

New Jersey Department of Education Annual School Planning System (ASPS)

Quick Start Guide: The Building Module



Introduction

The Annual School Planning System (ASPS) Building Module allows schools across the State of New Jersey to create an Annual School Plan (ASP) using a common format and methodology. The ASPS is based on previously used school planning systems required for categorized schools and schools that are approved to operate Title I Schoolwide Programs.

On the ASP Builder Homepage, there are tabs that correlate to each page of the ASP. The order of the pages is designed to guide Annual School Planning Teams through the planning process, encouraging them to build a plan that focuses on equity, provides access, opportunity, and fairness for all students. It also allows for emphasis to be placed on human and social capital, linking the voices of stakeholders to the needs of diverse student populations. The result is an ASP that is targeted, relevant and actionable.

For schools operating schoolwide programs, the ASP details the ways in which implementation of evidence-based interventions and strategies upgrades the entire educational program of the school, in order to raise academic achievement for all students, especially the lowest-achieving students.

Common features

- Each page has its own set of instructions for use and functionality.
- Each page contains expandable panels with multiple sub-tabs within each panel.
- There are areas for adding or deleting rows.
- “Save” buttons have been added to allow information to be stored in the system.
- Email notifications are automated for the review process.

Before you start

- The ASPS can be accessed via [NJ Homeroom](#).
- District users are granted access to NJ Homeroom applications and the [ASPS](#) by their NJ Homeroom District Administrators. NJ Homeroom District Administrators appear on the NJDOE Homeroom page. District-level login credentials provides restricted access to the system and has view only permissions (exception is Resource Equity Review). It should be obvious if users have district access as they will not be able to input or save data.
- School users of the ASPS need to have school-level access on NJ Homeroom which allows for full input and edit permissions.
- If a user needs both school-level and district-level access, NJ Homeroom District Administrators should create two accounts, one for each type of access. For example:
 - janedoe = school level
 - janedoe1 = district level

- For districts with schools identified for Comprehensive Support and Improvement (CSI), Comprehensive II (CII), Additional Targeted Support and Improvement (ATSI), and/or Targeted Support and Improvement (TSI), that are not single school districts, a Resource Equity Review (RER) link appears on the left-hand side of the homepage. This link may also be accessed under the *District Business Administrator or District Federal Programs Administrator Certification and Approval Page*. The district completes this process (one per district) in collaboration with school leaders. After examining resource allocation practices across all schools, four questions will be completed by a district level user.

Tips

- School level users create, modify and submit ASP (exception is RER).
- District level users review, certify and/or approve (exception is RER).
- For the RER, district level user completes; school level users may view.
- Start by reading and reviewing the instructions contained in this Quick Start Guide as well as the instructions embedded in the ASPs.
- **Work on the ASP in order.** The structure of the document is designed to allow school leadership teams to make the most informed decisions as to the needs of their school and students.
- Save your work often! Double check correct functioning by refreshing the screen to ensure work has been saved.
- Pay attention to section parameters and warnings. The system will perform as advertised (word counts, time outs, no symbols/special characters).
- Recommended that only a single user save work in a given section (ASP Team and Meetings, Priority Performance Needs and Root Cause Analysis, SMART Goals, etc.) in the system at a time. Multiple users, saving data simultaneously within the same section, will cause the system to recognize the last “save” function made. Data will be lost this way and will not be retrievable.
- Google Chrome is the preferred browser for accessing the ASPs. For optimal functionality, ensure that Google Chrome has been recently upgraded (within the last three years). Microsoft Edge, Firefox, Safari, or Internet Explorer can be used, but users may experience variations in functionality.
- After adding a new row in each tab, make sure you press “Save” in the lower right corner. The caption “Content Saved!” should appear at the bottom of the box. If this caption does not appear, it is likely the information failed to save. This is a warning to users and is common across all ASP Builder tabs.
- The system times out after 60 minutes of inactivity.
- When in doubt, reach out to your partners at the NJDOE for support: ASP@doe.nj.gov

Getting Started

- 1) After logging into the ASPS, the school name with basic information should be listed across the top of the page. This basic information includes:
 - Plan Id number;
 - School name;
 - District name;
 - Team;
 - County;
 - CDS code;
 - School Identification status (CSI, CII, ATSI, TSI, or NA);
 - Title I Schoolwide Y/N;
 - Targeted Subgroups; and,
 - School Year.
- 2) Click on the "<School Year> ASP Building" button for the current year. Take a moment to familiarize yourself with the ASP Builder homepage and the components to consider for a well-developed ASP.
 - Across the top of the screen, users will see basic school information.
 - Underneath the basic information, the ASP Builder home page contains the links to each page of the ASP and is designed to be completed in order. Each page has its own set of instructions for users to follow to aid in the completion of that section.
 - The components of the plan are:
 - Annual School Plan Contacts**
 1. Provide the name and email address for the primary ASP district reviewer
 2. *Optional:* Provide the name of an alternate school contact if someone in addition to the school principal should receive school notifications.
 3. Includes School and District information from CDS system
 4. Verify that the District and School Information displayed is correct by checking the certification box (if incorrect, edits must be made in the CDS system)

Annual School Plan Team and Meetings

- List the members of the planning team
- Stakeholder title and name (include a broad range of stakeholders). All schools are required to include at least one parent and community member. Secondary schools are also required to have at least one student on the team. These required fields will be automatically displayed to ensure completion.
- Individual involvement Dates for the planning events and topics with the ability to upload minutes/invitational letters/flyers and agendas/sign-in sheets.
 - More than one topic may be selected
 - Click green section "Save" button to enable upload of documents
 - To upload document, click "Choose File" button, select file to upload, click the "Upload" button

- Complete stakeholder assurances

Evaluation of Prior Year Interventions and Data Analysis

This is the first component of the Comprehensive Needs Assessment and it allows ASP Teams to review school data in detail, including:

- Evaluation of Prior Year Interventions (content area, target population(s)/subgroup(s), Y/N questions about interventions, measurable outcomes and evidence uploads)
- Student Achievement data
- Climate and Culture data
- College and Career Readiness data
- Teacher Evaluation information
- Any other indicators deemed important to effectively identifying school strengths and areas of focus (parent/family engagement, community involvement, professional capacity)

Comprehensive Needs Assessment Process Questions and Growth and Reflection Rubric

The second component of the Comprehensive Needs Assessment.

- Schools will answer two questions pertaining to the inclusion of stakeholders throughout the process and parent/family engagement
- Schools will use the Reflection and Growth Rubric as part of a collective inquiry process to examine school level practices, identifying areas of strength and focus

Priority Performance Needs and Root Cause Analysis

The third component of the Comprehensive Needs Assessment.

- Based on the Reflection and Growth Rubric results, along with data analysis and examination of prior year interventions, the school will identify priority performance needs and root causes
- Identify areas of focus for SMART Goals, priority performance needs, possible root cause(s), targeted subgroups, and evidence-based interventions (strategies, practices, activities) to address challenges. For non-categorized schools, three areas of focus for SMART Goals must be identified with one being Effective Instruction. For categorized schools, four areas of focus for SMART Goals are required with one being Effective Instruction and another Social Emotional Learning (These two areas will be automatically displayed).
- Identify the evidence tiers, include evidence links, and an explanation of the research to support the selection of the interventions (strategies, practices, activities).

SMART Goals

- Three SMART goals are required for non-categorized schools. For categorized schools, four SMART goals are required. Each SMART Goal addresses the identified areas of focus and performance challenges.
- Schoolwide Title I schools may utilize the Other Title I Expenditures tab to address strategies not being implemented in SMART Goals 1-4
- Set interim goals and include sources of evidence
- Identify action steps for each intervention (strategy, practice, activity) necessary to achieve the SMART Goal
- Identify budget items/expenditures (include SIA funds/SIA carryover)

Budget Summary

- Summary of the funds and amounts being used to address each SMART Goal and the ASP overall (automatically populated from the SMART Goal page/Budget Items)
- Place to identify other Title I expenditures not covered under the individual SMART Goals

Certification

- Final check for the building administrator (e.g., Principal), District Business Administrator or District Federal Programs Administrator, Chief School Administrator and Office of Comprehensive Support (OCS) representative (where applicable) that each major component of the ASP has been addressed
- Date will auto populate

Steps to Complete Individual Pages of the Annual School Plan

Note: A chart of this year's primary ASP system modifications and required validations can be found in the [Getting Started/Resources link](#).

Page 1: Annual School Plan Contacts

1. Provide the name and email address for the primary ASP District reviewer. This is the district person who will receive automated emails from the system when the Principal requests feedback, review and/or approval of ASP pages.
2. The Principal contact on this page serves as the ASP Primary School Contact and will receive all ASP school-level notifications. If an Alternate School Contact is needed, provide the name and email address.
3. Verify that the District and School Information displayed is correct by checking the certification box.
4. If any school and district information is incorrect, edits must be made in the [CDS](#) system in NJDOE Homeroom.

Annual School Planning Team and Meetings

Adding Team Members

1. Expand the subtab for “Annual School Plan Development Team Members” by clicking on the “+” button.
2. Follow the instructions to enter each member.
3. Select “Add Row” to add additional members.
4. Click the “Save” button to save this information.

Adding Meeting Dates

1. Expand the subtab for “Annual School Plan Development Team Meetings” by clicking on the “+” button.
2. Follow the instructions to enter information for each meeting.
3. Select “Add Row” to add additional meetings.
4. Click the “Save” button to save this information.
5. Must “Save” all information before system allows upload of agendas/sign-in sheets, minutes/invitational letters/flyers.
6. When uploading “Choose File” then click “Upload.” Be sure to “Save.”
7. Click “Next Page-Data Analysis” to go on to the next page.

Page 2: Evaluation of Prior Year Interventions and Data Analysis

Multiple steps comprise the Comprehensive Needs Assessment. The needs assessment process begins with a thorough data analysis of prior year interventions and allowing schools to dig deeply into school-level data from student performance to climate/culture to teacher evaluation data.

1. Click on the “+” button to expand each sub-tab.
2. Follow the instructions to add information for each section.
3. There are several sections that allow for narrative information. Schools are free to write their comments inside the system or paste from Word/Excel. It is highly recommended that schools work in small bites and save the work every 30 minutes as the page will time out after 60 minutes. Spaces count in the total character count of 3,800 under the “Your Data” and “Observations/Trends” columns.
4. Always click the “edit/show” button in the upper right before adding inputs – “edit/show” allows you to “edit” the working page and save it to the front page on the main screen.
5. After you finish a section or row, press “save” in the lower right. Save each section and save often to ensure work is not lost. The caption “Content Saved!” should appear.
6. Special characters: Remove special characters (like a hyphen or apostrophe) from text pasted from a Word or Excel document. These special characters will appear like this: Ã¿Ã¿. If not removed, they will double every time the save function is performed, causing the page to max out on its data saving capacity. If observed, delete this text.
7. Click “Next Page-Comprehensive Needs Assessment” to go on to the next page.

Page 3: Process Questions and Leadership Growth and Reflection Rubric

Answer questions pertaining to the inclusion of stakeholders throughout the process as well as parent and family engagement. Then, use the rubric as part of a collective inquiry process

to examine school-level practices and drive continuous cycles of improvement focused on curriculum, instruction and assessment.

- Comprehensive Needs Assessment Process
 1. Complete the two questions.
 2. Click on the “Save” button to save this information.
- Growth and Reflection Rubric
 3. Click on the “+” button to expand the subtab.
 4. Click on the “+” button to expand each indicator of the rubric.
 5. To select a level, click the circle next to the level descriptor word (i.e., Sustaining, Developing, Emerging, and Not Addressed) in each area based on the rubric provided.
 6. Click “Save Rubric” often to save your selections.
 7. The selected level of each area of the rubric will appear in a spreadsheet format below. There, the major areas of strength and areas of focus in each key component will be identified.
 8. Use the levels on the rubric to reflect and develop narratives for the “Overall Strengths Summary” section and “Areas of Focus Summary” section in each key component. Comments on each individual sub-indicator listed is not necessary as the purpose is to look at the key components as a whole. Note, these areas of focus will form the basis for your future Annual School Plan and SMART Goal development.
 9. The character count for each block is set at 3,800 which includes all spaces and special characters. If the characters go beyond this number, it cannot be saved.
 10. Click the “Save” button to save your work.
 11. Click “Next Page-Root Cause Analysis” to go on to the next page.

Page 4: Priority Performance Needs and Root Cause Analysis

1. Click on the “+” button to expand the subtab.
2. Always click the “edit/show” button in the upper right before adding inputs – “edit/show” allows you to “edit” the working page and save it to the front page on the main screen.
3. Under Areas of Focus for SMART Goals, select a SMART Goal focus from the options provided. Categorized schools are required to select a SMART Goal focus for four goals. Use the drop-down selection to identify the topics of highest priority need. At least one area of focus for SMART Goal must be Effective Instruction. For categorized schools another area of focus must be Social Emotional Learning.
4. Complete the Priority Performance Needs, Possible Root Cause(s), Targeted Subgroup(s), and Strategies to Address Challenge.
5. Include the evidence tiers, evidence links, and explanation of research to support selection of interventions (strategies, practices, activities).
6. Click the “Save” button to save your work.
7. Click “Next Page-SMART Goals” to go on to the next page.

Page 5: SMART Goals

Note that information for all four SMART goals is entered in the same way.

SMART Goal Section

1. Always click the “edit/show” button in the upper right before adding inputs – “edit/show” allows you to “edit” the working page and save it to the front page on the main screen.
2. Input the SMART Goal in the very first block.
3. Areas of Focus for SMART Goals, Priority Performance Needs, Strategies and Targeted Subgroup(s) will self-populate from the Priority Performance Needs and Root Cause Analysis page. Any changes to those fields can only be accomplished via the Root Cause Analysis tab.
4. Include content area of focus.
5. Click the “Save” button to save your work.

Interim Goal Section

Note the preset progress monitoring cycle dates in the system are required. Input the progress monitoring cycle 1-3 Interim Goals. These are points during the school year to monitor the progress of your achievements toward the overall SMART Goal. Note: The progress monitoring cycle 4 Interim Goal is the same as the overall SMART Goal and will prepopulate.

1. Input “Sources of Evidence; this is the data and evidence you will use to determine if your actions are successful.
2. Click the “Save” button to save your work.

Action Step Section

1. An “Action Step” is a concise statement of the action that is to occur and what the intended outcome of that action will be. Add rows per each action step required.
2. “Strategy” refers to one of the three strategies listed above by the SMART Goal and will re-appear in each section where action steps are required to support implementation.
3. Start date/deadline are selected from the drop-down calendar and will identify the date on which the action step will begin to be implemented and anticipated date of completion. All dates will fall within the range of the project plan (July 1 – September 30).
4. Under “Assigned to” provide the position title or team name that is responsible for carrying out the action step (e.g., Principal, ELA and math coaches, School Leadership Team, etc.).
5. Click the “Save” button to save your work.

Budget Item Section

1. Add rows per each budget item.
2. Identify the Action Step to which this purchase is linked. For example, if purchasing an intervention program, the need for this should be linked to a need first identified through the Comprehensive Needs Assessment process. This issue is further identified as a Root Cause to a problem the school is experiencing and that the SMART Goals/action steps will address.
3. Under “Resource/Description,” provide a concise statement of the type of item or program needed. Keep this generic and do not mention the name of a specific vendor. This will be a part of the district’s bidding process.

4. Select “Funding Category” from the drop down.
5. For “Funding Requested,” input the value of the purchase.
6. Select “Funding Source” from the drop down.
7. Click the “Save” button to save your work.

Other Title I Expenditures Tab

1. List any other Title I expenditures that have not been otherwise covered within the four SMART Goals.
2. It is filled out similarly to the Budget Item sections of the individual SMART Goals.

To Complete this Section

1. Click the “Save” button after completing each section to save your work.
2. Click “Next Page-Budget Summary” to go on to the next page.

Page 6: Budget Summary

1. The page prepopulates from the Budget Items found on each SMART Goal tab as well as the Other Title I Expenditures tab. There is no manipulation required. This provides a check on totals to see that it falls within the school’s budget/Title I allocation.
2. Click “Next Page-Certification” to go on to the next page.

Page 7: Certification

1. School and District check all the blocks as indicated and OCS (where applicable) provide statement in comment box.
2. School principal inserts name and title to certify the document has been completed. The date will auto populate.
3. District Business Administrator or District Federal Programs Administrator inserts name and title to certify the document has been completed. The date will auto populate. The District Business Administrator or District Federal Programs Administrator must ensure the Resource Equity Review (RER) is completed before final approval.
4. Chief School Administrator inserts name and title to certify the document has been completed. The date will auto populate.
5. OCS Representative inserts name to certify the document has been completed. The date will auto populate.
6. Click the “Save” button after completing each section to save your work.

For More Information

- [ASP Getting Started/Resources](#)
- [Email Title 1](#) for Schoolwide planning assistance
- [Email the Office of Comprehensive Support](#) for Comprehensive and Targeted School planning assistance
- [Email Annual School Planning System](#) for system technical support