

## **New Jersey Annual School Planning Process**

### **Guiding Questions**

The first step in the Annual School Planning process is to collect and analyze data in order to identify the areas of prioritized student, staff, and parent/family needs that will be addressed in the Annual School Plan (ASP). As the Annual School Planning team begins this work, the following questions are provided as a guide for the team's review and analysis. While these questions are not required or exhaustive, the results of the discussion(s) about the collected data are critical to informing the comprehensive needs assessment process.

The ASP team has the option (not a requirement), to record the results of these discussions under the 'Observations/Trends' column found on the Comprehensive Data Analysis and Prior Year Interventions panel in the ASP. **Please Note:** Convening a representative group of stakeholders is required for the comprehensive needs assessment process. Conducting a structured inquiry process with the ASP team is strongly recommended.

#### **Identifying Priorities from the Data**

1. For which indicators/content areas has the school not met the annual target, the state average (Chronic absenteeism), or made sufficient progress? For which subgroups and grades or grade spans?
2. What additional measures (i.e., assessments, data collection) does the school use to measure achievement/progress related to this/these indicator(s) [e.g., benchmark assessments, monthly attendance data review, office conduct referral data review, formative assessments for progress monitoring]? Are these measures valid and reliable for the lowest performing subgroups?
3. How are assessment/data collection results used to determine intervention needs? How does the school ensure the data used in the comprehensive needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
4. Does the school have professional learning communities or data teams that review these data at least quarterly?
5. What did the data analysis reveal regarding: classroom instruction; professional development for staff; and engagement of parents and families in activities that support their children's academic program?

#### **Implementation of Strategies and Interventions**

1. Did the school fully implement its prior year strategies and interventions as planned?
2. What implementation challenges and barriers did the school encounter?
3. What were the identified strengths and weaknesses of each step during the strategies/interventions implementation?
4. Are the frequency and duration of interventions sufficient for specified subgroups and low-performing students?
5. Is the scheduling of interventions sufficient to meet the needs of specified subgroups and low-performing students?

6. What measures were used to determine the effectiveness of the strategies/interventions?
7. How was the progress of students who benefited from the strategies/interventions measured? How often? Were the results different for specific subgroups? What steps could be taken to improve results with this strategy/intervention for low-performing subgroups (improved student grouping, professional learning for teachers, purchase of supplemental materials for the intervention, or data system for progress monitoring)?
8. What steps are taken to analyze intervention data? Are teachers involved in the data analysis process? Are the results disaggregated by subgroup?
9. What resources and technologies will the school use to support the identified strategies and interventions?
10. What strategies and interventions are in place in the school to ensure students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?
11. Do the data indicate a need for additional interventions for achievement, growth, English language proficiency, chronic absenteeism and/or graduation rate?

### **Stakeholder Involvement**

1. How did the school obtain the necessary buy-in from all stakeholders to select and implement the identified strategies and interventions?
2. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
3. What were the perceptions of the community? What tool(s) did the school use to measure the community's perception?
4. What process did the school use to gather stakeholder input to conduct its Comprehensive Needs Assessment? Was the process sufficient?
5. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
6. How will the school ensure that all relevant stakeholders are actively engaged and informed throughout the Annual School Planning Process?
7. How does the school collect feedback regarding student data from its stakeholders?
8. How does the school share data with its stakeholders? How often?
9. How will the school's parent and family engagement program help to address the identified needs?
10. How will the school report its student achievement data to parents/families and the community?
11. How will the school inform parents/families and the community of the school's disaggregated assessment results?