

Gloucester City High School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 071770050

Annual School Planning 2024-2025

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Erin O'Connor	No	Yes	No		
Community Member	Liz Bakey	Yes	Yes	No		
Student Representative	Landon Johnston	No	No	Yes		
Principal	Sean Gorman	Yes	Yes	Yes		
Instructional Supervisor	Susan Ekimoglou	Yes	Yes	Yes		
Instructional Supervisor	Colleen Blake	Yes	Yes	Yes		
Gen Ed Teacher	Kelli Lukasiak	Yes	No	No		
Special Education Teacher	Jen Lampi	Yes	Yes	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Gen Ed Teacher	Matt Whitecar	Yes	Yes	Yes		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
04/18/2024	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
11/16/2023	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	Yes	Yes
08/23/2023	Prior Year Evaluation, Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis,	Yes	Yes
02/21/2024	Priority Performance Needs and Root Cause Analysis, 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)
Provide summer and after school remediation to reduce skill gaps.	Math, ELA, Science & Social Studies.	All populations	Yes	Yes	Yes	19 ELA students, 8 Science students, 4 Math students, 3 Social Studies students, 7 Health & Phys Ed students and 3 World Language students attended semester 1 remediation and earned a passing semester 1 grade so that would be in good standing for the 2nd semester.
Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (2) Materials to use in class including on-line and consumables, including SWD high school level. Homeless supplies	All content areas.	All populations	Yes	Yes	Yes	All students, every subgroup and population, are able to use technology (one to one devices) in every class and are able to take them home to extend the learning day. Google classroom is used in every class and is accessible for parents. Homeless students have complete access to all digital, hard copies, one to one devices and access to personal hygiene supplies as needed.

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)
Provide targeted, embedded, frequent, evidenced based, mathematics professional development for staff. Provide materials, supplies etc to students and teachers as needed..	Mathematics	Teachers of Mathematics and new teachers in all subject	Yes	Yes	Yes	Educational consultant with targeted math PD for teachers. Consultant also shares best practices with new teachers and works in their classroom while new teacher is interacting with students.
Provide summer and after school remediation to address skill gaps. Financial Literacy classes need extra supports and should be remediated after school and during summer for students that need extra learning and support.	Math, ELA, Social Studies, Science, Health, Phys Ed, Financial Literacy, World Languages	All populations	Yes	Yes	Yes	Many students were able to pass the remediation for the subject. Some students, due to absences above the maximum 2 days, dropped out of the program.

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 resources: 1) 1-1 Technology Initiative to overcome the Digital Divide(2) Materials to use in class including on-line and consumables. Including SWD high school level. CTE supplies and safety wear. Homeless supplies	All content areas	All populations	Yes	Yes	Yes	All students use google classroom and have computers that travel from home to school so that learning time is extended. Supplies were bought for students use in the CTE courses. Homeless students have access to all resources in the school as well as personal school supplies as needed.
Provide targeted, embedded, frequent, evidenced based, ELA professional development for staff with supplies needed. ELA will run pilot ELA program with an eye toward purchasing needed program with PD during the school year.	ELA professional development	All populations	Yes	No	No	Pilot program was not able to be run b/c of illness of key members. Will run a pilot in the upcoming 24-25 school year No need for evidence upload for prior year.

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)
Increase academic rigor using summer school and after school tutoring and provide resources and guidance through participation in AVID (Advancement Via Individual Determination PD) Teacher PD, and STEAM electives.	Multiple Contents	All populations	Yes	Yes	Yes	AVID strategies are in place and running in each and every classroom. The AVID strategies are embedded within remediation courses.
Provide tuition and transportation to Camden. County College/ Rowan College for AP and dual credit courses, other community colleges and academic field trips.	Multiple Contents	All populations	Yes	Yes	Yes	Students have earned college credit through the community colleges in the area. Students attended field trips to see Romeo & Juliette. Students will take EOC to qualify for college credit through RIT for the PLTW courses.
Provide materials, supplies etc to homeless students as determined by needs assessment, students and teachers..	Multiple Contents	All populations	Yes	Yes	Yes	Homeless students have access to every support that is offered in the GCSD Title I District. After school tutoring, summer school, one-t-one devices and personal items as necessary for school.

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 activities including workshops 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 information and programs under Title I	All populations	Yes	Yes	Yes	Parent involvement Meeting with Google slides detailing upcoming programs

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	<p>Consider comparing previous year's and current year's NJSLA results in the noted subject areas.</p> <p><a _blank">link<="" a>="" access="" href="http://www.nj.gov/education/schools/achievement/target=" p="" reports.<="" to="" website="" with=""> </p>		<p>According to the NJSLA spring 2023 data for Algebra 1, the mean scale score was 716 points. 12.4% of the students were in the 4th percentile as compared to the 28.7 Algebra 1 benchmark scores on the Lincoln platform. African American students had a mean scale score almost exactly the same as white student scores at 712. White students had a mean scale score average at 716. Hispanic students on average scored a little bit higher at 717, male students scored at the highest at 718 mean scale scores, while female students scored at 714 mean scale scores. Students with disabilities had a mean scale score of 706 points. Economically disadvantaged students had a mean scale score of 714 while non-economic economically disadvantaged students had a mean scale score of 721 points. Last year, the 2022 NJSLA scores for Hispanic</p>	<p>Gloucester City public school district has between 60% to 70% free and reduced lunch. that is above the state average of 36%, above the district Factor group of 56%, and above Camden County at 40%.</p> <p>Between 2021 and 22 school year for ELA all grades in the high school there was a 0% increase in the meeting and exceeding expectations of the NJSLA, with a 2% increase in students who are not meeting or partially meeting the standards.</p> <p>Hispanic students outperformed the district and state averages on high school Ela scores by over 16%, while black students underperformed by 7%,</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>students were about the same at 719. White students scored slightly higher at 722 mean scale score as well as the economically disadvantaged students at 720 mean scale score.</p> <p>The NJSAL Spring 2023 data for geometry shows that the mean average score for all students was 745. white students scored slightly higher at 749. male students scored Four Points higher than female students at 743. Last year's NJSLA spring 2022 data for geometry was slightly lower in all categories. The mean average score for all students was 739, about six points lower than this previous year. All student subgroups scored a little bit lower last year as compared to this year.</p> <p>For grade 9 ELA, the NJSLA spring 2023 data tells us that the mean average score for all students was 742. White students scored slightly higher at 747, African American students</p>	<p>and Asian students underperformed by 29%, while white students underperformed by 8%. In the high school in the achievement by program section of the njsla scores, free and reduced lunch students scored at 40% which is 4% greater than the 36% in the state</p> <p>The overall District math scores between the two last years of the njsla showed a 0% increase in meeting and exceeding the standards but the students did better by 4% on the not meeting and partially meeting scores.</p> <p>In the high school free and reduced lunch program, 20% of high school students outperformed the state by 1% in the entire high school math program</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>scored slightly lower at 718 mean scale average. Asian students were the highest scoring subgroup and they scored at 758. Hispanic students scored above the total average at 748. students with disabilities scored lower at 705. When comparing the scores of 9th grade ELA to the 2022 School year, all scores were up between 5-19 points. The average mean score scale was at 750 which is 8 points higher than this current year. White students scored at 756 which again is nine points higher than this current year, while Asian students scored at 633 which was five points higher than this present year. Hispanic students also scored 5% higher and African American students scored 10% higher in the 2021 school year.</p>	<p>The high school is using AVID strategies to increase student learning and retention in the four core subjects. Benchmarks using the LinkIt Platform are administered in all subjects so that students and teachers can determine growth and are held to rigor.</p> <p>The high school is undergoing an upsurge in its transient population. Student Mobility Rate for GHS is 14% AND District Student Mobility Rate is 36%.</p> <p>Algebra I: Taken all together, NJSLA Alg 1 scores were about the same between the two most recent years. The same with Geometry.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>The aftereffects of the covid education debacle is still glaringly apparent. teachers report that students have substantial holes or gaps in their knowledge, and not all students have the same holes. the difference may be because during the 20 months of covid some students were in school, although that was only 25% of our districts, while the rest of the students were at home perhaps due to family responsibilities, but the online learning was detrimental to them. each year we are seeing a slight increase in student mathematical ability and we are striving for more.</p> <p>Regarding, ELA, the school is piloting a new program b/c teachers have reported that students seem to be</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		<p>Gloucester City public school district has between 60% to 70% free and reduced lunch. The Science department has revamped their teaching strategies and are implementing Project-based Learning in order to increase student comprehension and raise scores on standardized tests. The school has very low percentages in the upper fourth quadrant. The mean average score is 142. The scores for the proceeding school year in science, 2022, are slightly higher. The mean average score is 147 so that means there has been a slight decrease of scores in the present school year.</p> <p>In science scores overall between the 21-22 and the 22-23 scores for proficient and advanced there was a 1% decrease and a 1% decrease in minimal proficiencies.</p>	<p>performing at a lower level when compared to pre-Covid scores.</p> <p>The high school is using AVID strategies to increase student learning and retention in the four core subjects. Benchmarks using the LinkIt Platform are administered in all subjects so that students and teachers can determine growth and are held to rigor. The high school is undergoing an upsurge in its transient population. Student Mobility Rate for GHS is 14% AND District Student Mobility Rate is 36% which impacts continuity of instruction.</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.		N/A	N/A

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					There is over 98% participation in all benchmarks tests taken by students in the high school. Only students who are out on homebound instruction for over a month and those students who have not been in school do not take the benchmarks.	All students are expected to take benchmarks in all of the their core classes so that growth from the beginning of the year until the end of the year can be tracked by student and teacher and subject area. The high school is undergoing an upsurge in its transient population. Student Mobility Rate for GHS is 14% AND District Student Mobility Rate is 36% which impacts continuity of instruction.
		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	100%	0%	0%	0%		
		5	100%	0%	0%	0%		
		6	100%	0%	0%	0%		
		7	100%	0%	0%	0%		
		8	100%	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	100%	0%	0%	0%		
		5	100%	0%	0%	0%		
		6	100%	0%	0%	0%		
		7	100%	0%	0%	0%		
		8	100%	0%	0%	0%		
		9	100%	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	GHS ELA 9th graders-- Students average score increase by 15.6% for freshman. That translates into 43 more students attaining meeting/exceeding status on the NJSLs Benchmark Cs as provided by LinkIt. GHS ELA 10th graders-- ncrease of 9.9% That means that 11 students were moved from not meeting, partially meeting, approaching or bubble into the meeting expectation range on the NJSLA as provided by LinkIT benchmark Cs. GHS ELA 11th graders-- Increase of 9.8% That means that 12 students were moved from not meeting, partially meeting, approaching or bubble into the meeting expectation range on the NJSLA as provided by LinkIT benchmark Cs.	The high school is undergoing an upsurge in its transient population. Student Mobility Rate for GHS is 14% AND District Student Mobility Rate is 36% which impacts continuity of instruction. Proficiency by race of 23-24 average scores in English 1,2, 3 Historically Benchmark B score show a decrease and then average out to an increase over the year in Benchmark c. students are still learning the content and that is why Benchmark B scores are generally lower than benchmarks a scores but then overall increase when Benchmark see scores are tabulated. all students have access to homework help, remediation and
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	11%	0%	0%	0%		
		5	8%	0%	0%	0%		
		6	9%	0%	0%	0%		
		7	16%	0%	0%	0%		
		8	20%	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>summer school. All teachers receive high quality professional development through Educational Consultants engaged by the district.</p> <p>In ELA 1, the subgroups of Asian students decreased 5% from Benchmark A to B from a 67% down to a 62% black students also discrete decreased in Benchmark B from a 55% in Benchmark a to a 48% Benchmark B Hispanic students also decreased by 9% in from Benchmark a 59% to 51%. this is an expected decrease because students are still learning the material and in Benchmark a through Benchmark C there will be positive growth but that report will not be ready until October of 2024. White students</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>decreased 7% from 60% and Benchmark a to 53% and Benchmark B.</p> <p>In ELA 2, Asian students increased 12% from Benchmark a to Benchmark B from 47% to 60%, black students increased by 1% from 36% in Benchmark a to 37% in Benchmark B and Hispanic students increased 3% from 40% and Benchmark a to 43% in Benchmark B. White students decreased 1% from Benchmark a at 57% to Benchmark B 56%</p> <p>In ELA 3, Asian students decreased 41% to 38% benchmarks a and b, black students decrease 3% from 36% to 33% from benchmarks A to B, and Hispanic students decreased 3% from 34% to 31% from Benchmark B to Benchmark C. White</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				students in ELA 3 decreased 4% from 39% in Benchmark A to 35% in Benchmark B.

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) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	K	0%	0%	0%	0%	Algebra I Benchmark scores increased by 28.7% on the NJSLA benchmarks that are created by LinkIt to predict passing rates of students on the NJSLA. Geometry Benchmark Student scores increased by 12.7% on NJSL benchmarks as provided by LinkIt. Alg II Benchmark Student scores increased by 24.5% on the NJSL benchmarks provided by LinkIt.	The high school is undergoing an upsurge in its transient population. Student Mobility Rate for GHS is 14% AND District Student Mobility Rate is 36% which impacts educational continuity. All teachers receive targeted PD in their subject area and all students have access to after school help as well as remediation for students who need it. In algebra one a subgroup Asian population decreased by 12% from benchmarks A to B. the black population decreased by 1% and the Hispanic population decreased by 1%. the subgroup of white students increased 5% from benchmarks A to B.
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	8%	0%	0%	0%		
		5	2%	0%	0%	0%		
		6	2%	0%	0%	0%		
		7	12%	0%	0%	0%		
		8	1%	0%	0%	0%		
		9	50%	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>In Geometry Asian students increased by 6% from benchmarks A through B. the black subgroup population decreased by 23% from subgroups A to B. the Hispanic population decreased 10% . The White sub group category decreased 14% in Geometry from benchmarks A through B.</p> <p>In Algebra 2 the Asian subgroup increased 6% from benchmarks a through Benchmark B, the black subgroup population increased 4% during the same time, the Hispanic subgroup population increased 1% through the same time and the white population subgroup increased 5% for the same time period.</p>

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	The projected ML population at GHS is 16 students. Ninth grade (3), Tenth grade (7), Eleventh grade (3), Twelfth grade (2).	<p>The high school is undergoing an upsurge in its transient population. Student Mobility Rate for GHS is 14% AND District Student Mobility Rate is 36% which impacts continuity of instruction.</p> <p>GHS expected overall growth to proficiency is 5-tenths. Two students are expected to exit.</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	803	As of May 8, 2024: 9th grade enrollment 176 10th grade enrollment 238 11th grade enrollment 182 12th grade enrollment 176	Gloucester City public school district has between 60% to 70% free and reduced lunch. that is above the state average of 36%, above the district Factor group of 56%, and above Camden County at 40%. Gloucester City High School has a White enrollment of 62%, and Hispanic enrollment of 15%, a Black or African American enrollment of 15%, and an Asian enrollment of 6%
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
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	95.40%	According to Attendance summary by month, GHS students have an 8% attendance rate Sept through April.	The months with the most students absent and December, January, and February. The months with the highest attendance are September, October and November.
		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	14.48%	50 students have chronic absenteeism in the high school.	50 students out of 772 students is a chronic absenteeism rate of 6.47%. The school attendance committee has rewards in place for students. During the third marking period, students who have improved their attendance for the prior marking period and eligible to go to a trip down the shore in June. Students who are chronically absent are not permitted to attend the prom.
		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	93.40%	Teacher average daily attendance is 95.6% in GHS.	Teacher rate was calculated based on sick and personal days that teachers were out of school.

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%	In School Suspensions: Grade 9 37 counts (5 black, 5 Hispanic, 1 two or more, 8 white) Grade 10 53 counts (25 black, 6 Hispanic, 3 two or more, 19 white) Grade 11 22 counts (4 black, 2 Hispanic, 2 two or more races, 13 white) Grade 12 8 counts (3 black, 1 Hispanic, 4 white) Out of School Suspensions: Grade 9 20 counts (11 black, 2 Hispanic, 5 White) Grade 10 19 counts (5 black, 5 Hispanic, 1 two or more, 8 white) Grade 11 13 counts (6 white, 6 black, 1 two or more) Grade 12 1 count (1 white)	Students who reach a certain number of in or out of school suspensions will get the the Pride program held in a classroom in the school. Their classroom teachers provide work so that they can keep up with their peers. Then they earn their way back into the classroom with their peers.
		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	2.38%		

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		56 high school parents responded to the GHS Title I ASP Parent Spring 2024 Survey. The questions and responses are as follows: 1. The school promotes family involvement, 75% strongly agree or agree, while 2% disagree. 2. Parents feel welcome to make comments at school meetings 70% strongly agree or agree, 3.6 strongly disagree. 3. Teachers willingly meet with parents to discuss concerns, 77% strongly agree or agree, 10% disagree or strongly disagree. 4. Parents know what children are expected to learn in each subject, 81% agree or strongly agree, 11% disagree or strongly disagree. 5. The school sponsors family learning workshops at times and places accessible to all 56% agree or strongly agree, 15% disagree or strongly disagree. 6. Volunteers feel appreciated and recognized by the school 52% agree or	16 parents volunteered to be on the ASP committee for the upcoming school year. Overwhelmingly positive responses to the parental survey. Here are the positive comments that parents wrote: 1. We have compared the quality of education and community our children receive at Gloucester v. other districts and there is no comparison. Gloucester teachers and administrators treat the students and their families as one big family. Everyone is invested in the success of our kids and every kid matters to them, both just the stand out athlete. It is an amazing community to be part of. 2. Administration and teachers of GHS are awesome. 3. We had just moved to Gloucester City 2 years

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>strongly agree, 42% are neutral.</p> <p>7. The school distributes information about Community Programs for families 79% strongly agree or agree, while 8% disagree.</p> <p>8. Teachers do their best to meet the individual needs of my child 87% strongly agree or agree, 3% disagree</p> <p>9. The school provides my child with the support they need in order to succeed 89% agree or strongly agree, 7% disagree or strongly disagree</p> <p>GHS staff PD survey for the 23-24 school year at the end of the year. The information is for Title I ASPs for the 24-25 school year.</p> <p>The top three professional development formats are workshops/pd and small groups at 74% collaboration organized by subject at 70% and online professional development at 42%. The top five areas of curriculum professional development student engagement 68%</p>	<p>ago and was honestly worried about the school district. I was pleasantly surprised when I realized how much they do care about their students. And both of my kids (12th grade and 7th grade (GMS)) have IEPs and I was worried about them getting left behind or honestly not getting enough support and I quickly realized they probably have the best special education departments of Camden or Burlington counties!! All that to say I an thankful my family ended up in Gloucester City School District!! Thanks!! Comments Asking for Help 1. My child recently diagnosed with celiac disease.</p> <p>Ghs staff PD survey for the 2324 school year at the end of the year. The information is for Title One annual school plans for the 24-25 school year. No</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>differentiated instruction 56%</p> <p>21st Century Learning 54%</p> <p>Avid strategies 44%</p> <p>school safety , 38%</p> <p>areas of need</p> <p>PD for special education</p> <p>construction technology</p> <p>AI technology</p> <p>Comprehensible input for World languages</p> <p>regarding professional development for analysis and assessments, the clear winner was analyzing student data From local assessments at 42% followed by IXL Diagnostics at 22% and njsla data for student cohorts at 20% in the area of interpreting New Jersey student learning standards correlating standards and assessments 82% and using standards to ensure academic rigor 70% are important to our teachers the top five responses for Teacher technology training programs</p> <p>Google Suite, Gmail docs calendar and forms 46%</p> <p>Edpuzzle 38%</p> <p>OnCourse / Albert both at 30%</p> <p>In the area of differentiated</p>	<p>accommodations or no one reaching out for help or accommodations.</p> <p>2. Me dejaría más tranquila si no tuviese mi hijo que caminar hasta la escuela. (translated " She wrote that she would feel better if her son didn't have to walk to school."</p> <p>Negative Comments</p> <p>1.In all honesty I have never seen any information about attending school meetings, community programs, or anything about volunteering for anything to do with the high school or any of the other schools in town. Furthermore, the way I'm being told from my gHS student some of the teachers and staff are not very helpful when asked a question.</p> <p>2. Some of the teachers and staff need to work more on their people skills, and not treat parents like they are two years old. Some of us</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>instruction 60% chose student engagement, 52% chose supporting struggling students, and 19% wanted intervention strategies, followed by Avid strategies at 32%</p> <p>in the area of professional development for stem mathematics variety of instructional practices, IXL diagnostic and infusing technology into stem was important.</p> <p>The top resources for ELA instruction are avid strategies, albert, novel study and IXL</p> <p>GHS School Climate 2023-2024 to inform 24-25 SY</p> <p>Have you been given opportunities to share your expertise with your colleagues? 54% agree or strongly (95% positive)</p> <p>Would you be interested in presenting Lions Hours PD to your colleagues? NO 61% YES 39%</p>	<p>parents are older than most staff and teachers, and we don't appreciate being talked down to with disrespect.</p> <p>3. I think the school needs a better vetting system to prevent nepotism and favoritism in the school. Some teachers brag about being untouchable when they do wrong</p> <p>4. Being turned away from volunteering is a problem specifically at football vending, basketball vending and theater vending</p> <p>5. Horrible school system when it comes to bulky issues</p> <p>GHS staff PD survey for the 23-24 school year at the end of the year. The information is for Title I ASPs for the 24-25 school year.</p> <p>School Safety is paramount. Teachers overwhelmingly want professional</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>development in student engagement differentiated instruction and 21st century learning. they prefer workshops or PD in small groups organized by subject level followed by a distant online professional development. teachers continue to want more PD in correlating standards and assessments using New Jersey student learning standards and upholding academic rigor. each year teachers ask for more PD in Google suite, Gmail docs calendars and forms. stem and Mathematics professional development should focus on the IXL Diagnostic and infusing Technology into stem. the top resources for Eli instruction are using Avid strategies Albert novel study and IXL.</p> <p>GHS School Climate Survey 23-24 to inform 24-25 SY</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
				<p>Teachers would like to present topics of PD to their peers in: (Topics would include: Science Curriculum, not sure what the guidance department would present, I have asked a few times regarding topics like Commonlit, NEWSELA, Kahoot, etc., interactive notebook, EdPuzzle, Creat</p>

COLLEGE & CAREER READINESS				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY) - Federal Graduation Rate	<p>What interventions are in place for students at risk? Examples of what could cause a student to be at risk:</p> <ul style="list-style-type: none"> * under credited * chronically absent * frequent suspension <p>(* - Data suppressed)</p>		<p>According to ESSA Accountability Profile, none of the subgroups met the 4 year graduation rate and the 5- year graduation rate.</p>	<p>We have a thriving 18-21 year old program that seems to hurt us for the the 4 year graduation rate which doesn't seem fair.</p> <p>Chronically absent students are monitored with letters going out after 3, 6th, 9th, 10th, and 13th absences. Mandatory credit completion days are instituted at 10 days for students to come on Saturday and make up work and time.</p>

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.		From the 2022-2023 Profile for Gloucester City High School for Post-Secondary Rates: 35% of students were enrolled in post-secondary 4- year institutions; 18% of students were enrolled in post-secondary 2-year institutions, 15% are enrolled in Technical Schools, 35% go straight to the workforce and 2% join the military.	Gloucester City High School continues to build upon their tradition of excellence offering a comprehensive educational program of study for students in grades 9 through 12. This tradition has been built by a student body, faculty, parents and community who have endless pride in our school and community. Our school's vision is: Gloucester High School , in partnership with students, families and our community, sets high expectations for our performance and instills pride in our achievements, developing responsible citizens and a commitment to lifelong learning.

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	All students from 9th-12th grade sit and take the PSAT and/or the SAT in October or March of the school year. The goal is that every student takes the SAT at least twice in their junior year and once in their senior year.	We are proud that the entire student body sits for the PSAT, 9-10 grades and that the 11-12 grades sit for the SAT in our building because many of our students are potentially the first generation to go on to higher education. The guidance department has provided FAFSA nights that have been beneficial for both students and parents to help with the college enrollment process.
		Participating in PSAT	91.8		
		Participating in SAT	94		
		Participating in ACT	1.3		

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	201	All students who had Math 8 in 8th grade are required to take the NJSLA Algebra in 9th grade. Students are remediated during the summer if they fail Math 8 in order to sharpen their skills for Algebra 1 in 9th grade. Students use Albert.io and IXL to practice skills throughout the freshman year.	A Power Remediation semester course was mandatory for all incoming 23-24 freshmen students who had failed the NJSLA math 8 to help prep students and shore up lacking skills before taking the 9th grade NJSLA. We are also having Math NJSLA taken during the last week of May in order to maximize learning time in order to prepare students successfully
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC	168		
		% of students who scored 4 or 5 on the PARCC assessment	13%		

EVALUATION INFORMATION				
Data Source	Factors to Consider	Your Data (Prepopulated where Possible)	Your Data (Provide only additional data)	Observations / Trends
Learning Walks / Informal Classroom Observations	<ul style="list-style-type: none"> *Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs 		<p>50 teachers were given 1 long and 1 short observation between Oct 2023 and April 2024. If teachers were non-tenured, they received 1 long and 3 short observations. Teachers have been taking advantage of professional development that the Instructional supervisors and teacher peers have been providing over the course of the school year in order to Maintain Expertise in Content and Pedagogy, element 22 of Marzano.</p> <p>1 teacher was on a CAP, but has progressed satisfactorily and will not be on a CAP in the 24-25 SY.</p>	<p>Teachers have had 2 years of Marzano Teacher Evaluation system and prefer it over McREL that the district used for at least 10 years prior. Marzano is about good teaching and teachers are able to highlight what they consistently do in their classrooms to great effect.</p>

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Parent Involvement	Parents are the first educators and want to be involved on the ESSA committee and also less formally with report card nights at the high school	School goals for the 24-25 school year: Continue to improve the culture and climate of the school district for all stakeholders: students, staff, families and community members.	Parents loved the first ever college and career night this past Spring

Process Questions and Growth and Reflection Tool

1. Describe how the school planning team will disseminate the results of the comprehensive needs assessment and ensure all relevant stakeholders, including stakeholders outside of the ASP school planning team, receive this information in a timely and understandable manner?

Documentation from the school planning team meeting is uploaded to this application. The annual School plan will be approved at a public Board of Education meeting. Once approved, it will be placed on the district website. Additionally, through the website, Facebook, Twitter feeds, Remind, and direct mailing, all populations are forms of our services and are offered Services by our community communication.

2. How will the school's parent and family engagement program help to address the priority needs identified in the comprehensive needs assessment?

Gloucester High School has adopted parent and family engagement has its fourth smart goal. Resources will be provided to assist with parent and family engagement. This will include the use of technology to communicate with parents online and in every online format that is offered through the school. Fafsa Nights, CTE Nights and Career Nights are all ways that we reach out to parents and provide them with resources to help their children as they ascend through high school and prepare for higher education, CTE certificates and eventually on to the work environment. Chronic absenteeism is a focus for the high school. We have seen a small decrease in the 23-24 SY and will continue to focus on reducing the rate further in the 24-25 SY.

Component	Indicator Descriptor Level			Overall Strengths Summary	Areas of Focus Summary
Standards, Student Learning Objectives (SLOs), and Effective Instruction	1	A	1-Not Addressed	Gloucester City High School (GHS) is developing 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 aftereffects of Covid are still impacting the social and mental health of students and teachers even with all of the supports that are in place.
	2	A	3-Developing		
	3	A	3-Developing		
	4	A	3-Developing		
	5	A	2-Emerging		
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	4-Sustaining		
	3	A	3-Developing		
Professional Learning Community (PLC)	1	A	3-Developing	Gloucester City High School (GHS) has developed an effective Culture component by implementing lions hours.	Areas to focus on include developing schedules that allow teachers is a to meet and/or observe colleagues as needed within the school day, even though Covid is technically over, substitutes have been hard to find and that has impacted teacher-peer observations during the day somewhat. 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 are held in person.
	2	A	2-Emerging		
	3	A	2-Emerging		
	4	A	1-Not Addressed		

Component	Indicator Descriptor Level		Overall Strengths Summary	Areas of Focus Summary
Culture	1	A 3-Developing	Gloucester City High School (GHS) has developed an effective Culture component.	Teachers regularly reach out to parents, especially parents of students with children struggling or failing a course, which is monitored by telephone and email logs, as well as direct parent/teacher communication within the SIS (OnCourse) that the high school uses.
	2	A 2-Emerging		
	3	A 3-Developing		
	4	A 4-Sustaining		
	5	A 4-Sustaining		
	6	A 2-Emerging		
	7	A 3-Developing		
	8	A 4-Sustaining		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 3-Developing		
	13	A 4-Sustaining		
	14	A 3-Developing		
Teacher and Principal Effectiveness	1	A 3-Developing	Gloucester City High School (GHS) has developed an effective Teacher and Principal Effectiveness component.	Teacher buy in is important and this year, there has been an increase in teachers who have needed regular prompting to participate effectively in the process.

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.	Covid 19 and the year and a half of remote/hybrid learning was detrimental to the majority of students and teachers across the state of New Jersey. We are remediating and providing Mental Health and SEL resources to the student and faculty bodies. The student mobility rate for the district is 36%,and for the high school is 14%. When students move in and out of the district, it affects the continuity of instruction and can result in skills gaps. 2)Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 3) 60 to 70% 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. 4) 50 students out of 772 students is a chronic absenteeism rate of 6.47% .5) Increasing success for after high placement for SWD, multiple disabilities.	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 (2) Materials to use in class including on-line and consumables, including SWD high school level. Homeless supplies
				3	Provide targeted, embedded, frequent, evidenced based, mathematics professional development for staff. Provide materials, supplies etc to students and teachers as needed..

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. CTE programs such as Industrial Arts and Engineering can give students high skills and high wage as they transition from high school to college/work force.	We are remediating and providing Mental Health and SEL resources to the student and faculty bodies to undo the damage from remote/hybrid instruction during COVID.. The student mobility rate for the district is 36%. 2)Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 3) 60% to 70% 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. 4) 50 students out of 772 students is a chronic absenteeism rate of 6.47% 5) Increasing success for after high placement for SWD, and multiple disabilities. 6. Supporting CTE programs with supplies for students and/or necessary tools, safety wear.	All Populations	1	Provide summer and after school remediation to address skill gaps. Financial Literacy classes need extra supports and should be remediated after school and during summer for students that need extra learning and support.
				2	Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide(2) Materials to use in class including on-line and consumables. Including SWD high school level. CTE supplies and safety wear. Homeless supplies
				3	Provide targeted, embedded, frequent, evidenced based, ELA professional development for staff with supplies needed. ELA will run pilot ELA program with an eye toward purchasing needed program with PD during the school year.

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 & Culture - Attendance/Behavior	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.	We are remediating and providing Mental Health and SEL resources to the student and faculty bodies to undo the damage from remote/hybrid instruction during COVID.. The student mobility rate for the district is 36%. 2)Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 3) 60% to 70% 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. 4) 50 students out of 772 students is a chronic absenteeism rate of 6.47% 5) Increasing success for after high placement for SWD, and multiple disabilities. 6.	All Populations	1	Increase academic rigor using summer school and after school tutoring and provide resources and guidance through participation in AVID (Advancement Via Individual Determination PD) Teacher PD, and STEAM electives.
				2	Provide tuition and transportation to local community colleges for AP, college credits, and dual credit courses, other community colleges and academic field trips.
				3	Provide materials, supplies etc to homeless students as determined by needs assessment, students and teachers..

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 & Culture - Attendance/Behavior	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 economically disadvantaged parents. New school programs require mandatory pre-requisites, such as proper safety wear, etc. that may prove burdensome to parents. These programs will offer fundamental skills that students can use for gainful employment opportunities.	We are remediating and providing Mental Health and SEL resources to the student and faculty bodies to undo the damage from remote/hybrid instruction during COVID.. The student mobility rate for the district is 36%. 2)Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 3) 60% to 70% 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. 4) 50 students out of 772 students is a chronic absenteeism rate of 6.47%	All populations	1	Parent involvement activities including workshops Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known.
				2	
				3	

SMART Goal 1

By June 30, 2025, 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, PSAT assessments, IXL diagnostics, Albert diagnostics and/or LinkIt benchmarks.

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 (2) Materials to use in class including on-line and consumables, including SWD high school level. Homeless supplies

Strategy 3: Provide targeted, embedded, frequent, evidenced based, mathematics professional development for staff. Provide materials, supplies etc to students and teachers as needed..

Target Population: All populations

Interim Goals

SMART Goal 1

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, 2024, 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, PSAT assessments in-house assessments, IXL diagnostics, Albert diagnostics and/or LinkIt benchmarks.	State assessments, PSATs, LinkIt Benchmarks, IXL Diagnostics, In-house assessments
Feb 15	By February 15, 2025, there will be a 1.5% 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, PSAT assessments in-house assessments, IXL diagnostics, Albert diagnostics and/or LinkIt benchmarks.	State assessments, PSATs, LinkIt Benchmarks, IXL Diagnostics, In-house assessments
Apr 15:	By April 15, 2025, 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, PSAT assessments in-house assessments, IXL diagnostics, Albert diagnostics and/or LinkIt benchmarks.	State assessments, PSATs, LinkIt Benchmarks, IXL Diagnostics, In-house assessments
Jul 1	By June 30, 2025, 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, PSAT assessments, IXL diagnostics, Albert diagnostics and/or LinkIt benchmarks.	State assessments, PSATs, LinkIt Benchmarks, IXL Diagnostics, In-house assessments

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Hire teachers to remediate, give tarted instruction during school year and summer time.	7/1/24	6/30/25	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Student Engagement/Rigor PD for teachers	7/1/24	6/30/25	
1	2	Technology and Digital Divide student laptops	7/1/24	6/30/25	
2	3	Math Professional Development and Teacher Development PD	7/1/24	6/30/25	
2	2	District learning supplies for students	7/1/24	6/30/25	
2	1	Benefits	7/1/24	6/30/25	
3	1	Support person for grants	7/1/24	6/30/25	
3	2	School learning supplies for students	7/1/24	6/30/25	
4	1	Professional organization dues	7/1/24	6/30/25	
4	2	Homeless Supplies	7/1/24	6/30/25	

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Stipend	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Laptops issued new or for replacements to support extended learning/combat digital divide	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
2	District learning supplies for students	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
3	Learning supplies for students, school	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
4	Homeless supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
3	support person- other	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1	Federal Title I (School Allocation)
1	Math PD and Teacher Development PD	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1	Federal Title I (School Allocation)
2	Student Engagement/Rigor PD for teachers	SUPPORT SERVICES - Travel / 200-580	\$1	Federal Title I (School Allocation)
4	NJAFPA- dues	SUPPORT SERVICES - Other Objects / 200-800	\$1	Federal Title I (School Allocation)

SMART Goal 2

By June 30, 2025 there will be a 4% 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 authors' views as measured by Linkit benchmarks and state assessments, IXL Diagnostic and/or Albert Diagnostic.

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. CTE programs such as Industrial Arts and Engineering can give students high skills and high wage as they transition from high school to college/work force.

Strategy 1: Provide summer and after school remediation to address skill gaps. Financial Literacy classes need extra supports and should be remediated after school and during summer for students that need extra learning and support.

Strategy 2: Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide(2) Materials to use in class including on-line and consumables. Including SWD high school level. CTE supplies and safety wear. Homeless supplies

Strategy 3: Provide targeted, embedded, frequent, evidenced based, ELA professional development for staff with supplies needed. ELA will run pilot ELA program with an eye toward purchasing needed program with PD during the school year.

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, 2024 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 authors' views as measured by Linkit benchmarks and state assessments.	LinkIt Benchmarks, State assessments, in-house assessments, IXL Diagnostic, Albert diagnostic.
Feb 15	By February 15, 2025 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 authors' views as measured by Linkit benchmarks and state assessments.	LinkIt Benchmarks, State assessments, in-house assessments, IXL Diagnostic, Albert diagnostic.
Apr 15:	By April 15, 2025 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 authors' views as measured by Linkit benchmarks and state assessments.	LinkIt Benchmarks, State assessments, in-house assessments, IXL Diagnostic, Albert diagnostic.
Jul 1	By June 30, 2025 there will be a 4% 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 authors' views as measured by Linkit benchmarks and state assessments, IXL Diagnostic and/or Albert Diagnostic.	LinkIt Benchmarks, State assessments, in-house assessments, IXL Diagnostic, Albert diagnostic.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Combat digital divide by supplying learning device for critical thinking, extended learning	7/1/24	6/30/25	
1	1	Hire Teachers for after school remediation, summer school, and homework help	7/1/24	6/30/25	
1	3	Provide ELA professional development for teachers and teacher-craft professional development	7/1/24	6/30/25	
2	2	Student district learning supplies	7/1/24	6/30/25	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	1	Benefits	7/1/24	6/30/25	
2	3	Provide Professional Development for school wide initiative program	7/1/24	6/30/25	
3	1	Support person for grants--other	7/1/24	6/30/25	
3	2	Parental Outreach	7/1/24	6/30/25	
3	3	Teacher professional development supplies	7/1/24	6/30/25	
4	1	organization dues for grants	7/1/24	6/30/25	
5	1	Student learning supplies for classes	7/1/24	6/30/25	
6	1	Accelerated Learning classes, dual credit	7/1/24	6/30/25	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1	Federal Title I (School Allocation)
6	Tuition for accelerated learning classes, dual credit	INSTRUCTION - Other Purchased Services / 100-500	\$1	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Student learning supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
1	Provide laptops/ replacements as needed for grade level, for extended learning and combat digital divide	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
2	Student learning supplies and homeless supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
3	Grant support person	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1	Federal Title I (School Allocation)
1	ELA and Teacher-craft professional development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1	Federal Title I (School Allocation)
3	Parental outreach services	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1	Federal Title I (School Allocation)
2	School wide initiative professional development	SUPPORT SERVICES - Travel / 200-580	\$1	Federal Title I (School Allocation)
3	Professional Development teacher supplies	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1	Federal Title I (School Allocation)
4	organization dues	SUPPORT SERVICES - Other Objects / 200-800	\$1	Federal Title I (School Allocation)

SMART Goal 3

By June 30, 2025 the number of Gloucester City High School students taking the SAT will be 90 % or higher of the student body of Juniors and Seniors.

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 using summer school and after school tutoring and provide resources and guidance through participation in AVID (Advancement Via Individual Determination PD) Teacher PD, and STEAM electives.

Strategy 2: Provide tuition and transportation to local community colleges for AP, college credits, and dual credit courses, other community colleges and academic field trips.

Strategy 3: Provide materials, supplies etc to homeless students as determined by needs assessment, students and teachers..

Target Population: All Populations

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15 , 2024 the number of Gloucester City High School students taking the SAT will be 50% or higher of the student body of Juniors and Seniors.	PSAT and SAT Gloucester High School seat numbers or in near by high schools.

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2025 the number of Gloucester City High School students taking the SAT will be 55% or higher of the student body of Juniors and Seniors.	PSAT and SAT Gloucester High School seat numbers or in near by high schools.
Apr 15:	By April 15, 2025 the number of Gloucester City High School students taking the SAT will be 75% or higher of the student body of Juniors and Seniors.	PSAT and SAT Gloucester High School seat numbers or in near by high schools.
Jul 1	By June 30, 2025 the number of Gloucester City High School students taking the SAT will be 90 % or higher of the student body of Juniors and Seniors.	PSAT and SAT Gloucester High School seat numbers or in near by high schools.

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	2	Organizational membership	7/1/24	6/30/25	
1	1	Hire teachers for after school remediation, summer school, targeted tutoring	7/1/24	6/30/25	
1	3	Learning supplies to students	7/1/24	6/30/25	
2	2	Community college tuition, STEAM articulated credit	7/1/24	6/30/25	
2	1	Provide necessary PD for techers	7/1/24	6/30/25	
2	3	Homeless supplies	7/1/24	6/30/25	
3	2	Academic Field trips	7/1/24	6/30/25	
3	3	Student laptops one to one initiative/fight against digital divide	7/1/24	6/30/25	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Provide STEAM participation	7/1/24	6/30/25	
4	1	Provide Benefits for teachers	7/1/24	6/30/25	
5	1	STEAM supplies for students	7/1/24	6/30/25	
6	1	Grant person support secretarial	7/1/24	6/30/25	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Stipend Salaries	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1	Federal Title I (School Allocation)
2	Community college tuition	INSTRUCTION - Other Purchased Services / 100-500	\$1	Federal Title I (Intervention Reserve)
5	Student STEAM supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
1	Provide learning supplies to students	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
2	Homeless supplies	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Student laptops against digital divide and extended learning	INSTRUCTION - Supplies & Materials / 100-600	\$1	Federal Title I (School Allocation)
3	Admission fees field trips	INSTRUCTION - Other Objects / 100-800	\$1	Federal Title I (Intervention Reserve)
6	Stipend for grant person	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1	Federal Title I (School Allocation)
4	Salary Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$1	Federal Title I (School Allocation)
2	Teacher PD, cross curricular, Teacher Craft	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1	Federal Title I (School Allocation)
3	STEAM participation fees	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1	Federal Title I (School Allocation)
1	Dues for membership	SUPPORT SERVICES - Other Objects / 200-800	\$1	Federal Title I (School Allocation)

SMART Goal 4

By June 30, 2025, there will be an increase of 4% in parental involvement and participation in academic events related to their students as measured by sign in sheets.

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 economically disadvantaged parents. New school programs require mandatory pre-requisites, such as proper safety wear, etc. that may prove burdensome to parents. These programs will offer fundamental skills that students can use for gainful employment opportunities.

Strategy 1: Parent involvement activities including workshops Extra supports for students (homeless students, English Language Learners, students with disabilities and economically disadvantaged students) will be provided as individual needs are known.

Strategy 2:

Strategy 3:

Target Population: All populations

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2024, 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.	Sign in sheets, Parent attendance records, chronic absenteeism counts compared to 23-24 SY

End of Cycle	Interim Goal	Source(s) of Evidence
Feb 15	By February 15, 2025 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.	Sign in sheets, Parent attendance records, chronic absenteeism counts compared to 23-24 SY
Apr 15:	By April 15, 2025 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.	Sign in sheets, Parent attendance records, chronic absenteeism counts compared to 23-24 SY
Jul 1	By June 30, 2025, there will be an increase of 4% in parental involvement and participation in academic events related to their students as measured by sign in sheets.	Sign in sheets, Parent attendance records, chronic absenteeism counts compared to 23-24 SY

Action Steps

SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Parent involvement Activity supplies	7/1/24	6/30/25	

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Supplies for parent activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1	Federal Title I (School Allocation)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$3	\$0	\$0	\$0	\$0	\$0	\$0	\$3
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$1	\$1	\$0	\$0	\$0	\$0	\$0	\$2
INSTRUCTION	Supplies & Materials	100-600	\$0	\$11	\$0	\$0	\$0	\$0	\$0	\$0	\$11
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$1	\$0	\$0	\$0	\$0	\$0	\$1
INSTRUCTION	Sub-total		\$0	\$15	\$2	\$0	\$0	\$0	\$0	\$0	\$17
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$3	\$0	\$0	\$0	\$0	\$0	\$0	\$3
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$3	\$0	\$0	\$0	\$0	\$0	\$0	\$3
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$4	\$0	\$0	\$0	\$0	\$0	\$0	\$4
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/ III Immigrant	Other Fed Funds- Example- Title IV	SIA	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$1	\$0	\$0	\$0	\$0	\$0	\$0	\$1
SUPPORT SERVICES	Travel	200-580	\$0	\$2	\$0	\$0	\$0	\$0	\$0	\$0	\$2
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$2	\$0	\$0	\$0	\$0	\$0	\$0	\$2
SUPPORT SERVICES	Other Objects	200-800	\$0	\$3	\$0	\$0	\$0	\$0	\$0	\$0	\$3
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$18	\$0	\$0	\$0	\$0	\$0	\$0	\$18
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 (School Allocation)	Federal Title I (Intervention Reserve)	Title II	Title III/III Immigrant	Other Fed Funds-Example-Title IV	SIA	SIA Carryover	TOTAL
Total Cost			\$0	\$33	\$2	\$0	\$0	\$0	\$0	\$0	\$35

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Priority/Focus	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$33	\$2	\$0	\$35
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$33	\$2	\$0	\$35

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 >