grade 10 ELA 37%-38% increase of 1% Grade 11 ELA 36%-30% decrease of 6% LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2% LinkIt! results	Due to Covid-19, the state of NJ excused our students from completing the NJSLA. The data included here is from our standard aligned benchmark. Students scored better in ELA, as compared to Mathematics. Students are in need of additional supports. Supports that help students increase their scores include: 1) Summer and after school enrichment / remedial programs. 2) College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID and Albert (Advanced Placement), AP Training Enhanced technology equipment/supplies,
		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	
		Military-Connected Students	*	*			*	
		Migrant Students						
							<p>Cycle 1 to Cycle2 scores increased as follows: Algebra I 22%-26% increase of 4% Geometry 20%-24% increase of 4% Algebra II 15%-29% increase of 14%</p> <p>LinkIt! Cycle 2 to Cycle 3 scores increased as follows: Algebra I 26%-33% increase of 7% Geometry 24%-30% increase of 6% Algebra II 29%-33% increase of 4%</p> <p>LinkIt! Cycle 1 to Cycle 3 overall score increases: Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</p> <p>In Gloucester City, there are 17 homeless students. This is 2.5% of our high school population. In Gloucester City, there are 174 students receiving special education services. This is 26% of our high</p>	<p>STEAM programs, Instructional licenses. "STEAM elective classes: Provide instructional licenses: IXL, Adobe and other resources needed to prepare students for 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> <p>Supports that help special education students increase their scores include: Extended school year (summer enrichment/remedial program).</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>school population</p>	<p>Reduction of the instructional staff to student ratio. College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID, Enhanced technology equipment/supplies, STEM programs, Instructional licenses. STEAM elective classes Provide instructional licenses: Adobe and other resources needed to prepare.</p>

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
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/	NJSLA-S				<p>In the 2020-2021 school year, we used the LinkIt! Science Assessments. The impact of COVID-19 skewed the results of these assessments given in district. In Gloucester City High School, 75% of our population were remote learners for the duration of the school year.</p> <p>In Biology, 124 students completed the benchmark exam.</p> <p>86% scored below grade level 12% scored on grade level 2% scored above grade level</p> <p>In Chemistry, 90 students completed the benchmark exam.</p> <p>97% scored below grade level 3% scored on grade level</p> <p>In Physics, 16 students completed the benchmark exam.</p> <p>94% scored below grade level</p>	<p>Due to Covid-19, the state of NJ excused our students from completing the NJSLA.</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> <p style="padding-left: 40px;">1) Summer and after school enrichment / remedial programs. 2) College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID and Albert (Advanced Placement), AP Training Enhanced technology equipment/supplies, STEAM programs, Instructional licenses. "STEAM elective classes: Provide instructional licenses:</p>
		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		*		6% scored on grade level In Other Sciences, 55 students completed the benchmark exam.	IXL, Adobe and other resources needed to prepare students for 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) Supports that help special education students increase their scores include: Extended school year (summer enrichment/remedial program). Reduction of the instructional staff to student ratio. College and Career Readiness Supports: SAT and
		English Learners		*	*	93% scored below grade level	
		Non-English		*	5%	7% scored on grade level	
		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
				<p>Advanced Placement, On Course, AVID, Enhanced technology equipment/supplies, STEM programs, Instructional licenses. STEAM elective classes Provide instructional licenses: Adobe and other resources needed to prepare.</p>

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	Due to Covid-19, the state of NJ excused our teachers from completing SGP's.	Due to Covid-19, the state of NJ excused our teachers from completing SGP's.
		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	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		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
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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	<p>LinkIt! Cycle 1 to Cycle 2 scores increased as follows: Grade 9 ELA 35%-40% increase of 5% Grade 10 ELA 31.0%-37% increase of 6% Grade 11 ELA 28%-36% increase of 8%</p> <p>LinkIt! Cycle 2 to Cycle 3 scores increased as follows: Grade 9 ELA 40%-40% increase of 0% Grade 10 ELA 37%-38% increase of 1% Grade 11 ELA 36%-30% decrease of 6%</p> <p>LinkIt! Cycle 1 to Cycle 3 scores increased as follows: Grade 9 ELA increase of 5% Grade 10 ELA increase of 7% Grade 11 ELA increase of 2%</p>	<p>Trend data for these assessments may not be comparable due to the impact of COVID-19 for the past 15 months.</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: 1) Summer and after school enrichment / remedial programs. 2) College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID and Albert (Advanced Placement), AP Training Enhanced technology equipment/supplies, STEAM programs, Instructional licenses. "STEAM elective classes: Provide instructional licenses:</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>IXL, Adobe and other resources needed to prepare students for 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.</p> <p>6) Implement a transition program to Camden County College (tuition and transportation)</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	<p>LinkIt! results Cycle 1 to Cycle2 scores increased as follows: Algebra I 22%-26% increase of 4% Geometry 20%-24% increase of 4% Algebra II 15%-29% increase of 14%</p> <p>LinkIt! Cycle 2 to Cycle 3 scores increased as follows: Algebra I 26%-33% increase of 7% Geometry 24%-30% increase of 6% Algebra II 29%-33% increase of 4%</p> <p>LinkIt! Cycle 1 to Cycle 3 overall score increases: Algebra I 11% increase Geometry 10% increase Algebra II 18% increase</p>	<p>Trend data for these assessments may not be comparable due to the impact of COVID-19 for the past 15 months.</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: 1) Summer and after school enrichment / remedial programs. 2) College and Career Readiness Supports: SAT and Advanced Placement, On Course, AVID and Albert (Advanced Placement), AP Training Enhanced technology equipment/supplies, STEAM programs, Instructional licenses. "STEAM elective classes: Provide</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>instructional licenses: IXL, Adobe and other resources needed to prepare students for 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.</p> <p>6) Implement a transition program to Camden County College (tuition and transportation)</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, 6 students tested in the Spring 2020 9-12 cluster.</p> <p>In grade 9, 1 student tested. 1 student tested in the Expanding Level.</p> <p>In grade 10, 3 students tested. 1 student tested in the Expanding Level. 2 students tested in the Reaching Level.</p> <p>In grade 11, 1 student tested. 1 student tested in the Developing Level.</p> <p>In grade 12, 1 student tested. 1 student tested in the Entering 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 following are home language percentages for our high school population: English 99.8% Spanish 0.1% Bengali 0.1%</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 June 11, 2021 was 673. The current enrollment of Economically Disadvantaged students on June 11, 2021 was 296. The current enrollment of Students with Disabilities on June 11, 2021 174.	69% 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. 69% of Gloucester City Middle 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. The number of free and reduced students was based on last year's percentages due to the under-reporting by many
		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 90%. Current Enrollment: 673	The attendance rate is lower for the population of students with disabilities.
		Subgroup 1 YTD Student	0.00%	The attendance rate for economically disadvantaged students was 89%. Current Enrollment: 296	
		Subgroup 2 YTD Student Attendance Average	0.00%	The attendance rate for students with disabilities was 84%. Current Enrollment: 174	

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%	The overall chronic absenteeism rate was 4.7% on June 11, 2021.	The chronic absenteeism rate is higher for the population of students who are economically disadvantaged.
		Subgroup 1 YTD Chronic	0.00%	The chronic absenteeism rate for students who are economically disadvantaged was on 6.3% on June 11, 2021.	
		Subgroup 2 YTD Chronic Absenteeism	0.00%	The chronic absenteeism rate for students with disabilities was 6.0% on June 11, 2021.	
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%	Work Days 175 times 51 teachers is 8,925 total days Teacher Absence rate 3% Teacher Attendance rate 97%	These numbers are calculated from September 1, 2020 through June 11, 2021.

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%	(Due to COVID 19, the numbers are lower than in past years) The YTD average of In-School Suspensions rate for the total population was 0.0% (0 students out of 673). The YTD average of In-School Suspensions for Economically Disadvantaged students was 0.0% (0 students out of 673). The YTD average of In-School Suspensions for Students With Disabilities was 0.0%. (0 out of 673) The YTD average of Out of School Suspensions rate for the total population was 0.45% (3 students out of 673). The YTD average of Out of School Suspensions for Economically Disadvantaged students was 0.15% (1 student out of 673). The YTD average of Out of School Suspensions for Students With Disabilities	Gloucester High School students will have the opportunity to participate in Program Renaissance. The program recognizes good attendance and behavior.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		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
			was 0.45%. (3 out of 673).	
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		A school climate survey was distributed to the staff in May 2021. A review of the responses of all staff members shows that their greatest focus is interaction with the students followed by teaching subject expertise. 85.4% 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, 79.4% had a positive response. 97.9% percent indicated that they were comfortable with the support that they received from peers and supervisors. 68.8% of staff had a positive response being able to share expertise with their colleagues.	Each year morale increases in the Gloucester City High School among 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 graduation rate for the class of 2021 will not be known until August 2021. The most up to date data is available on NJ School Report Card 2019-2020. The 5-Year Graduation Rate 2019 Cohort lists 87.3%. Postsecondary Enrollment 16 months after graduation is 21.0% at 2-Year Institution and 25.0% in a 4-Year Institution and 46.0% are enrolled in any Postsecondary Institution. Economically Disadvantaged Students had a 90.5% graduation rate in 2018 in the 5-Year Cohort and Students with Disabilities had a 85.7% graduation rate in 2018 in the 5-Year Cohort.	NJ School Report Card 2019-2020 Gloucester City High https://rc.doe.state.nj.us/school/detail/07/1770/050/postsecondary?lang=EN
		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	<p>Postsecondary Enrollment 16 months after graduation is 21.0% at 2-Year Institution and 25.0% in a 4-Year Institution and 46.0% are enrolled in any Postsecondary Institution.</p> <p>Economically Disadvantaged Students had a 90.5% graduation rate in 2018 in the 5-Year Cohort and Students with Disabilities had a 85.7% graduation rate in 2018 in the 5-Year Cohort.</p>	<p>NJ School Report Card 2019-2020 Gloucester City High https://rc.doe.state.nj.us/school/detail/07/1770/050/postsecondary?lang=EN</p>
		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 29, 2020 took the PSATs on that day.</p> <p>All eleventh and twelfth grade who were present in the school on October 29, 2020 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	117 students completed the Algebra I benchmark assessment.	<p>Due to Covid-19, the state of NJ excused our students from completing the NJSLA. The data included here is from our standard aligned benchmark.</p> <p>In Gloucester City High School, 75% of students worked remotely throughout the duration of the year. Due to COVID 19, the percentages and grades may be inflated.</p>	
		% of students with a C or better				100% of the students scored below grade level.
		Count of students who took the Algebra section of PARCC	103	25.5% are enrolled in Summer School		
		% 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"> *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>There are 0 teachers at Gloucester City High School who are currently on CAP for the 2021-2022 school year. The McREL teacher evaluation system is used in the Gloucester City School District.</p>	<p>Data Source Factors to Consider Your Data (Prepopulated where Possible) Your Data (Provide only additional data Observations / Trends Classroom Observations Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs</p> <p>There are 0 teachers at Gloucester City High School who are currently on CAP for the 2021-2022 school year. The McREL teacher evaluation system is used in the Gloucester</p>

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
				<p>City School District.</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> <p>-On-going training for both teachers and administrators in the McREL Teacher Evaluation System took place and there was increased teacher-administrator dialogue.</p> <p>-On-going training for both teachers and administrators focusing upon how to implement, assess, and recognize quality instruction took place.</p> <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><</p>

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

< Other Indicators - NO DATA >



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	Gloucester High School (GHS) has developed an effective SLOs and Effective Instruction component.	Areas of focus to improve would be having Effective Instruction that uses the most effective instructional elements to be embedded into the units of study and consistently implementing, revising, and reflecting on SLOs aligned to the Career Ready Practices. The effects of remote learning and a modified return to class schedule for the entire 2020-2021 has impacted students and teachers to an unrepresented degree, but rigor and academic integrity have been maintained to the extent possible.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	2-Emerging		
	5	A	3-Developing		
Assessment	1	A	2-Emerging	Gloucester City High School (GHS) has developed an effective Assessment component.	Gloucester City High School will continue the practices established that allow GHS to sustain its high practices in the Assessment Component.
	2	A	2-Emerging		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Gloucester City High School (GHS) has developed an effective Professional Learning Community (PLC) component.	Areas to focus on include developing schedules that allow teachers is a to meet and/or observe colleagues as needed within the school day. Norms could be periodically assessed team adherence and consistently address violations of the norms to ensure that GHS is focused on student learning in an efficient and productive manner. All PLCs were held remotely because of Covid-19 school regulations.
	2	A	2-Emerging		
	3	A	3-Developing		
	4	A	2-Emerging		

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Culture	1	A	4-Sustaining	Gloucester City High School (GHS) has developed an effective Culture component.	Areas to be addressed include: Social and Emotional Learning SLOs are integrated into curriculum across grade levels and content areas in a purposeful way that ensures assessment of SEL objectives. Parents are trained in the lessons so they can be reinforced at home. Student discipline related conversations reinforce SEL/CD goals is a worth goal. Developing student ownership of their learning will have lasting effects over the course of a lifetime. Consistently developing support for PIA implementation to assess the effectiveness of all initiatives and communicate those findings to all stakeholders would improve these PIA related to school climate. Communication of Connections can be improved by using the feedback from student data and using that data to determine effectiveness. Data Collection and Analysis could be improved upon with regular professional development and using data to plan for development and revision as needed. School Climate Plan Development could include specific measurable goals that are based on the analysis of school climate data in order to improve. All of the above has been affected by the effects of remote learning and a modified return to class schedule. All parental contact has been done remotely due to the pandemic guidelines.
	2	A	2-Emerging		
	3	A	4-Sustaining		
	4	A	4-Sustaining		
	5	A	3-Developing		
	6	A	2-Emerging		
	7	A	4-Sustaining		
	8	A	4-Sustaining		
	9	A	3-Developing		
	10	A	3-Developing		
	11	A	3-Developing		
	12	A	3-Developing		
	13	A	3-Developing		
	14	A	3-Developing		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Teacher and Principal Effectiveness	1	A 3-Developing	<p>Gloucester City High School (GHS) has developed an effective Teacher and Principal Effectiveness component.</p> <p>Gloucester City High School (GHS) has developed an effective Teacher and Principal Effectiveness component.</p>	<p>Gloucester City High School will continue the practices established that allow GHS to sustain its high practices in the Teacher And Principal Effectiveness Component.</p>

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	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. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.	The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some of the students are classified as homeless. 3) 69% of Gloucester City School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home..	All populations	1	Provide summer and after school remediation to reduce skill gaps.
				2	Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) (2) Materials to use in class including on-line and consumables. (Wilson, Classworks, Peardeck, Ed Puzzle, IXL, Kami) (3) Math professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLs.
				3	Provide mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. Provide materials, supplies etc to homeless students as determined by needs assessment.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	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. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.	The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some of the students are classified as homeless. 3) 69% of Gloucester City School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home	All populations	1	Provide summer and after school remediation to address skill gaps.
				2	Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) (2) Materials to use in class including on-line and consumables.(Wilson, Classworks, Peardeck, Ed Puzzle, IXL, Kami) (3) ELA professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLs.
				3	Provide ELA Professional Development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. Provide materials, supplies etc to homeless students as determined by needs assessment.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	There is a need for training, access to technology and guidance in preparing students for twenty-first century skills. Students are in need of resources to help guide their success toward college and careers. This includes supports for success on the PSATs, SATs and advanced placement courses. There is a need for professional development in differentiated instruction, increased student engagement, formative assessments and college and career services (AVID) as evidenced by student data from SGO and state assessments. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.	The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some of the students are classified as homeless. 3) 69% of Gloucester City School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home	All populations	1	Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and STEAM electives.
				2	Increase opportunities for tutoring and advanced courses by participating in AVID, Albert, PSAT and SAT courses. Provide tuition and transportation to Camden. County College/ Rowan College for AP and dual credit courses and other community colleges.



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)
				<p>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. Provide materials, supplies etc to homeless students as determined by needs assessment.</p>



Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Climate and Culture, including Social and Emotional Learning	Student learning is closely related to a positive school environment. There must be a support system in the school building and there must be home school collaboration. There is a need to provide resources for parents.	The student mobility rate for the district is 25%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2) Some of the students are classified as homeless. 3) 69% of Gloucester City School's students belong to the subgroup of economically disadvantaged students. The digital divide often affects economically disadvantaged students. They often do not have access to technology at home	All populations	1	Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known. Parent involvement activities including workshops.
				2	Use technology to communicate with parents (School Messenger), on-line programs and websites.
				3	Use technology to communicate with parents (School Messenger), on-line programs and websites. Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known. Provide materials, supplies etc to homeless students as determined by needs assessment.

SMART Goal 1

By June 30, 2022, 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

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. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.

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. (Wilson, Classworks, Peardeck, Ed Puzzle, IXL, Kami) (3) Math professional development for staff including using the OnCourse program for aligning curriculum and lesson plans to the NJSLs.

Strategy 3: Provide mathematics professional development for staff including using the On-Course program for aligning curriculum and lesson plans to the NJSLs. Provide materials, supplies etc to homeless students as determined by needs assessment.

Target Population: All populations

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 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, 2022, there will be a 2% increase in the number of students in grade 10 who demonstrate higher order thinking by analyzing and organizing information to communicate understanding of texts and author's views as measured by state benchmarks.	State assessments, benchmarks and reading and writing data cluster analysis.
Apr 15	By April 15, 2022, 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, 2022, 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 Number	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.	7/1/21	6/30/22	Asst Superintendent and GCHS Administration

Step Number	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.	7/1/21	6/30/22	Asst Superintendent and GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-line and consumables	7/1/21	6/30/22	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.	7/1/21	6/30/22	Asst Superintendent and GCHS Administration
5	3	ELA Professional Development: (1) Plan professional development (2) Contract with providers and/or assign in-house presenters	7/1/21	6/30/22	Asst Superintendent and GCHS Administration Asst Superintendent and GCHS Administration
6	2	Acquire resources for special population-homeless students	7/1/21	6/30/22	Asst Superintendent and GCHS Administration
7	2	Acquire non instructional resources	7/1/21	6/30/22	Asst Superintendent and GCHS Administration

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
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Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Staff Stipends Summer Remediation/ and during the school year remediation -tutoring	INSTRUCTION - Personnel Services - Salaries / 100-100	\$13,666	Federal Title I (School Allocation)
2	Camden County Program/tuition and Rowan College of South Jersey	INSTRUCTION - Other Purchased Services / 100-500	\$6,000	Federal Title I (School Allocation)
3	District Supplies chromebooks, supplies etc	INSTRUCTION - Supplies & Materials / 100-600	\$666	Federal Title I (School Allocation)
3	Inst. Licenses/CDW - Adobe Suite (24,053) IXL (8,913) Pear Deck (8,190), Kami (7,500) and programs associated with texts, misc. (2,500)- District supplies	INSTRUCTION - Supplies & Materials / 100-600	\$5,684	Federal Title I (School Allocation)
2	College Board	INSTRUCTION - Supplies & Materials / 100-600	\$1,600	Federal Title I (School Allocation)
2	GHS (steam, general supplies, chromebooks (30,000)	INSTRUCTION - Supplies & Materials / 100-600	\$17,020	Federal Title I (School Allocation)
2	Classworks-GHS , IXL Spanish-GHS	INSTRUCTION - Supplies & Materials / 100-600	\$2,274	Federal Title I (School Allocation)
6	Homeless Reserve (district line) special population	INSTRUCTION - Supplies & Materials / 100-600	\$333	Federal Title I (School Allocation)
1	Salaries/stipends Secretarial and STEAM courses/Summer Training/Wilson/AVID (\$38.50 per hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,222	Federal Title I (School Allocation)
1	Benefits Salary Enrichment	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,045	Federal Title I (School Allocation)



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	PD (topics dependent upon need inc. Wilson/Fundations/Right to Know, CPR/etc)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,111	Federal Title I (School Allocation)
1	Benefits (200-100)line	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$170	Federal Title I (School Allocation)
5	STEAM Professional (PLTW) Educational Consultants, AVID, Other prof development related to Title I (Grant budgets)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,083	Federal Title I (School Allocation)
2	Conferences/Workshops \$11,500 / Misc \$5,000 / Travel \$200, and AVID Participation fees	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,522	Federal Title I (School Allocation)
7	Acquire Non-Inst. Supplies and Materials Tablets for Teachers	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)
7	Other Objects: Dues NJAFPA	SUPPORT SERVICES - Other Objects / 200-800	\$16	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2022, 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 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. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.

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.(Wilson, Classworks, Peardeck, Ed Puzzle, IXL, Kami) (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. Provide materials, supplies etc to homeless students as determined by needs assessment.

Target Population: All populations

Interim Goals

SMART Goal 2

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, 2021, 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, 2022 , there will be a 2% increase in the number of students in Algebra I who demonstrate the ability to solve and communicate their understanding of algebraic reasoning as measured by state assessments, SAT assessments and LinkIt benchmarks	LinkIt benchmarks
Apr 15	By April 15, 2022 , 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, 2022, 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.	LinkIt benchmarks

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
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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.	7/1/21	6/30/22	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	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
3	2	Acquire Resources/Materials to use in class including on-line including IXL and consumables.	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
4	2	Assessment: (1) Plan assessments (2) Contract with online providers (3) Provide training (3) Benchmark three times/year using the provider format (4) Survey teachers regarding effectiveness.	7/1/21	6/30/22	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	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
6	2	Acquire resources for special population-homeless	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
7	2	Acquire non instructional resources	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer Remediation/ during the school year remediation - GHS	INSTRUCTION - Personnel Services - Salaries / 100-100	\$13,666	Federal Title I (School Allocation)
2	Camden County Program/tuition and Rowan College of South Jersey	INSTRUCTION - Other Purchased Services / 100-500	\$6,000	Federal Title I (School Allocation)
2	District Supplies chromebooks, supplies etc	INSTRUCTION - Supplies & Materials / 100-600	\$666	Federal Title I (School Allocation)
2	District Inst. Licenses/CDW - Adobe Suite (24,053) IXL (8,913) Pear Deck (8,190), Kami (7,500) and programs associated with texts, misc. (2,500)	INSTRUCTION - Supplies & Materials / 100-600	\$5,684	Federal Title I (School Allocation)
4	College Board	INSTRUCTION - Supplies & Materials / 100-600	\$1,600	Federal Title I (School Allocation)
2	GHS (steam, general supplies, chromebooks (30,000)	INSTRUCTION - Supplies & Materials / 100-600	\$17,020	Federal Title I (School Allocation)
4	Classworks-GHS	INSTRUCTION - Supplies & Materials / 100-600	\$690	Federal Title I (School Allocation)
6	Homeless Reserve Special Population	INSTRUCTION - Supplies & Materials / 100-600	\$333	Federal Title I (School Allocation)
1	Salaries Stipends for Secretarial and STEAM courses/Summer Training/Wilson/AVID (\$38.50 per hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,222	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Salaries Benefit Enrichment	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,045	Federal Title I (School Allocation)
1	Benefits for line 200-100	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$170	Federal Title I (School Allocation)
5	PD (topics dependent upon need inc. Wilson/Fundations/Right to Know, CPR/etc)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,111	Federal Title I (School Allocation)
5	STEAM Professional (PLTW), Educational Consultants, AVID, and Other prof developmt related to Title I (Grant budgets)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,783	Federal Title I (School Allocation)
2	Conferences/Workshops \$11,500 / Misc \$5,000 / Travel \$200	SUPPORT SERVICES - Travel / 200-580	\$1,856	Federal Title I (School Allocation)
2	AVID participation fees	SUPPORT SERVICES - Travel / 200-580	\$1,666	Federal Title I (School Allocation)
7	Non-Inst. Supplies and Materials Tablets for Teachers	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)
7	Other Objects/ Dues NJAFPA	SUPPORT SERVICES - Other Objects / 200-800	\$16	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. 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. Some Students enter the school homeless and need to be provided supplies and materials etc as determined by a needs assessment of homeless students.

Strategy 1: Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and STEAM electives.

Strategy 2: Increase opportunities for tutoring and advanced courses by participating in AVID, Albert, PSAT and SAT courses. Provide tuition and transportation to Camden. County College/ Rowan College for AP and dual credit courses and other community colleges.

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. Provide materials, supplies etc to homeless students as determined by needs assessment.

Target Population: All populations

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 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, 2022 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, 2022 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	1	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	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration



Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	3	Acquire Resources: (1) Contract with provider for 1-1 Technology initiative (Devices) (2) Acquire resources (3) Provide training and professional development.	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
3	2	Increase opportunities for tutoring and advanced courses by participating in Albert (On-line AP courses), PSAT and SAT courses.	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
4	2	Acquire resources such as instructional licenses for Adobe and other resources needed to prepare students for college and careers.	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
5	2	Increase academic rigor and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) and STEAM electives.	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
6	2	Provide tuition and transportation to Camden County College for Advanced Placement courses.	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
7	2	Provide STEAM ELECTIVES materials for 5 courses as required by Rowan University	7/1/21	6/30/22	Assistant Superintendent and GCHS Administration
8	3	Acquire Resources for special populations- homeless	7/1/21	6/30/22	Assistant Superintendent and GHS Administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
9	2	Acquire non- instructional supplies	7/1/21	6/30/22	Assistant Superintendent and GHS Administration

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer Remediation/ during the school year remediation - GHS	INSTRUCTION - Personnel Services - Salaries / 100-100	\$13,668	Federal Title I (School Allocation)
5	Acquire Camden County Program/tuition and Rowan College of South Jersey or other community colleges	INSTRUCTION - Other Purchased Services / 100-500	\$6,000	Federal Title I (School Allocation)
2	Acquire District Supplies chromebooks, supplies etc	INSTRUCTION - Supplies & Materials / 100-600	\$668	Federal Title I (School Allocation)
4	Acquire District Inst. Licenses/CDW - Adobe Suite (24,053) IXL (8,913) Pear Deck (8,190), Kami (7,500) and programs associated with texts, misc. (2,500)	INSTRUCTION - Supplies & Materials / 100-600	\$5,684	Federal Title I (School Allocation)
2	Acquire for GHS students from College Board	INSTRUCTION - Supplies & Materials / 100-600	\$1,600	Federal Title I (School Allocation)
7	Acquire resources GHS (steam, general supplies, chromebooks (30,000)	INSTRUCTION - Supplies & Materials / 100-600	\$17,022	Federal Title I (School Allocation)
2	Acquire Classworks-GHS IXL Spanish-GHS	INSTRUCTION - Supplies & Materials / 100-600	\$2,275	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Acquire resources for special population- homeless	INSTRUCTION - Supplies & Materials / 100-600	\$333	Federal Title I (School Allocation)
1	Stipends for Secretarial and STEAM courses/Summer Training/Wilson/AVID (\$38.50 per hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,224	Federal Title I (School Allocation)
1	Benefits Salary Enrichment	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1,046	Federal Title I (School Allocation)
1	Benefits secretarial and professional development stipends	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$170	Federal Title I (School Allocation)
3	District PD (topics dependent upon need inc. Wilson/Fundations/Right to Know, CPR/etc)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,112	Federal Title I (School Allocation)
3	GHS school specific professional development such as STEAM Professional (PLTW) Educational Consultants AVID Other prof development related to Title I (Grant budgets)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,786	Federal Title I (School Allocation)
3	Conferences/Workshops \$11,500 / Misc \$5,000 / Travel \$200 AVID Participation fees	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,524	Federal Title I (School Allocation)
9	Acquire Non-Inst. Supplies and Materials Tablets for Teachers	SUPPORT SERVICES - Supplies & Materials / 200-600	\$556	Federal Title I (School Allocation)
9	Other Objects/ Dues NJAFPA	SUPPORT SERVICES - Other Objects / 200-800	\$18	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2022, 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

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:

Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known. Parent involvement activities including workshops.

Strategy 2:

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

Strategy 3:

Use technology to communicate with parents (School Messenger), on-line programs and websites. Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known. Provide materials, supplies etc to homeless students as determined by needs assessment.

Target Population:

All populations

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2021, 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, 2022, there will be an increase of 2% in parental involvement and participation in academic events related to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records
Apr 15	By April 15, 2022, 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, 2022, there will be an increase of 3% in parental involvement and participation in academic events related to their students as measured by sign in sheets and attendance records.	Sign in sheets and attendance records

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	(1) Contract with School/Parent Messenger (2) Use School messenger to communicate with parents (2) Use of the Parent Portal (Power School -local funded) (3) Use of Social Media to communicate: Website, Twitter, Facebook, etc	7/1/21	6/30/22	Assistant Superintendent and GCHS administration

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	(1) Plan parent meetings (2) Hire in-house staff or contract with outside speakers (3) Acquire resources, materials, supplies (4) Notify parent	7/1/21	6/30/22	Assistant Superintendent and GCHS administration
3	1	Hold meetings and parent conferences	7/1/21	6/30/22	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.	7/1/21	6/30/22	Assistant Superintendent and GCHS administration

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Teacher Stipends - Parent Involvement Prog	INSTRUCTION - Personnel Services - Salaries / 100-100	\$300	Federal Title I (School Allocation)
4	Homeless Reserve (district line)	INSTRUCTION - Supplies & Materials / 100-600	\$334	Federal Title I (School Allocation)
1	Benefits (200-100)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$23	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	School Messenger	SUPPORT SERVICES - Other Purchased Services / 200-500	\$156	Federal Title I (School Allocation)
2	Supplies for Parent Programs	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,113	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	\$41,300	\$0	\$0	\$0	\$0	\$0	\$41,300
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$18,000	\$0	\$0	\$0	\$0	\$0	\$18,000
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$81,486	\$0	\$0	\$0	\$0	\$0	\$81,486
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$140,786	\$0	\$0	\$0	\$0	\$0	\$140,786
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$7,736	\$0	\$0	\$0	\$0	\$0	\$7,736
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$2,431	\$0	\$0	\$0	\$0	\$0	\$2,431
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$15,156	\$0	\$0	\$0	\$0	\$0	\$15,156
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	\$7,202	\$0	\$0	\$0	\$0	\$0	\$7,202
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$3,522	\$0	\$0	\$0	\$0	\$0	\$3,522
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$3,781	\$0	\$0	\$0	\$0	\$0	\$3,781
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	\$39,878	\$0	\$0	\$0	\$0	\$0	\$39,878
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	\$180,664	\$0	\$0	\$0	\$0	\$0	\$180,664

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	\$180,664	\$0	\$180,664
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$180,664	\$0	\$180,664

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x	Effective Instruction
x	Effective Instruction
x	Climate and Culture, including Social and Emotional Learning
x	Climate and Culture, including Social and Emotional Learning
	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed By: Susan Ekioglou

Title: Instructional Supervisor, District ASP reviewer

Date: 07/13/2021

District Business Administrator or District Federal Programs Administrator Certification

< NO DATA >

ASP District CSA Certification and Approval Page

< NO DATA >