



Planning and Completing Your Annual School Plan (ASP) for Newly-Identified Schools

Office of Comprehensive Support
Division of Field Support and Services
March, 2025





Purpose



- Introduce new users to the ASP system
- Share information on identification status/data card
- Provide system tips and resources
- Provide exemplars and non-exemplars
- Review SIA allowable costs and fiscal guidance

Categorized School Acronyms



- Comprehensive Support and Improvement = CSI
- Comprehensive Support and Improvement 2 = CII
- Additional Targeted Support and Improvement = ATSI
- **Targeted Support and Improvement = TSI**

More information regarding these school identifications can be found on the NJDOE Data & Reports portal: <https://www.nj.gov/education/doedata/>



Comprehensive and Targeted School Support



- On-site support is provided to the following identified schools:
 - CSI and CII schools
 - ATSI and TSI schools in districts with (a) CSI/CII school or (b) at least three ATSI/TSI schools
- ATSI and TSI schools in districts with no CSI/CII schools or with less than three ATSI/TSI schools will receive supports including, but not limited to, participation in state-sponsored programs, targeted technical assistance or other available opportunities



ESSA Identification Timeline



The NJDOE identifies schools in three different support groups:

1. Comprehensive Support and Improvement (CSI),
2. Additional Targeted Support and Improvement (ATSI), and
3. Targeted Support and Improvement (TSI).

Group	Jan 19	Jan 20	Jan 21	Jan 22	Jan 23	Jan 24	Jan 25	Jan 26	Jan 27
CSI	X				X	X			X
ATSI	X				X	X			X
TSI	X	X			X	X	X	X	X

No Identifications (COVID)
 USED Flexibility Allowed for Consecutive Identifications





TSI Identification

A school is identified for targeted support and improvement (TSI) for consistently underperforming student groups if:

- One or more student groups misses annual targets and performs below the state average for all available indicators for two consecutive years.

Schools are identified and eligible to exit annually in this category.



Annual Targets



The NJDOE has defined annual targets as part of the ESSA accountability system. The annual targets differ for each indicator.

Indicators	Annual Target	Are targets unique?
ELA & Math Proficiency	Measurement of annual progress toward the long-term goal	Each district, school, and student group has unique targets based on baseline data.
ELA & Math Growth	State defined standards	All districts, schools, and student groups have the same targets.
4-Year and 5-Year Graduation Rates	Measurement of annual progress toward the long-term goal.	Each district, school, and student group has unique targets based on baseline data.
Progress toward English Language Proficiency	Measurement of annual progress toward the long-term goal.	All districts and schools in each of two grade bands (up to grade 5 and above grade 5) have same targets.
Chronic Absenteeism	State average for the grades served by the district or school	Targets are based on grades served by district or school. All student groups within a district or school have the same target.



Methodology: TSI



- 1. Identify student groups that missed all targets for 2022-23 and 2023-24:** This data is available in the 2022-23 School Performance Reports and 2024 ESSA Profiles.
- 2. Identify student groups that also performed below the state average:** Proficiency and Graduation interim targets are based on individual school baseline data, so schools may have missed a target but still performed at or above the state average. Academic Progress and Chronic Absenteeism targets are based on state averages or percentiles, so missing the target is the same as performing below the state average.
- 3. Identify schools for TSI status:** Any school with one or more student groups that missed all interim targets and performed below the state average for two consecutive years is identified for TSI status (consistently underperforming student group).



Exit Criteria: TSI



A school in TSI status for consistently underperforming student groups can exit status every year. A school may exit status if it no longer has a student group that both:

- Missed interim targets for all available indicators for two consecutive years; and
- Performed below the State average for all available indicators for two consecutive years.



Accountable School Assignment

- For ESSA Accountability calculations, students are assigned to their accountable school or district. In about 95% of cases, a student's accountable school is the same as their attending school. However, for some students the accountable school is different from the school they attend.
- When a student is placed into a specialized program, either in-district or outside of the district, student data is typically included in the sending or resident school's accountability results. This way, placement decisions are carefully reviewed at the school and LEA level, and a fair evaluation of student performance can take place. It also ensures that accountability results will not be impacted by district decisions on student placement.



ASP Timeline – New Users



Suggested Timeline for completing Annual School Plans	ASP 2025-26
Gather stakeholders	March 2025
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> • <i>Evaluate Prior Year Interventions</i> • <i>Analyze Data</i> • <i>Complete Process Questions/Reflection & Growth rubric</i> 	March - April 2025
Determine Priority Needs, Root Causes, and Evidence-Based Interventions	April 2025
Conduct Resource Equity Review – districts in collaboration with schools (if applicable)	April - May 2025
Develop SMART Goals and align Budget	May 2025
Obtain final district review, revision, certification, and approval	June 2025
Submit plan	June 30, 2025





ASP System Walkthrough

<https://homerom4.doe.state.nj.us/asps/login>





System Tips and Resources



System Tips – Things to Remember



- “School-level users” create, modify, and submit ASP (*exception is RER*)
- “District-level users” review and certify/approve (*exception is RER*)
- For RER, district-level user completes; school-level users may view
- Access to ASPs is granted by the district NJDOE Homeroom Administrator
- It is important to verify the contact and email accuracy to ensure all ASPs notifications are received. ASP notifications will come from the ASP Helpdesk email: help.asp@doe.nj.gov



System Tips – Things to Remember



- Browser: Google Chrome is preferred; Microsoft Edge, Internet Explorer is acceptable
- Read Quick Start Guides and ASP Instructions for immediate assistance
- Save often and check work – trust but verify
- One user “saves” at a time within a given page. (If multiple people working on one panel, last person to save “wins.”)
- It is good practice to print the “ASP Summary” pdf upon saving to ensure you have a full copy of the data entered. Each ASPS tab includes the ability to print the .pdf of that page at the bottom of the screen.
- Use the .pdf document when copying and pasting from a prior year. Working in two systems can cause data to be overwritten or lost unintentionally.”
- Pay attention to section parameters/heed warnings
 - word counts, time outs, no symbols/special characters in name of uploaded docs



ASP Resources



Getting Started/Resources

Getting Started with the Annual School Planning System

ASP Technical Assistance Presentations

New ASP User Technical Assistance Presentation - March, 2024
2023-24 ASP Launch Webinar

ASP Video Tutorials: Creating the Plan

ASP Tutorial: Accessing the Annual School Planning System
ASP Tutorial: ASP Contacts and Team Members Meetings
ASP Tutorial: Submitting Sections for Approval
ASP Tutorial: Evaluation of Prior Year Interventions and Data Analysis Part 1
ASP Tutorial: Evaluation of Prior Year Interventions and Data Analysis Part 2
ASP Tutorial: Comprehensive Needs Assessment Process Questions and Growth and Reflection Rubric
ASP Tutorial: Priority Performance Needs and Root Cause Analysis
ASP Tutorial: SMART Goals 2023

ASP Resources - Creating the Plan

Annual School Plan FAQ
2023-2024 ASP Primary Modifications and Required Validations for Submission
2024-2025 ASP Primary Modifications and Required Validations for Submission
ASP Quick Start Guide: The Building Module
Comprehensive Needs Assessment Guiding Questions
Growth and Reflection Rubric
Root Cause Analysis Examples
Choosing Evidence-Based Practices
ESSA-Level Evidence-Based Practices
Uploading documents in the ASP System
What is a SMART Goal?
Newly-identified schools: SAMPLE: PPN-RCA - Abbreviated Plan for Newly-Identified Schools - 2024 SIA Carryover
Newly-identified schools: SAMPLE: SMART Goal - Abbreviated Plan for Newly-Identified Schools - 2024 SIA Carryover

ASP Resources - SIA Fiscal Guidance and Allowable Uses

SIA Fiscal Guidance

ASP Resources - Review and Approval

ASP Quick Start Guide: ASP Phase II Review and Approval Process
Annual School Plan Review Rubric

ASP Video Tutorials: Cycle Review/Reporting/Dashboard

ASP Tutorial Reporting Tab: Team Meetings, Sub Groups, Budget Summary
ASP Reporting Tab: Benchmark and Climate and Culture Data



ASP Team & Meetings



Establishing your ASP Team:

- Broad range of stakeholders including:
 - parents/guardians (non-staff)
 - community members
 - teachers
 - students (secondary schools)
 - Paraprofessionals
 - administrators and other stakeholders as determined by the school and district



ASP-Teams & Meeting



Creating high-functioning, laser-focused teams:

- Collaboratively create meeting norms
- Empower all voices to be heard and embrace professional discourse
- Create targeted agendas with defined meeting goals
- Take detailed minutes
- Find time to celebrate



Evaluation of Prior Year Interventions



- Establish tight intervention protocols
- Provide job-embedded, ongoing professional development on evidence-based interventions
- Be sure to list the intervention, not the method of collecting data:
 - For example, *LinkIt* is a program that collects evidence; it is not an intervention

Prior Year Intervention Examples



Evidence-Based

Student Intervention Examples

- Wilson Reading (ELA)
- Read 180 (ELA)
- High-Dosage Tutoring (ELA & Math)
- Amira(ELA)
- i-Ready (Math)
- IXL(Math)
- Children's Literacy Initiative (ELA)
- ST Math (Math)
- Second Step (SEL)
- Silas (SEL)

Strategy/Practice/Activity Examples

- Professional Development
- Reader's and Writer's workshop
- Out of School Time Programs
- Intervention Teams
- Explicit, Systemic Foundational Skills Instruction
- High Impact Tutoring

Building Your ASP



DATA ANALYSIS:

Student Achievement

Climate & Culture

College & Career Readiness

Teacher Evaluation

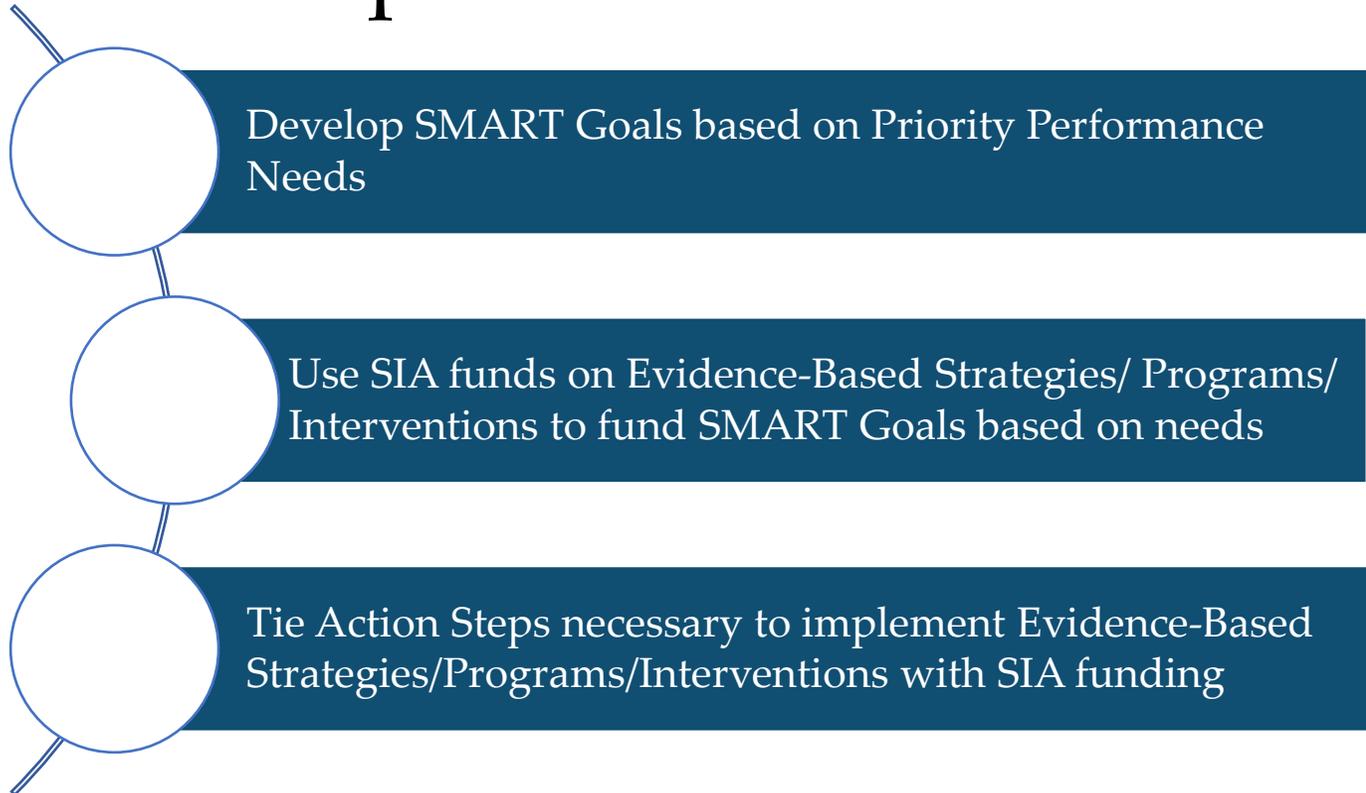
Other Indicators (ex. Parent/Family Engagement, Community Involvement, Professional Capacity)



ASP 2025-26 Comprehensive Needs Assessment



- The Comprehensive Needs Assessment drives the development of the ASP:



Comprehensive Needs Assessment Process Questions



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



Growth and Reflection Rubric

Formative Assessment:

- We have developed common formative assessments to monitor the progress of each SLO in a unit.
- We collaboratively analyze the results of these assessments and plan next steps for instruction including differentiation and intervention.
- Students are provided targeted feedback, differentiated learning opportunities, and appropriate targeted interventions.
- We reassess to determine success of interventions.
- Successful differentiated activities and intervention strategies are embedded in units of study.



Growth and Reflection Rubric



2.2. Pre-Assessments

Not Addressed

We have not developed common pre-assessments.

Emerging

We have begun to develop common pre-assessments for specific units of study.

Developing

We have developed common pre-assessments for some units of study and we collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs.

Sustaining

We have developed common pre-assessments for all units of study. We collaboratively analyze student pre-assessment data to determine student mastery of requisite and prerequisite SLOs. We use this data to form flexible groups and develop differentiated learning opportunities.

2.3. Formative Assessments

Not Addressed

We do not utilize formative assessments to determine student progress in meeting SLOs.

Emerging

We use formative assessments to determine student progress in meeting SLOs.

Developing

We consistently use formative assessments to monitor student progress. We record formative assessment data and provide specific feedback to students. The formative assessment drives next steps in instruction for teachers and allows students to make adjustments to their learning.

Sustaining

We have developed common formative assessments to monitor the progress of each SLO in a unit. We collaboratively analyze the results of these assessments and plan next steps for instruction including differentiation and intervention. Students are provided targeted feedback, differentiated learning opportunities, and appropriate targeted interventions. We reassess to determine success of interventions. Successful differentiated activities and intervention strategies are embedded in units of study.



Priority Performance Needs and Root Cause Analysis



Areas of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s)/ Subgroup(s)	List the Evidence-Based Intervention (Strategy/Practice/Activity)	Briefly Describe the Evidence-Based Intervention (Strategy/Practice/Activity) and How it will be Progress Monitored.	Evidence Tier	Include "Evidence" Link(s) or Urls (Include at least one link/url)
Effective Instructor ▾				1:		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Demonstrates a Rationale	URL 1 <input type="text" value="https://example.com"/> URL 2 <input type="text" value="https://example.com"/> URL 3 <input type="text" value="https://example.com"/>
				2:		<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Demonstrates a Rationale	URL 1 <input type="text" value="https://example.com"/> URL 2 <input type="text" value="https://example.com"/> URL 3 <input type="text" value="https://example.com"/>





Priority Performance Needs and Root Causes



- Asks the questions: What do we need to improve? What caused our low performance?

Exemplars Performance Need and Root Cause

Performance Need: Students struggled in Math benchmarks with only 13% of students schoolwide demonstrate proficiency on LINKIT Form C

Root Cause: Lack of alignment with instruction and assessment and lack of standards aligned common formative assessments.



Priority Performance Needs and Root Causes



- Asks the questions: What do we need to improve? What caused our low performance?

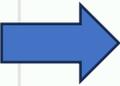
Non-Exemplars Performance Need and Root Cause

Performance Need: Lack of parent involvement

Root Cause: There are not enough hours in the school day to provide students with additional time in learning the basic concepts they lack.

Is this an Exemplar?



Areas of Focus for SMART Goals	Priority Performance Needs	Possible Root Causes	Target Population(s)/Subgroup(s)
Effective Instruction <input type="text" value="Effective Instruction"/>	Based upon the Growth and Reflection Rubric Students are not provided targeted feedback		

Root Causes: Control what you can control!



WITHIN LOCUS OF CONTROL	OUTSIDE LOCUS OF CONTROL
Lack of alignment between standards, instruction, and assessment	Lack of parent involvement
Lack of multi-tiered system of support	Our students come to us without basic skills
No coordinated assessment protocols	Community doesn't value education
Need to build data literacy capacity of all staff	Student circumstances keep them below grade level
Lack of proper resources	Students are apathetic

Root Causes Lead to Strategies

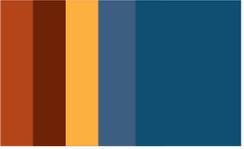


Strategies are the overarching path you will take to meet your goals; action steps are how you will travel along that path. Strategies need to be evidence based.

Example: Formation and implementation of grade level PLCs is a sound strategy.

This will lead to formation of Smart Goals and the Action Steps to reach intended outcomes.





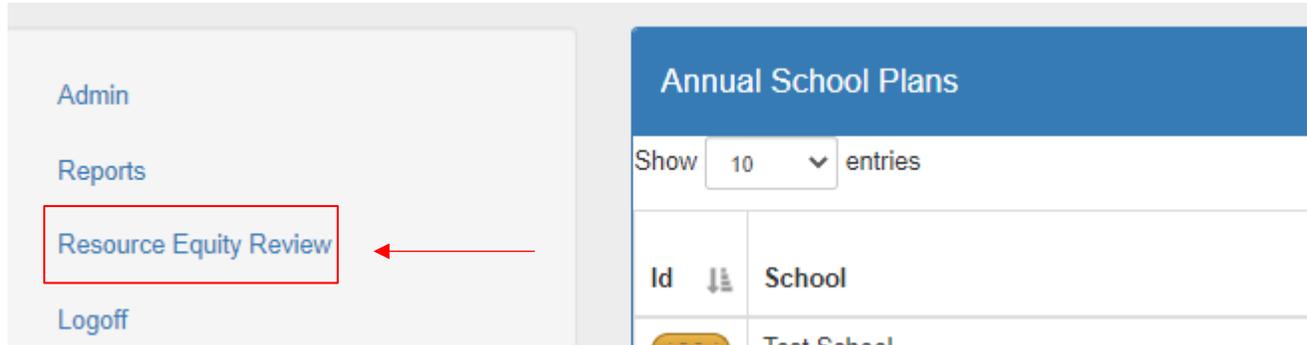
SMART GOALS



Think of your SMART Goals as the difference between where you are and where you want to be!

- The SMART Goal section consists of multiple parts:
 1. Smart Goals—creating your Strategic, Measurable, Achievable, Realistic*, and Timely Goals
 2. Action Steps—the specific steps that follow the course set by the strategies
 3. Budget Allocation—SIA funds are used directly to support action steps to achieve your goals

ASP 2025-26 – Resource Equity Review



Resource Equity Review (RER)

- The “Resource Equity Review (RER)” link appears on the left-hand side of the Home Page for districts with multiple schools and at least one identified school that is CSI, CII, or ATSI. This link can also be accessed from the Business Administrator/Federal Program Administrator certification section.
- A district-level user completes this process, *in collaboration with school leaders*. only one RER is required per eligible district. After examining resource allocation practices across all schools, complete the RER rubric and provide explanations.
- Use school-level data already in the AudSum system, along with relevant school performance report data, NJ SMART data and/or school records.
- ESSA Section 1111 requires the identification of resource inequities, which may include a review of district and school level budgeting, and how it will be addressed through implementation of the ASP.
- The intent of RER provision is to promote equity of funding *across schools*, and to examine how resource allocation decisions affect student outcomes.
- The 2025-26 RER is new and includes a rubric developed with information from the Alliance of Resource Equity’s Resource Equity Diagnostic: Self-Assessment.



ASP 2025-26 – Resource Equity Review (cont.)



New!

Resource Equity Review (RER) Rubric

1. Teaching Quality

1.1. Does the system (consisting of the culmination of LEA policies) have a reliable way of measuring teaching effectiveness?

<input type="radio"/> Not Addressed	<input checked="" type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Sustaining
The LEA does not have a reliable way of measuring teacher effectiveness either formally or informally.	The LEA utilizes a standardized teacher evaluation tool for observations and walkthroughs.	The LEA utilizes a standardized teacher evaluation tool, the records of which are kept longitudinally and tied to action plans throughout the year.	Teacher effectiveness is not confined to walkthroughs and evaluations, but to an ongoing process of data analysis throughout the school year. Both peer and administrative feedback are part of our PLC process.

1.2. Are "Highly Effective" teachers (as defined in statute) distributed across schools and students of different need levels?

<input checked="" type="radio"/> Not Addressed	<input type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Sustaining
The effectiveness of teachers is not factored into LEA placement decisions.	"Highly Effective" teachers are sometimes asked to present to/mentor their colleagues. We have established grade level lead teachers.	"Highly Effective" teachers are sometimes moved to higher need schools, in addition to serving as instructional leaders and mentors.	Based on our evaluation system, teachers that are rated as "Highly Effective" are moved to the most appropriate instructional setting according to need.

1.3. Are novice/non-tenured teachers (defined in statute) distributed across schools and students of different need levels and are there induction systems in place for these teachers?

<input type="radio"/> Not Addressed	<input checked="" type="radio"/> Emerging	<input type="radio"/> Developing	<input type="radio"/> Sustaining
Experience levels do not factor into placements or assignments and there are no systems in place for novice teachers.	Novice teachers are sometimes paired with more experienced teachers where there is an initial induction program, and experience levels may be factored into placement.	Novice teachers are often paired with more experienced teachers where there is an ongoing induction program, and experience levels are factored into placement.	All novice teachers are equally distributed across schools and paired with highly effective teachers in a mentor/mentee role. There is an ongoing, data-driven induction program.

2. Empowering Rigorous Content



ASP 2025-26 – Resource Equity Review (cont.)



Instructions: Select at least three (3) of the lowest-scored domains and explain how the district will address the identified inequities and improve its resource allocation planning and decision-making.

*Resource allocation is fiscal, personnel/staffing, curriculum services, professional development, and other assets at the LEA's disposal.

Domain	Indicator #	Indicator Description	Level	Level Description	Select at least 3 Domains	Explain how the district will address the identified inequities and improve its resource allocation planning and decision-making
1. Teaching Quality	1.1	Does the system (consisting of the culmination of LEA policies) have a reliable way of measuring teaching effectiveness?	0 - Not rated		<input type="checkbox"/>	
	1.2	Are "Highly Effective" teachers (as defined in statute) distributed across schools and students of different need levels?	0 - Not rated			
	1.3	Are novice/non-tenured teachers (defined in statute) distributed across schools and students of different need levels and are there induction systems in place for these teachers?	0 - Not rated			
Average			0.0			





School Improvement Award (SIA) Funds





Title I – 1003: School Improvement Purpose



Title I – 1003: School Improvement

Required reserve of Title I – Part A funds

Provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps



Title I – 1003: School Improvement

Purpose(cont.)



School Improvement Award (SIA)

Solely for evidence-based practices that are designed to mitigate factors that hinder optimal educational outcomes, as identified through a comprehensive needs assessment, in schools designated as comprehensive support and improvement (CSI/CII), additional targeted support and improvement (ATSI) or targeted support and improvement (TSI) schools.

- CSI/CII schools must use SIA funds to benefit all students.
- ATSI and TSI schools must prioritize identified student groups.

The SIA is not transferable among identified schools except in rare instances as directed by the Office of Comprehensive Support.



Title I – 1003: School Improvement Needs Assessment



- The Comprehensive Needs Assessment informs all planning decisions – including budgeting.
- The budget must reflect the resources necessary to address identified priority performance needs.



Title I – 1003: School Improvement Evidence-Based Requirement(ESEA§8101(21)(B))



The SIA can only fund practices that meet one of the following evidence requirements:

- Tier I: Strong evidence from at least one well-designed and well-implemented experimental study;
- Tier II: Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- Tier III: Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.



Title I – 1003: School Improvement

Federal Cost Principles (UGG§200.404, 200.405)



- **Necessary** - Expenditures are essential for the proper and efficient functioning of the federal program.
- **Reasonable** - Expenditures do not exceed that which would be incurred by a prudent person.
- **Allocable** - Goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefits received.



Title I – 1003: School Improvement

Example of Allowable Uses



- Personnel to implement evidence-based interventions (e.g., intervention teachers, reading specialists, extended-day/ extended-year staff)
- School Climate Interventions (e.g., anti-bullying strategies, social emotional learning programs)
- Software to support the implementation of evidence-based interventions or to monitor progress



Title I – 1003: School Improvement

Example of Allowable Uses (cont.)



- Parent/Family Support and Engagement Activities (e.g., resources for family literacy/math programs and translated materials)
- Professional learning opportunities for staff (e.g., instructional coaches, professional learning communities)
- External experts with successful experience in using evidence-based strategies to address identified priority needs



Title I – 1003: School Improvement Non-Allowable Uses



- Resources to support practices that are not linked to a Tier 1, 2, or 3 evidence-based practice, as defined in ESSA
- Rewards/incentives to acknowledge/encourage participation or student attendance



SIA Fiscal Guidance



SUMMARY OF SIA BUDGET LIMITS

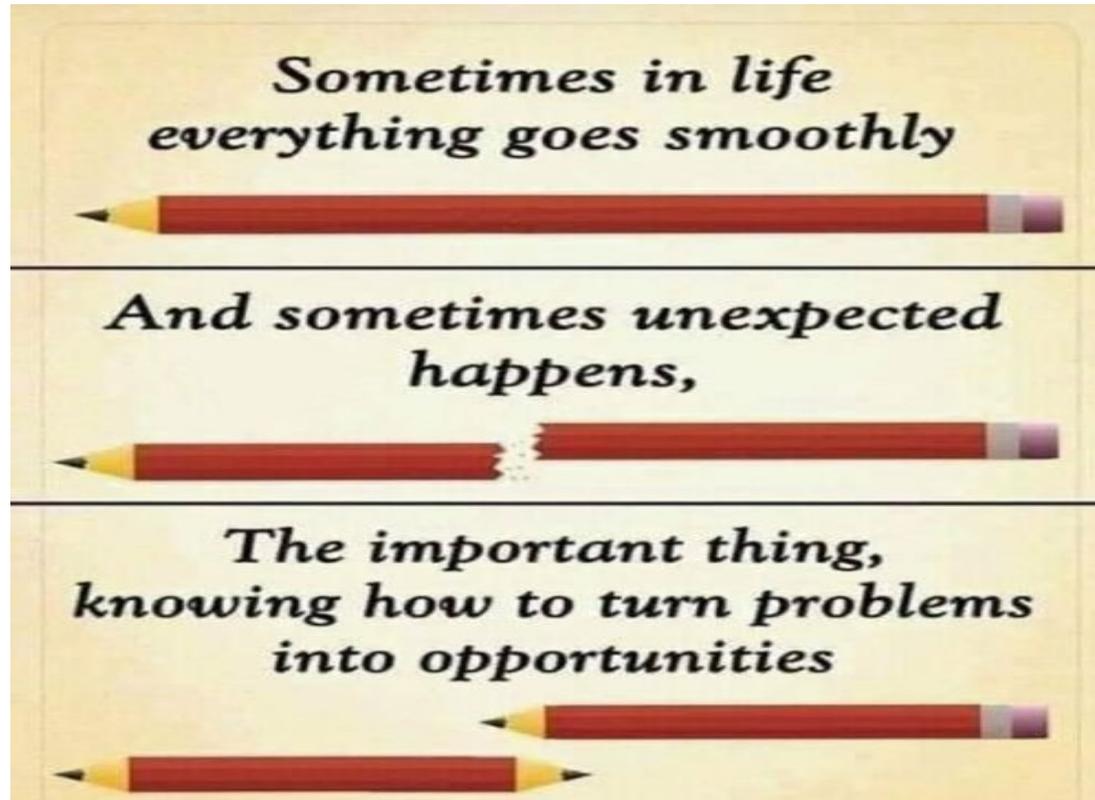
CATEGORY	GAAP CODE	LIMIT
General Instructional Materials, Supplies and Equipment for Tier 1, 2 or 3 Evidence-based Practices	100-600 400-731	10% of SIA Budget
General Support Materials, Supplies and Equipment for Tier 1, 2 or 3 Evidence-based Practices	200-600 400-732	10% of SIA Budget
Proprietary Material and Supplies for Tier 1, 2 or 3 Evidence-based Practices	100-600 200-600	No Limit
Student Incentives	100-800	5% of SIA Budget
Parent Engagement Refreshments	200-800	1% of SIA Budget or \$1,000, whichever is less

[SIA Fiscal Guidance](#)

<https://homeroom4.doe.state.nj.us/asps/resources/pdfs/SIA%20Fiscal%20Guidance.pdf>



Starting Point, not Finger Point



Thank You!



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