

Gloucester City High School

District: GLOUCESTER CITY

County: CAMDEN

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 071770050

# Annual School Planning 2023-2024

## ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Parent/Guardian	Keith Gorman	Yes	Yes	No		
Community Member	Kasey Bobo	Yes	No	No		
Student Representative	Landon Johnson	No	Yes	No		
Superintendent of Schools/Principal	Sean Gorman	Yes	Yes	Yes		
Vice Principal	Sarah Finley	Yes	Yes	Yes		
Instructional Supervisor	Colleen Blake	Yes	Yes	Yes		
Instructional Supervisor	Susan Ekimoglou	Yes	Yes	Yes		
Child Study Team Member	Tamie Hobbs	No	Yes	No		



### ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
09/14/2022	Prior Year Evaluation	Yes	Yes
10/12/2022	Priority Performance Needs and Root Cause Analysis, Smart Goal Development	Yes	Yes
01/11/2023	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/19/2023	Comprehensive Data Analysis and Needs Assessment, Priority Performance Needs and Root Cause Analysis	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)
Tier I Data Provide summer and after school remediation to reduce 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.	ELA, Math, SS, Science, Phys Ed, Financial Lit	All populations	Yes	Yes	Yes	Most of the Students who attended remediation were able to pass for the 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)
<p>Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) such as 3 interactive smartboards \$ 4,470 each (2) Materials to use in class including on-line and consumables. (Wilson, Albert, AVID, 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.</p>	<p>Across all curriculums .</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Students benefited by the expertise of their teachers honed in professional development.</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)
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.	Math	All populations	Yes	Yes	Yes	Mathematics professional development by Engaged Instruction.

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)
<p>Acquire resources: 1) 1-1 Technology Initiative to overcome the Digital Divide (Devices) such as 3 interactive smartboards \$ 4,470 each &amp; epson type projector (\$22,000) for auditorium to replace broken and outdated equipment (2) Materials to use in class including on-line and consumables. (Wilson, Albert, AVID, 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.</p>	<p>Across all curriculums</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>Same as math PD on Nov 14. Also Wilson PD</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)
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.	ELA and Social Studies	All populations	Yes	Yes	Yes	ELA and History PD with Patti Coulthurst of Engaged Instruction
Increase academic rigor using summer school and after school tutoring and provide resources and guidance through participation in AVID (Advancement Via Individual Determination) Albert, and STEAM electives.	AVID across all content areas.	All populations	Yes	Yes	Yes	AVID PD during teacher PD days in August of 2022



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 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.	Across content areas	All populations	Yes	Yes	Yes	Students receive credit for classes taken at community college and receive dual credit.

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)
<p>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 such as interactive smartboards. Provide staff with Professional Development for cross-curricular programs, advanced placement programs and aligning curriculum and lesson plans to the NJSL during the On-Course program. Provide materials, supplies etc to homeless students as determined by needs assessment. Mandatory safety</p>	<p>Across content areas</p>	<p>All populations</p>	<p>Yes</p>	<p>Yes</p>	<p>Yes</p>	<p>See above. And Industrial Arts footwear and safety wear.</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)
supplies and footwear as required for course safety and success should be provided for children of economically depressed families.						
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. Use technology to communicate with parents (Remind), on-line programs and websites.	Homeless Students, Industrial Arts and all populations	All populations	Yes	Yes	Yes	See above.Boots supplied, sneakers, jackets, underwear socks hats gloves



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"&gt;link&lt;="" a&gt;="" access="" href="http://www.nj.gov/education/schools/achievement/target=" p="" reports.<="" to="" website="" with=""> </a></p>		<p>Proficiency by Race</p> <p>English I Black 26 (15%) students 4 (15%) students not meeting expectations, 25 (20%) of students partially meeting expectations, and 37% approaching expectations, 47% Meeting expectations.</p> <p>English I Hispanic 25 (14%) students 4 (16%) students not meeting expectations, 2 (8%) of students partially meeting expectations, 7 (28%) students approaching expectations, 10 (40%) students meeting expectations and 2 (8%) of students exceeding expectations.</p> <p>English I Multiple 3 students (2%), 2 (67%) of students partially meeting expectations and 1 student (33%) approaching expectations.</p> <p>English I White 106 (60%) of students- 11 (10%) students not meeting expectations, 10 (9%) of students partially meeting expectations, 23 (22%) students approaching</p>	<p>Teachers use the benchmarks to drive instruction and prepare students for the NJSLA. Rigor is being raised in classrooms by using Albert.io in classrooms as a warm up.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>expectations, 40 (38%) students meeting expectations and 22 (21%) of students exceeding expectations.</p> <p>Algebra I Black 27 (15%) students 4--6 &amp; 22% of students not meeting expectations, 4 (15%) of students partially meeting expectations, and 1 (4%) of students meeting expectations</p> <p>Algebra I Hispanic 26 (14%) of students 4 (15%) of students not meeting expectations, 10(38%) of students partially meeting expectations, and 11 (42%) of students approaching expectations and 1(4%) students meeting expectations.</p> <p>Algebra I Multiple 3 students (2%), 2 (67%) of students partially meeting expectations and 1 student (33%) approaching expectations.</p> <p>Algebra I White 113 (61%) of students--17 (15%) of students not meeting expectations, 36 (32%) of students partially meeting</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>expectations, and 41 (36%) of students approaching expectations, 18 (16%) students meeting expectations, and 1 (1%) students exceeding expectations.</p>	

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Science*	NJSLA Science Homepage, <a href="https://measinc-nj-science.com/">https://measinc-nj-science.com/</a>		<p>Here are the growth rates of Benchmarks A to Benchmarks C per subject-</p> <p>The high school prepares students for the NJSLA Proficiency Test by administering a standardized benchmark in the late September. Teachers are then able to see data for students and group them by standard and score to determine instruction for the coming school year. The benchmarks are administered on the LinkIt platform and have 10 standards with 3 questions per standard. Then, in late April/early May students are given an ending benchmark to determine student growth scores and to prepare them for the NJSLA Proficiency test given by the state. Here are the growth rates of Benchmarks A to Benchmarks C per subject-</p> <p>Science Environmental 23.9% Physics 13.3% Biology 27.4% Chemistry 22.6%</p>	<p>The high school prepares students for the NJSLA Proficiency Test by administering a standardized benchmark in the late September. Teachers are then able to see data for students and group them by standard and score to determine instruction for the coming school year. The benchmarks are administered on the LinkIt platform and have 10 standards with 3 questions per standard. Then, in late April/early May students are given an ending benchmark to determine student growth scores and to prepare them for the NJSLA Proficiency test given by the state.</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.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

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					Each cycle participation was over 95 schoolwide%.	All students present for the week of benchmark testing must take the test. Teachers reach out to absent students and try to have them take the test as soon as possible. Since the pandemic, more students have no qualms about saying that don't want to take the test and stay home during the testing period. Teaches and guidance counselors have called home to explain to parents how important it is to participate in benchmark testing with some success.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Each cycle participation was over 95 schoolwide%.	
		12	56%	0%	0%	0%		
		<b>Math</b>						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	0%	0%	0%	0%		
		1	0%	0%	0%	0%		
		2	0%	0%	0%	0%		
		3	0%	0%	0%	0%		
		4	0%	0%	0%	0%		
		5	0%	0%	0%	0%		
		6	0%	0%	0%	0%		
		7	0%	0%	0%	0%		
		8	0%	0%	0%	0%		
		9	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		<p>have called home to explain to parents how important it is to participate in benchmark testing with some success.</p>
		10	100%	0%	0%	0%		
		11	100%	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>The high school prepares students for the NJSLA Proficiency Test by administering a standardized benchmark in the late September. Teachers are then able to see data for students and group them by standard and score to determine instruction for the coming school year. The benchmarks are administered on the LinkIt platform and have 10 standards with 3 questions per standard. Then, in late April/early May students are given an ending benchmark to determine student growth scores and to prepare them for the NJSLA Proficiency test given by the state. Here are the growth rates of Benchmarks A to Benchmarks C per subject-</p> <p>English Language Arts:            Grade 11 6.5% growth            Grade 10 15% growth            Grade 9 24.5% growth</p> <p>Social Studies            US History II 17.47%            US History I 48.1%            World Cultures 19%</p>	<p>The longer that students are in our district, the better they perform proficiently. Chronic absenteeism among SWD at the high school is 8.5%. 15 chronically absent students out of a special ed population of 176 students (MD,LLD , AUT, BD, RESOURCE* , ICR/Supplemental Support*)</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	18%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>World Language Spanish I 15% Spanish II 30.2% Spanish III 28.4%</p> <p>Mathematics Algebra I 19% Algebra II 19.8% Geometry 23.2% Pre Calc 38.6%</p>	

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%	Proficiency by Race Algebra I Asian 7 4% 18% 25% 22% 22% 0% 15% Algebra I Black 40 21% 16% 16% 17% 21% 0% 11% Algebra I Hispanic 36 19% 17% 18% 23% 20% 0% 11% Algebra I Multiple 7 4% - - 8% 22% 0% 11% Algebra I Other 2 1% 11% 25% - 32% 0% 15% Algebra I White 100 52% 22% 23% 20% 22% 0% 12% Algebra I All 192 20% 22% 20% 22% 0% 12% Geometry Asian 15 8% 19% 19% 23% 27% 0% 43% Geometry Black 28 15% 18% 14% 14% 19% 0% 20% Geometry Hispanic 25 13% 20% 23% 17% 22% 4% 26% Geometry Multiple 2 1% - - - 7% 0% 3% Geometry Other 1 1% 6% 25% 8% 14% 0% 4% Geometry White 116 62% 21% 20% 18% 22% 0% 27% Geometry All 187 20% 19% 17% 22% 1% 27% Algebra II Asian 11 10% 19% 14% 9% 15% 0% 12% Algebra II Black 12 11% 16% 11% 6% 17% 0% 13% Algebra II Hispanic 11 10% 19% 15% 12% 16% 0% 14% Algebra II Other 1 1% - - -	As American society has transformed, so has Gloucester City. 15 years ago, less than 10% of our students and families came from minority backgrounds. 10 years before that it was less than 1%.  Gloucester City School District Demographics by Race, Students, Staff White, 61.3%. 97.7% Black, 11.4%, 1.2% Hispanic, 20.7%, 0.6% Asian, 5.3%, 0.6%  New Jersey Demographics by Race, Students, Staff White, 40.5%, 82.9% Black 15%, 6.5% Hispanic, 31.2%, 7.8% Asian, 10.4%, 2.2%
		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	1%	0%	0%	0%		
		10	3%	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>14% 0% 10%</p> <p>Algebra II White 70 67%</p> <p>20% 16% 11% 14% 0% 10%</p> <p>Algebra II All 105 19% 15%</p> <p>11% 15% 0% 11%</p> <p>Math All Grades Asian 33 7%</p> <p>19% 18% 20% 22% 0% 27%</p> <p>Math All Grades Black 80</p> <p>17% 17% 14% 14% 20% 0%</p> <p>15%</p> <p>Math All Grades Hispanic 72</p> <p>15% 19% 19% 18% 20% 1%</p> <p>17%</p> <p>Math All Grades Multiple 9</p> <p>2% - - 8% 19% 0% 9%</p> <p>Math All Grades Other 4 1%</p> <p>8% 25% 8% 23% 0% 11%</p> <p>Math All Grades White 286</p> <p>59% 21% 20% 17% 20% 0%</p> <p>18%</p> <p>Math All Grades All 484 20%</p> <p>19% 17% 20% 0% 1</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%	9th grade there are 4 ELs and none are predicted to exit in the 22-23 SY. Tenth grade there are 3 ELs and 2 are predicted to exit in the 22-23 SY. Eleventh grade there are 2 ELs and both are predicted to exit in the 22-23 SY. Twelfth grade there is 1 EL and she is predicted to exit in the 22-23 SY.	<p>As American society has transformed, so has Gloucester City. 15 years ago, less than 10% of our students and families came from minority backgrounds. 10 years before that it was less than 1%.</p> <p>Gloucester City School District Demographics by Race, Students, Staff White, 61.3%, 97.7% Black, 11.4%, 1.2% Hispanic, 20.7%, 0.6% Asian, 5.3%, 0.6%</p> <p>New Jersey Demographics by Race, Students, Staff White, 40.5%, 82.9% Black 15%, 6.5% Hispanic, 31.2%, 7.8% Asian, 10.4%, 2.2%</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	697	Gloucester City's racial diversity continues to grow. The United States census from 2000 showed more than 97% of Gloucester City's population as White. Today, 37% of our students enrolled in the school district are Hispanic, African-American, or Asian. The SWD population at GHS is 176 students, 24.8%.  9th grade has 22.32% special education students. 10th grade has 19.89% special education students. 11th grade has 29.32% special education students. 12th grade has 28.57% special education students. Specifically, there are 29 students in the MD program; 3 students in the LLD program; 4 students in the AUT program; 8 students in the DD program; 47 students in the Resource program; 29 students in the MD program; 55 students in the ICR/Supplemental Support Program, 6 students in the Homebound program; and 24 in out of District Placement.	Over 75% of the homes in town are low- income rentals. Significant amounts of these students require remedial intervention.
		Subgroup 1 YTD Student Enrollment Average	439		
		Subgroup 2 YTD Student Enrollment Average	104		

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	99.59%	Gloucester High School ADA for: Sept 2022 is 93.1% Oct 2022 is 91.46% Nov 2022 is 90.96% Dec 2022 is 89.80% Jan 2023 is 91.20% Feb 2023 is 90.95% March 2023 is 92.09%	The High School uses the Renaissance program currently but is looking for a better fit with our students to increase daily attendance.
		Subgroup 1 YTD Student	99.66%		
		Subgroup 2 YTD Student Attendance Average	99.59%		

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	1.69%	The effects of Covid are still being felt, as students are sicker than usual compared to a 4 years ago. Chronic Absenteeism from September through December 2023 is 8.3% 9th grade, 7.9% 10th grade, 6.4% 11th grade and 9.3% 12th. In the same reporting time frame, White subgroup had 7.7%, Hispanic subgroup and 5.7% and Black subgroup had 9.8%. Two or more races in the high school had less than 20 in the group. From Jan through April 24, 2023, total percent chronic absenteeism is 8.7%. The subgroup break downs are White 7.7%, Hispanic 12.5%, and Black 12.7%	Seniors continue to have the largest number of chronically absent members, followed by a tie between 10th and 11th grades, followed in last place by the 9th graders. A vice principal and guidance counselors are responsible for calling home after the 3r, 5th, 9th, 10th 15th, and 20th days absent. Letters are sent out to parents every 3 absences. The high school is looking into using an EveryDay Labs, in evidence for essa, to help turn around chronic absenteeism as notated in the needs assessment.
		Subgroup 1 YTD Chronic	1.62%		
		Subgroup 2 YTD Chronic Absenteeism	1.82%		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	92.69%	Year to Date, 5/19/23 90.30% teacher attendance rate. Dock/Unpaid, Personal Day, Sick-Family, and Sick. Covid has still been affecting out teachers and they are encouraged to call out sick when they show any signs of Covid and/or are sick with any other type of illness.	Incentives such as free jeans days, leaving when students leave and premium parking are just some of the perks being offered to teachers who do not miss a school day in the past month.

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	2.13%	From September 6, 2022 through May 17, 2023 there has been:  White Student ISS rate of 15.86% White Student OSS rate of 5.24%  Black Student ISS rate of 5.09% Black Student OSS rate of 3.68%  Hispanic Student ISS rate of 1.84% Hispanic Student OSS rate of 1.69%  Two or More Races Student ISS rate of 0.84% Two or More Races Student OSS rate of 0.14%  School Wide Student ISS rate of 23.93% School Wide Student OSS rate of 10.76%	School has been mindful of restorative discipline/guidance and keeping students in school as long as possible.
		Student Suspension YTD Average - In School for Subgroup 1	1.46%		
		Student Suspension YTD Average - In School for Subgroup 2	1.19%		
		Student Suspension YTD Average - Out of School	3.58%		
		Student Suspension YTD Average - Out of School for Subgroup 1	10.60%		
		Student Suspension YTD Average - Out of School for Subgroup 2	1.60%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family		<p>A teacher Professional Development survey was distributed to staff during the 3rd week of April 2023. The top three professional development formats are: Workshops/PD in Small Groups (74%); Collaboration Organized by Subject (70%), and Online professional Development. In the area of curriculum professional development 68% want PD on Student Engagement; 56% want Differentiated Instruction, and 44% want AVID strategies. In the area of using data in analysis and assessments 42% want Analyzing Student Data from LinkIT PD, followed by IXL Diagnostics (22%) followed by NJSLA data for student cohorts (20%).</p> <p>In the area of Interpreting New Jersey Student Learning Standards 82% want more training in Correlating Standards and Assessments and 70% want training in Using Standards to Ensure Academic Rigor.</p> <p>In the area of professional development for teacher technology training programs</p>	<p>The district has followed a new teacher evaluation tool; Marzano Teacher Evaluation System. Teachers are happier with Marzano than McRel. Mazano PD has been ongoing throughout the year and teachers seem to appreciate that.</p>

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>46% want more training in Google Suite, and 38% want more training in EdPuzzle followed by OnCourse Training and Albert Training both at 30%.</p> <p>In the area of differentiated instruction, 60% want more training in Student Engagement followed closely by Supporting Struggling Students at 52%.</p> <p>In the area of professional development for STEM/Mathematics 22% wanted more training on IXL Diagnostics and a Variety of Instructional Practices. The best 2 resources most beneficial to ELA Instruction are AVID strategies and Albert, followed by Novel Study and IXL.</p> <p>A school climate survey was distributed to the staff in May 2023. A review of the responses of all staff members shows that their greatest focus is interaction with the students followed by teaching subject expertise. 97% of staff members at Gloucester City High School had a favorable response when asked if they were</p>	



Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
			<p>committed to their jobs. When asked if they were provided with opportunities to correct weaknesses in their job performance, 93% had a positive response. 84% percent indicated that they were comfortable with the support that they received from peers and supervisors. 88% of staff had a positive response being able to share expertise with their colleagues.</p> <p>Parental Survey sent out in March 203, only 13 responses.</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"> <li>* under credited</li> <li>* chronically absent</li> <li>* frequent suspension</li> </ul> <p>(* - Data suppressed)</p>		<p>According to ESSA Accountability Profile, the White subgroup met the 4 year graduation rate and the Students with Disabilities met 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. We are hoping to partner with a company such as EveryDay Labs (evidence for essa) to help combat and lower chronic absenteeism in the high school.</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.		Schoolwide- 35% percent are enrolled in 4 year College, 20% are enrolled in 2 year College, 19% are undecided, 19% are in workforce, 6% are enrolled in Technical Schools, 3% are 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	90		
		Participating in SAT	95.6		
		Participating in ACT	0		
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	157	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 will be mandatory for all incoming 23-24 freshmen students who have failed the NJSLA math 8 to help prep students are shore up lacking skills before 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	143		
		% 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	*Identify # teachers to evaluate *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Marzano Teacher Observation Tool	50 teachers were given 1 long and 1 short observation between Oct 202 and April 2023. 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 have been providing over the course of the school year in order to Maintain Expertise in Content and Pedagogy, element 22 of Marzano.	Teachers have had 1 year 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.
		# Teachers to Evaluate	50		
		# Teachers on CAP	0		
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	88		
		Cycle 2	0		
		Cycle 3	0		
Cycle 4	0				

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 23-22 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 March at

## 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	2-Emerging	Gloucester City 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 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	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, 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	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.	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 1-Not Addressed		
	3	A 3-Developing		
	4	A 3-Developing		
	5	A 3-Developing		
	6	A 2-Emerging		
	7	A 3-Developing		
	8	A 3-Developing		
	9	A 3-Developing		
	10	A 3-Developing		
	11	A 3-Developing		
	12	A 2-Emerging		
	13	A 3-Developing		
	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 35%. 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) 58% 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) Chronic absenteeism is over 21% in the high school.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.. The student mobility rate for the district is 35%. 2)Some students are classified as homeless and need hot spot computer access, school supplies and winter/fall coats. 3) 58% 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) Chronic absenteeism is over 21% in the high school. 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.

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.	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 35%. 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) 58% 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) Chronic absenteeism is over 21% in the high school.	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 Camden. County College/ Rowan College for AP 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.	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 35%. 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) 58% 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. 3) Chronic absenteeism is over 21% in the high school.	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, 2024, 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 and 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
--------------	--------------	-----------------------

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023, 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 and LinkIt benchmarks.	State assessments, PSATs, LinkIt Benchmarks, IXL Diagnostics, In-house assessments
Feb 15	By February 15, 2024, 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 and LinkIt benchmarks.	State assessments, PSATs, LinkIt Benchmarks, IXL Diagnostics, In-house assessments
Apr 15:	By April 15, 2024, 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 and LinkIt benchmarks.	State assessments, PSATs, LinkIt Benchmarks, IXL Diagnostics, In-house assessments
Jul 1	By June 30, 2024, 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 and 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 targeted instruction during the school year and during the summer.	7/1/23	6/30/24	
1	2	Technology and Digital Divide supplies	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	3	Math Professional Development for teachers	7/1/23	6/30/24	
2	3	AVID professional development	7/1/23	6/30/24	
2	2	District supplies for students	7/1/23	6/30/24	
2	1	Benefits	7/1/23	6/30/24	
3	3	Teacher PD from district	7/1/23	6/30/24	
3	1	Support person for grants	7/1/23	6/30/24	
3	2	Learning supplies for students	7/1/23	6/30/24	
4	1	Professional organization dues	7/1/23	6/30/24	
4	2	Homeless Supplies	7/1/23	6/30/24	

## Budget Items

### SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher stipends	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,879	Federal Title I (School Allocation)



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Learning supplies for students-math	INSTRUCTION - Supplies & Materials / 100-600	\$9,134	Federal Title I (School Allocation)
2	District learning supplies for students	INSTRUCTION - Supplies & Materials / 100-600	\$7,243	Federal Title I (School Allocation)
1	Laptops for replacements and to support extended learning	INSTRUCTION - Supplies & Materials / 100-600	\$17,973	Federal Title I (School Allocation)
4	Homeless supplies	INSTRUCTION - Other Objects / 100-800	\$3,377	Federal Title I (School Allocation)
3	support person grants- other	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$416	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$993	Federal Title I (School Allocation)
1	Math PD for teachers	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,667	Federal Title I (School Allocation)
3	Marzano PD for teachers	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,333	Federal Title I (School Allocation)
2	AVID prof development	SUPPORT SERVICES - Other Purchased Services / 200-500	\$7,701	Federal Title I (School Allocation)
4	NJAFPA	SUPPORT SERVICES - Other Objects / 200-800	\$37	Federal Title I (School Allocation)

## SMART Goal 2

By June 30, 2024 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.

**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.

**Target Population:**                      All populations

### Interim Goals

#### SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
--------------	--------------	-----------------------

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 15, 2023 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, Albert diagnostic.
Feb 15	By February 15, 2024 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, Albert diagnostic.
Apr 15:	By April 15, 2024 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, Albert diagnostic.
Jul 1	By June 30, 2024 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.	LinkIt Benchmarks, State assessments, in-house assessments, Albert diagnostic.

## Action Steps

### SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Hire teachers for after school remediation and summer school	7/1/23	6/30/24	
1	2	Combat digital divide, supply learning device for critical thinking, extended learning	7/1/23	6/30/24	
1	3	Provide professional development for teachers, ELA related	7/1/23	6/30/24	
2	3	Provide professional development for school wide program	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
2	2	District learning supplies	7/1/23	6/30/24	
2	1	Benefits	7/1/23	6/30/24	
3	3	Provide Teacher Development for teachers in their craft	7/1/23	6/30/24	
3	1	support person for grants-other	7/1/23	6/30/24	
3	2	Homeless Supplies	7/1/23	6/30/24	
4	1	organization dues	7/1/23	6/30/24	
4	2	CTE Student Supplies	7/1/23	6/30/24	
5	1	Student learning supplies for classes	7/1/23	6/30/24	

## 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	\$18,879	Federal Title I (School Allocation)
4	CTE student supplies	INSTRUCTION - Supplies & Materials / 100-600	\$6,556	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Homeless Supplies	INSTRUCTION - Supplies & Materials / 100-600	\$3,377	Federal Title I (School Allocation)
2	Student Learning Supplies provided by district	INSTRUCTION - Supplies & Materials / 100-600	\$7,240	Federal Title I (School Allocation)
1	Provide laptops, replacements for grade level, for extended learning and combat digital divide	INSTRUCTION - Supplies & Materials / 100-600	\$17,973	Federal Title I (School Allocation)
5	Student learning supplies from school	INSTRUCTION - Supplies & Materials / 100-600	\$9,648	Federal Title I (School Allocation)
3	Grant support person-other	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$416	Federal Title I (School Allocation)
2	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$992	Federal Title I (School Allocation)
1	ELA Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,667	Federal Title I (School Allocation)
3	Marzano Teacher PD	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,333	Federal Title I (School Allocation)
2	School wide program (AVID) Professional Development	SUPPORT SERVICES - Travel / 200-580	\$7,701	Federal Title I (School Allocation)
4	organization membership-other objects-dues	SUPPORT SERVICES - Other Objects / 200-800	\$37	Federal Title I (School Allocation)

## SMART Goal 3

By June 30, 2024 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 Camden. County College/ Rowan College for AP 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 , 2023 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.
Feb 15	By February 15, 2024 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, 2024 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, 2024 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	7/1/23	6/30/24	
1	3	Provide District learning supplies to students	7/1/23	6/30/24	
1	1	Hire teachers for After school remediation, summer school, targeted tutoring	7/1/23	6/30/24	
2	2	Community college tuition, STEAM dual credit tuition	7/1/23	6/30/24	
2	1	Provide PD for teachers (school wide initiatives)	7/1/23	7/1/23	
2	3	Student Learning Supplies provided by school	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
3	1	Provide STEAM participation	7/1/23	6/30/24	
3	2	Academic Field Trips	7/1/23	6/30/24	
3	3	Homeless Supplies- as determined by needs assessment	7/1/23	6/30/24	
4	1	Provide Benefits for Teachers	7/1/23	6/30/24	
4	3	Student laptops as determined by needs assessment/fight against digital divide	7/1/23	6/30/24	
4	2	Transportation for field trips	7/1/23	6/30/24	
5	1	STEAM supplies-provide for students	7/1/23	6/30/24	
6	1	Grant person support-secretarial-other	7/1/23	6/30/24	

## Budget Items

### SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Teacher Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	\$18,882	Federal Title I (School Allocation)
2	CCC Tuition, RIT Tuition, Rowan SJ tuition, dual credit tuition	INSTRUCTION - Other Purchased Services / 100-500	\$15,789	Federal Title I (School Allocation)



Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Student laptops, replacements for digital divide and extended learning	INSTRUCTION - Supplies & Materials / 100-600	\$17,974	Federal Title I (School Allocation)
2	School provided learning supplies for students	INSTRUCTION - Supplies & Materials / 100-600	\$6,361	Federal Title I (School Allocation)
5	Provide STEAM supplies for students	INSTRUCTION - Supplies & Materials / 100-600	\$6,558	Federal Title I (School Allocation)
1	District Learning Supplies for students	INSTRUCTION - Supplies & Materials / 100-600	\$7,244	Federal Title I (School Allocation)
3	Homeless supplies	INSTRUCTION - Other Objects / 100-800	\$3,379	Federal Title I (School Allocation)
3	Academic Field Trips (6 proposed) Admission Fees	INSTRUCTION - Other Objects / 100-800	\$600	Federal Title I (School Allocation)
6	Stipend for other grant person	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$416	Federal Title I (School Allocation)
4	Salary Benefits for Teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$992	Federal Title I (School Allocation)
3	STEAM participation fees	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,400	Federal Title I (School Allocation)
2	Teacher PD (cross curricular)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$5,302	Federal Title I (School Allocation)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Teacher craft PD (Marzano)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,334	Federal Title I (School Allocation)
4	Bus Transportation for Field Trips	SUPPORT SERVICES - Travel / 200-580	\$4,800	Federal Title I (School Allocation)
2	AVID PD (district initiative)	SUPPORT SERVICES - Travel / 200-580	\$7,707	Federal Title I (School Allocation)
1	NJAFPA dues	SUPPORT SERVICES - Other Objects / 200-800	\$37	Federal Title I (School Allocation)

## SMART Goal 4

By June 30, 2023, 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, 2023, 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 22-23 SY
Feb 15	By February 15, 2024 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 22-23 SY
Apr 15:	By April 15, 2024 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 22-23 SY
Jul 1	By June 30, 2023, 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 22-23 SY

## Action Steps

### SMART Goal 4

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Parent communication and reach out service	7/1/23	6/30/24	
2	1	Parent Involvement Activity Supplies	7/1/23	6/30/24	
3	1	Support person for grants	7/1/23	6/30/24	

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
4	1	Teacher Stipends for parent involvement activites	7/1/23	6/30/24	
5	1	Benefits	7/1/23	6/30/24	

## Budget Items

### SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Teacher Stipends	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$300	Federal Title I (School Allocation)
3	grant support person	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$418	Federal Title I (School Allocation)
5	Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$992	Federal Title I (School Allocation)
1	Parent communication service	SUPPORT SERVICES - Other Purchased Services / 200-500	\$659	Federal Title I (School Allocation)
2	Supplies for parent activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$3,015	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	\$56,640	\$0	\$0	\$0	\$0	\$0	\$56,640
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$15,789	\$0	\$0	\$0	\$0	\$0	\$15,789
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$117,281	\$0	\$0	\$0	\$0	\$0	\$117,281
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$7,356	\$0	\$0	\$0	\$0	\$0	\$7,356
INSTRUCTION	Sub-total		\$0	\$0	\$197,066	\$0	\$0	\$0	\$0	\$0	\$197,066
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$1,966	\$0	\$0	\$0	\$0	\$0	\$1,966
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$3,969	\$0	\$0	\$0	\$0	\$0	\$3,969
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$0	\$0	\$14,036	\$0	\$0	\$0	\$0	\$0	\$14,036
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	\$18,360	\$0	\$0	\$0	\$0	\$0	\$18,360
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$20,208	\$0	\$0	\$0	\$0	\$0	\$20,208
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$3,015	\$0	\$0	\$0	\$0	\$0	\$3,015
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$111	\$0	\$0	\$0	\$0	\$0	\$111
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$0	\$0	\$61,665	\$0	\$0	\$0	\$0	\$0	\$61,665
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	\$258,731	\$0	\$0	\$0	\$0	\$0	\$258,731



## 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	\$258,731	\$0	\$258,731
Other Title 1 Expenditures	\$0	\$0	\$0	\$0
Total	\$0	\$258,731	\$0	\$258,731

## School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. If applicable, the Comprehensive Data Analysis and Needs Assessment process was completed in collaboration, and with the concurrence of the assigned Regional Support Team (RST) member from the Office of Comprehensive Support. (Note: RSTs are assigned to LEAs with CII, CSI, or have at least three ATSI or TSI schools)	
x	The Annual School Plan includes at least three SMART goals with at least one area of focus being Effective Instruction. If my school was designated as CII, CSI, ATSI or TSI, the plan includes a fourth goal. All goals address the areas of priority performance needs identified during Comprehensive Needs Assessment process. The following SMART Goal areas, denoted by a checkmark, are included in this ASP.	
x		Effective Instruction
x		Effective Instruction
x		Climate & Culture - Attendance/Behavior
x		Climate & Culture - Attendance/Behavior
	For CII, CSI, ATSI and TSI Schools Only: 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 strong, moderate or promising evidence tier as 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 Ekimoglou

Title: Instructional Supervisor, Federal Program Manager

Date: 07/10/2023

## District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
--	---

Certified By: Susan Ekimoglou  
 Title: Instructional Supervisor, Federal Grants (ESSA) manager  
 Date: 07/10/2023

## ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: Sean Gorman  
Title: Superintendent  
Date: 07/11/2023