

# New Jersey Department of Education Annual School Planning System

## Quick Start Guide to Phase I: The Building Module



### Introduction

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The Annual School Planning System Building Module allows schools across the State of New Jersey to create an Annual School Plan using a common format and methodology. The Annual School Planning System is based on previously used school planning systems required for categorized schools and schools that apply for School-Wide Title I funds.

At the top of the homepage, there are tabs that correlate to each page of the Annual School Plan. The order of the pages is designed to guide annual school planning teams through the planning process. The result is an Annual School Plan that is targeted, relevant and actionable. Note that each page contains expandable panels with multiple sub-tabs within each panel.

### Common features

- Each page has its own set of instructions for use and functionality.
- 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 (Phase II).

### Before you start

- The Annual School Planning System can be accessed via [NJ Homeroom](#).
- District users are granted access to NJ Homeroom applications and Annual School Planning System by their NJ Homeroom District Administrators. NJ Homeroom District Administrators appear on the NJ Homeroom home page in the upper right corner.
- School users of SIPMS need to have school-level access on NJ Homeroom which allows for full input and edit permissions. District-level access provides restricted access to the system and has view only permissions. It should be obvious if users have district access as they will not be able to input or save data.
- If a user needs both school-level and district-level access, school administrators should create two accounts, one for each type of access. For example:
  - johndoe = school level
  - johndoe1 = district level

### Tips

- Google Chrome is the preferred browser for accessing the Annual School Planning System. For optimal functionality, ensure that Google Chrome has been recently upgraded (within the last three years). Firefox 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 and in succeeding pages, the information failed to save. This is a warning to users and is common across all Annual School Plan Builder tabs.
- The system times out after 60 minutes of inactivity, so it is important to save work often.

## Getting Started

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- 1) After logging into Annual School Planning System, 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;
  - Team;
  - County;
  - CDS code;
  - Level of school classification (Level I, II or III);
  - Rationale if in categorized status (Level II or III schools); and,
  - Plan creation date.
- 2) Click on the “<School Year> Annual School Plan Building” button (e.g., 2018-2019 ASP Building). Take a moment to familiarize yourself with the Annual School Plan Builder homepage and the components to consider for a well-developed Annual School Plan.
  - Across the top of the screen, users will see basic school information.
  - Underneath the basic information, the Annual School Plan Builder home page contains the links to each page of the Annual School Plan 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 Team and Meetings**
      - List the members of the planning team
      - Stakeholders
      - Individual involvement
      - Dates for the planning events with the ability to upload minutes and agendas
    - **Data Analysis and Prior Year Interventions.** This is the first component of the Comprehensive Needs Assessment and it allows annual school planning teams to review school data in detail, including:
      - Effectiveness of prior year intervention programs
      - Student achievement data
      - Climate and culture data
      - College and career effectiveness data
      - Evaluation information
      - Any other indicators deemed important to effectively identifying school strengths and areas of focus
    - **Comprehensive Needs Assessment Rubric.** The second component of the Comprehensive Needs Assessment.
      - School’s will assess their effectiveness across the key components of Instruction and Program, Fiscal, Governance, Operations and Personnel, using the rubric
    - **Root Cause Analysis**
      - Based on the results of the Comprehensive Needs Assessment

- Identify areas of focus, performance challenges as well as root causes, and strategies to address them
- **SMART Goals**
  - Three to four SMART goals can be identified
  - Each SMART Goal addresses the identified areas of focus and performance challenges and the steps to be taken to achieve the given SMART goal.
  - Identify budget items/expenditures
  - Set interim goals
- **Budget Summary**
  - Summary of the funds and amounts being used to address each SMART Goal and the Annual School Plan overall
  - Place to identify other Title I expenditures not covered under the individual SMART Goals
- **Confirmation**
  - Final check for the building administrator (e.g., building principal) that each major component of the Annual School Plan has been addressed

## **Steps to Complete Individual Pages of the Annual School Plan**

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### **Page 1: 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.
  5. At the bottom of the page, there is a space for a designated school representative to input his or her name/e-mail. This is the person who will receive automated emails from the system during the approval process once this is deployed during Phase II in the spring.
  6. Click the “Save” button.
  7. Click the “-” button to collapse this section.
- 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. Click the “-” button to collapse this section.
  6. Click “Next Page-Data Analysis” to go on to the next page.

## Page 2: Data Analysis

The needs assessment process occurs in two parts. It 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 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 a number of 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 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 the “-” button to collapse each section.
8. Click “Next Page-Comprehensive Needs Assessment” to go on to the next page.

## Page 3: Comprehensive Needs Assessment Rubric

This is the second part of the comprehensive needs assessment process. Using the rubric, schools will evaluate themselves as to where they stand on the key components of Instruction and Program, Fiscal, Governance, Operations and Personnel.

1. Click on the “+” button to expand the subtab.
2. Click on the “+” button to expand each indicator of the rubric.
3. To select a level, click the circle next to the level descriptor word (i.e.: Well Developed, Developed, etc.) in each area based on the rubric provided.
4. Click “Save Rubric” often to save your selections.
5. 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.
6. 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: Instruction and Program, Fiscal, Governance, Operations and Personnel. 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.
7. 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.
8. Click the “Save” button to save your work.
9. Click the “-” button to collapse each section.

10. Click “Next Page-Root Cause Analysis” to go on to the next page.

#### **Page 4: 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 for up to four goals, selecting from the options provided. Level III schools must designate SMART Goal #1 as ELA and SMART Goal #2 as Math. For SMART Goals #3 and #4, Level III schools should use the drop-down selection to identify the topics of highest priority need.
4. Click the “Save” button to save your work.
5. Click the “-” button to collapse each section.
6. 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. Performance Challenge, Strategies and Targeted Subgroups will self-populate from the Root Cause Analysis page. Any changes to those fields can only be accomplished via the Root Cause Analysis tab.
- Interim Goal Section

Note the preset progress monitoring cycle dates in the system are required for select Level II and all Level III schools.

  1. Input the progress monitoring cycle 1-3 interim goals – these are way points during the school year to achieve your overall SMART Goal. Note: The progress monitoring cycle 4 interim goal is the same as the overall SMART Goal and will prepopulate.
  2. Input all four Sources of Evidence; this is the data and evidence you will use to determine if your actions are successful.
- 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.
  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: i.e. for School Year (SY) 18-19 this will be 1 July 2018 – 30 June 2019.

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, annual school planning team, etc.).
- 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 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.
  - Other Title I Expenditures Tab
    1. List any other Title I expenditures that have not been otherwise covered within the ANNUAL SCHOOL PLAN and 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 the “-“button to collapse the SMART Goals section.
    3. 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-Confirmation” to go on to the next page.

### **Page 7: Confirmation**

1. Check all of the blocks as indicated
2. School principal inserts name and date at the bottom to certify the document has been completed.
3. Click the “Save” button after completing each section to save your work.

### **Troubleshooting**

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1. Start by reading and reviewing the instructions contained in this Quick Start Guide as well as the instructions imbedded in ASPS.

2. Work on the ASP in order. The structure of the document is designed to allow a school leadership teams to make the most informed decisions as to the needs of your school and students.
3. Save your work early and often! Double check correct functioning by refreshing the screen to ensure work has been saved.
4. Pay attention to section parameters – word count limits and time out warnings. The system will perform as advertised.
5. Recommend that only a single user save work in a given section (ASP Team and Meetings, Comprehensive Needs Assessment Rubric, 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.
6. When in doubt, reach out to your partners at the NJDOE for support based on the links below.

### **For More Information**

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- [Stakeholder Engagement guidance](#)
- [SMART goal](#) sample
- [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