

Additional Targeted Support and Improvement (ATSI) School Annual Resource Allocation Review Self-Assessment

Resource allocation examines how educational dollars are translated into actions to improve student learning outcomes. Allocating and developing resources to improve teaching and learning is critical to school improvement efforts. Resource allocation involves more than assigning dollar amounts to particular schools or programs. Educational leaders are charged with using resource allocation reviews to assess not only the amount of resources and how they are distributed across districts, schools, and classrooms but also how these investments translate into improved student learning outcomes.

ESSA requires resource allocation reviews at every level to identify annually the resource inequities that matter most for disadvantaged students. The requirements in ESSA include:

- **State Resource Allocation Reviews:** State education agencies must review resource allocations to support school improvement in districts with a significant number of schools identified for improvement (§1111(d)(3)(A)(ii)).
 - **District Resource Allocation Reviews:** Districts with schools identified for comprehensive and targeted improvement must identify and address resource inequities within their district (§1111(d)(1)(B)(iv)).
 - **School Resource Allocation Reviews:** Schools identified for comprehensive and targeted improvement based on low performance for individual student groups must identify and address resource inequities within their schools (§1111(d)(2)(C)).
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Instructions

Read each statement below. Determine the status of implementation of each action described in the statement. Select the corresponding rating from the dropdown menu for each statement. Calculate the total score based on individual responses at the end of each section and record the score in the *Dimension Total Score* box. Determine the school’s overall resource allocation rating by checking the appropriate box corresponding to the *Dimension Total Score*. If resource inequities are present, then a description of the current needs must be provided.

The completed ATSI School Annual Resource Allocation Review Self-Assessment should be uploaded as evidence in the Initial Assessment section for Indicator D1.02 / CSI-ATSI .02 in NCSTAR.

Demographic Information

PSU Name and Code	The College Preparatory and Leadership Academy 41H
School Name and Code	The College Preparatory and Leadership Academy
Principal Name	Dr. Michelle Johnson (Superintendent)
Team Members <i>List the Name and Positions of Team Members Who Provided Input for the Annual CNA</i>	Christina Robinson- Chief Compliance Officer Dr. Angie McMichael- Chief of Staff April Smith- Chief Operations Officer Rhondel Moss-Parent Sheria White-Parent Titha Bates- Elementary Principal Brittany McFadden- Middle School Principal Gabrielle Bethea- Teacher Tricia Montgomery- EC Teacher Cameo Wadsworth- Student Success Coach

Dimension #1: School-wide Supports for ATSI schools

Support Descriptor	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Not Applicable
	2 points	1 points	0 points	0 points
1. Our district or charter management's overall funding structure is adequate to meet our school's ATSI needs.	2	Response Needed	Response Needed	Response Needed
2. Our district or charter management organization provides our school with clear, detailed funding guidance.	2	Response Needed	Response Needed	Response Needed
3. Our school's leadership has the autonomy and flexibility to determine how federal funding meets students' needs in our building.	2	Response Needed	Response Needed	Response Needed
4. Our school's leadership team has adequate coaching and support to lead school-wide efforts to exit ATSI status.	2	Response Needed	Response Needed	Response Needed
5. Our school has an established Additional Targeted Support and Improvement Plan (ATSI) with goals and active action steps to address the needs of students in our ATSI school.	2	Response Needed	Response Needed	Response Needed
6. Our school leadership team assessed Indicator D1.02 and has an established and consistent process to review resource equity in our school annually.	2	Response Needed	Response Needed	Response Needed

7. Our school leadership team conducts an annual needs assessment to determine the school's needs and revises our ATSI plan as necessary based on the comprehensive needs assessment.	2	Response Needed	Response Needed	Response Needed
8. All available resources are allocated effectively to address the needs of students in targeted subgroups.	2	Response Needed	Response Needed	Response Needed

Dimension #1 Total Score:	16			
Dimension #1 Rating:	16 Points <ul style="list-style-type: none"> Resources are allocated equitably. 	15 to 10 points <ul style="list-style-type: none"> At least one resource inequity is present. 	9 to 5 points <ul style="list-style-type: none"> Several resource inequities are present. 	4 to 0 points <ul style="list-style-type: none"> Resource inequities are prevalent.

If resource inequities are present, describe the current needs below.

Dimension #2: Teacher Quality in ATSI schools

Support Descriptor	Meets Expectations (2)	Partially Meets Expectations (1)	Does Not Meet Expectations (0)	N/A (0)	Comments
9. Most teachers in our school are certified to teach in their assigned subjects.	Response Needed	1	Response Needed	Response Needed	At least 50% of our teachers are certified to teach in their assigned subject. We are actively working to help teachers become certified with a goal of 100% certification & effective.
10. Most teachers in our school have more than 3 years of teaching experience.	Response Needed	1	Response Needed	Response Needed	50% of the teachers have more than 3 years of teaching experience.
11. Most teachers are effective, as determined by EVAAS or NCEES.	Response Needed	1	Response Needed	Response Needed	Most teachers are effective with Lowest

					and Middle Group according to EVAAS
12. The highly effective teachers in the school are assigned to teach students in ATSI-targeted subgroups.	2	Response Needed	Response Needed	Response Needed	Master Teachers are intentionally assigned to the SWD subgroup
13. No more than two (2) classes have been taught by a long-term substitute teacher during the current and/or previous academic year. NOTE: Long-term is four (4) or more weeks without a certified teacher.	Response Needed	Response Needed	0	Response Needed	More than 2 classes, as a charter, we can have up to 50%.
14. Novice teachers receive additional resources and professional learning to meet their needs.	2	Response Needed	Response Needed	Response Needed	Examples: In-class master teacher support Visits to high-performing charter schools Reimbursement for licensure tests Teaching portfolio coach
15. Highly effective teachers are equitably distributed across the school to meet the diverse needs of students.	2	Response Needed	Response Needed	Response Needed	Data-driven (EVASS) placement in addition to degree and or licensure area(s)
16. Teachers are actively engaged in ongoing professional development	2	Response Needed	Response Needed	Response Needed	Friday PDs Yearlong

necessary to support and address the needs of students.					
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Dimension #2 Total Score	11			
Dimension #2 Rating:	16 Points <ul style="list-style-type: none"> Resources are allocated equitably. 	15 to 10 points <ul style="list-style-type: none"> At least one resource inequity is present. 	9 to 5 points <ul style="list-style-type: none"> Several resource inequities are present. 	4 to 0 points <ul style="list-style-type: none"> Resource inequities are prevalent.

If resource inequities are present, describe the current needs below.

Need to increase teacher certification

Dimension #3: High-Quality Teaching and Learning in ATSI schools

Support Descriptor	Meets Expectations (2)	Partially Meets Expectations (1)	Does Not Meet Expectations (0)	N/A (0)	Comments
17. Teachers in our school are provided with standards-aligned curricular materials—including scope and sequence guides, materials, and assessments.	2	Response Needed	Response Needed	Response Needed	All materials are aligned to the NC standard course of study
18. Teachers consistently use standards-aligned materials.	2	Response Needed	Response Needed	Response Needed	Examples: School Net Study Island IXL Problematic Saxon Math LifeLong Readers Science Fusion NC Check-ins
19. Curriculum and instructional materials are culturally relevant and reflective of the diversity of our student population.	2	Response Needed	Response Needed	Response Needed	Examples: The choice of Novel Studies, field trip locations and vocabulary used throughout the school

20. Our school has the flexibility to adjust instructional time to better differentiate for individual student needs.	2	Response Needed	Response Needed	Response Needed	Ongoing schedule changes based on multiple data points
21. The average class size in our school is below the state average.	Response Needed	1	Response Needed	Response Needed	The majority of the classes are. Classes that are the same as the state average have an instructional assistant in the class as well as the teacher of record.
22. The amount of instructional time spent in core subjects varies by student proficiency level and subgroups.	2	Response Needed	Response Needed	Response Needed	SWD and Non-Proficient students have priority instructional time to include core classes first thing in the morning, extended learning on Fridays, and small group instruction 4 days a week.
23. Staffing and curricula resources are available to offer Advanced Placement or Academically and Intellectually Gifted (AIG) courses for all students who qualify	2	Response Needed	Response Needed	Response Needed	Early High Track Dual Enrollment Track

to enroll in such courses.					Honors and AP courses
24. Our school facilities are safe, well-maintained, and adequate to facilitate learning and meet student needs.	2	Response Needed	Response Needed	Response Needed	Operations team
25. Our school equipment is safe, well-maintained, and adequate to facilitate learning and meet student needs.	2	Response Needed	Response Needed	Response Needed	Operations team
26. Our school partners with families to meet student performance goals.	2	Response Needed	Response Needed	Response Needed	Parent Pride- Tutors, maintain the library, and volunteers in the classroom. Also, key stakeholders on our school improvement team.
27. Our teachers do not have to use personal and/or external funding (e.g., parent contributions) to obtain basic classroom necessities.	2	Response Needed	Response Needed	Response Needed	Basic classroom necessities are provided. This does not stop teachers, parents, or community partners from making donations to classrooms or the school.

28. The school schedule provides adequate time for professional development for teachers.	2	Response Needed	Response Needed	Response Needed	Fridays
29. The master schedule provides adequate time for multiple evidence-based instruction and intervention tiers.	2	Response Needed	Response Needed	Response Needed	Instructional framework meets all tier levels with the master schedule focused on core instruction for SWD and non-proficient scholars first thing in the mornings.
30. The master schedule provides adequate time for staff to collaborate in data-based problem-solving and decision-making.	2	Response Needed	Response Needed	Response Needed	Fridays & during enrichment time as needed
31. Students who fall behind academically have access to evidence-based intervention supports (without having to rely on referral to special education as the means to provide supplemental support).	Response Needed	1	Response Needed	Response Needed	Parent Referrals to Special Education & evidence-based intervention overlap often
32. Interventionists and teachers regularly collaborate to ensure intervention supports for students who fall behind academically are integrated into and aligned with core instruction.	2	Response Needed	Response Needed	Response Needed	Daily
33. Technology is used to improve the quality of instruction in our school.	2	Response Needed	Response Needed	Response Needed	Standards-aligned technology usage

					for core subjects
34. Student enrollment in advanced placement courses reflects the school's demographics.	2	Response Needed	Response Needed	Response Needed	Advanced placement reflects a student's current ability level
35. Each student in our school has an opportunity to enroll in more than two arts and enrichment courses.	Response Needed	1	Response Needed	Response Needed	Each student has at least 1 course
36. Every student has an opportunity to engage in various types of enrichment opportunities, such as field trips and student clubs.	2	Response Needed	Response Needed	Response Needed	K-12 students have various opportunities

Dimension #3 Total Score	37			
Dimension #3 Rating	40 Points <ul style="list-style-type: none"> Resources are allocated equitably. 	39 to 20 Points <ul style="list-style-type: none"> At least one resource inequity is present. 	19 to 11 Points <ul style="list-style-type: none"> Several resource inequities are present. 	10 to 0 Points <ul style="list-style-type: none"> Resource inequities are prevalent.

If resource inequities are present, describe the current needs below.

Need more research-based interventions and fewer special education referrals.

Dimension #4: Whole Child Supports in ATSI schools

Support Descriptor	Meets Expectations (2)	Partially Meets Expectations (1)	Does Not Meet Expectations (0)	N/A (0)	Comments
37. Students have multiple ways to report feeling safe at school.	2	Response Needed	Response Needed	Response Needed	Teachers Deans Success coaches Principals Other support staff Say Something app Student Council
38. There is a process to ensure each student in our school has positive relationships with staff and other students.	2	Response Needed	Response Needed	Response Needed	We are a Peaceful School of NC, and all staff, as well as students, train in restorative practices
39. Rates of office discipline referrals, suspensions, and expulsions are proportionate to the make-up of the student enrollment.	2	Response Needed	Response Needed	Response Needed	Systems in place to limit the need. Ex: Peaceful School TLAC Ongoing PD
40. There are multiple opportunities for meaningful engagement with all families.	2	Response Needed	Response Needed	Response Needed	Examples: Real Men Read

					Curriculum Night/Day Sorts Field trips Infinite Campus, Class Dojo & Google Classroom
41. Student and family voice is incorporated into most decision-making practices in our school.	2	Response Needed	Response Needed	Response Needed	Survey Team Member
42. Schoolwide structures (e.g., explicit time during the school day) exist to help students develop social-emotional skills and competencies.	2	Response Needed	Response Needed	Response Needed	Circles with success coaches or teachers
43. Teachers incorporate social-emotional learning into core instruction.	2	Response Needed	Response Needed	Response Needed	Examples: Greet students at the door Procedures for circle time Classroom norms developed with students
44. Student-to-staff ratio is adequate for nurses, occupational therapists, and other health support.	2	Response Needed	Response Needed	Response Needed	The Health Department is a great resource.
45. Student-to-staff ratio is adequate for family coordinators, social workers, guidance counselors, school psychologists, social	2	Response Needed	Response Needed	Response Needed	K-12 school with fewer than 1000

workers, and other family and social-emotional support staff					students total. On average, enough staff for 20 students per staff member.
46. Our school partners with organizations that provide support to families.	2	Response Needed	Response Needed	Response Needed	Examples: Journey's Counseling Carter Wellness Center Sister Circle Glow Program Greater Success Study Hall
47. Families receive all correspondence from the school in their native language.	2	Response Needed	Response Needed	Response Needed	Translation through the app(s) or staff, as needed

Dimension #4 Total Score	22			
Dimension #4 Rating:	22 Points <ul style="list-style-type: none">Resources are allocated equitably.	21 to 10 points <ul style="list-style-type: none">At least one resource inequity is present.	9 to 6 points <ul style="list-style-type: none">Several resource inequities are present.	5 to 0 points <ul style="list-style-type: none">Resource inequities are prevalent.

If resource inequities are present, describe the current needs below.