



# Planning and Completing Your Annual School Plan (ASP)

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





# Purpose



- Review the 2025-26 ASP system and updates
- Provide ASP resources
- Resource Equity Review updates
- Review SIA allowable costs and fiscal guidance

# ASP Timeline



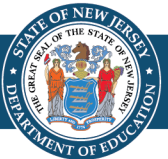
Suggested Timeline for completing Annual School Plans	ASP 2025-26
Gather stakeholders	March 2025
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> <li>• <i>Evaluate Prior Year Interventions</i></li> <li>• <i>Analyze Data</i></li> <li>• <i>Complete Process Questions/Reflection &amp; Growth rubric</i></li> </ul>	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://homeroom4.doe.state.nj.us/asps/login>





# 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

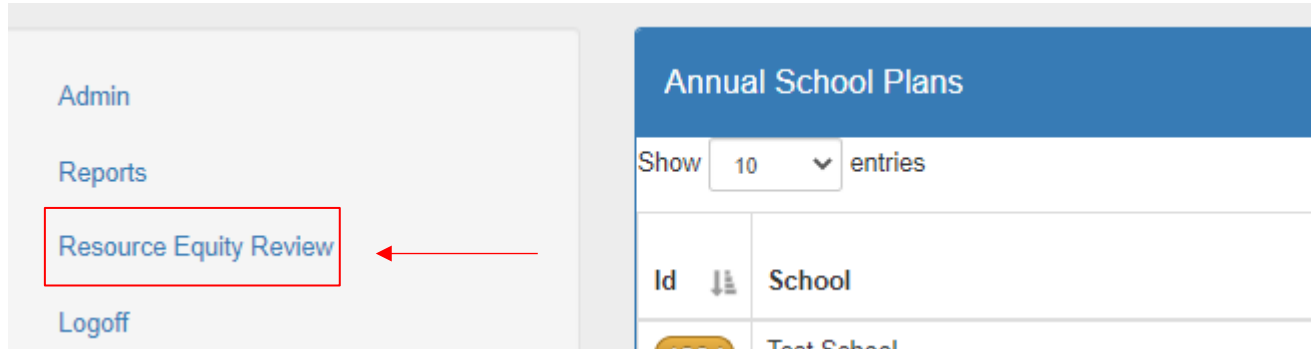
ASP Quick Start Guide: ASP Phase II Review and Approval Process  
Annual School Plan Review Rubric

#### 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 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?

☐ Not Addressed

The LEA does not have a reliable way of measuring teacher effectiveness either formally or informally.

☒ Emerging

The LEA utilizes a standardized teacher evaluation tool for observations and walkthroughs.

☐ Developing

The LEA utilizes a standardized teacher evaluation tool, the records of which are kept longitudinally and tied to action plans throughout the year.

☐ Sustaining

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?

☒ Not Addressed

The effectiveness of teachers is not factored into LEA placement decisions.

☐ Emerging

"Highly Effective" teachers are sometimes asked to present to/mentor their colleagues. We have established grade level lead teachers.

☐ Developing

"Highly Effective" teachers are sometimes moved to higher need schools, in addition to serving as instructional leaders and mentors.

☐ Sustaining

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?

☐ Not Addressed

Experience levels do not factor into placements or assignments and there are no systems in place for novice teachers.

☒ Emerging

Novice teachers are sometimes paired with more experienced teachers where there is an initial induction program, and experience levels may be factored into placement.

☐ Developing

Novice teachers are often paired with more experienced teachers where there is an ongoing induction program, and experience levels are factored into placement.

☐ Sustaining

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)

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



# Thank You!



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