School Profile

CSI and ATSI School Annual Resources Allocation Review Self-Assessment

To ensure continued progress to improve student academic achievement and school success in the State, the Every Student Succeeds Act (ESSA) ESSA Section 1111 (d)(3)(A)(ii), requires state education agencies (SEAs) to review resource allocation in districts, and charters, that serve a significant number of schools identified for continuous improvement and a significant number of schools implementing targeted school improvement plans. In North Carolina, a "significant number" of federally identified schools is defined as:

1. Districts with a percentage rate of 15% or greater schools identified as CSI.
2. Districts with 66% or greater schools identified as Additional Targeted Support and Improvement (ATSI).
3. Charter/LAB Schools identified as Comprehensive Support and Improvement (CSI) at the Tier II status.
4. Charter/LAB Schools with two or more identified TSI-AT subgroups.

The survey must be completed no later than June 30, 2023. The results of this survey will be used to establish baseline data related to resource allocation in CSI and ATSI schools. A Resource Allocation Review (RAR) report will be shared with the PSU and schools.

Select the PSU and School.

PSU

School

Enter the Contact Information for the School Principal.

First Name

Last Name

Work Email Address

Principal Attestation: By checking "yes", the school principal attests that input was solicited from the school improvement team members for each statement on the survey.

○ Yes
○ No

Dimension #1 - School-wide Supports

Dimension #1: School-wide Supports for CSI and ATSI schools:

Choose a response of agree or disagree for statements for each of the following statements. If a statement does not apply to the school grade span or federal designation, then select not applicable.

Our district or charter management's overall funding structure is adequate to meet the CSI or ATSI needs in our school.

○ Agree
○ Disagree
○ Not Applicable

Our district or charter management organization provides clear, detailed funding guidance to our school each year.

- ◯ Agree
- ◯ Disagree
- ◯ Not Applicable

Our school's leadership has the autonomy and flexibility to determine how federal funding is used to meet students' needs in our building.

- ◯ Agree
- ◯ Disagree
- ◯ Not Applicable

Our school's leadership team has adequate coaching and support to lead school-wide efforts to exit CSI and ATSI status.

- ◯ Agree
- ◯ Disagree
- ◯ Not Applicable

Our school has an established Comprehensive Support and Improvement Plan (CSI) that has goals and active action steps to address the needs of students in our CSI school.

○ Agree

○ Disagree

○ Not Applicable

Our school has an established Additional Targeted Support and Improvement Plan (ATSI) that has goals and active action steps to address the needs of students in our ATSI school.

○ Agree

○ Disagree

○ Not Applicable

Our school leadership team assessed Indicator D1.02 and has an established and consistent process to annually review resource equity in our school.

○ Agree

○ Disagree

○ Not Applicable

Our school leadership team conducts an annual needs assessment to determine the needs of the school and revises our CSI plan as deemed necessary by the comprehensive needs assessment.

○ Agree

○ Disagree
○ Not Applicable

Our school leadership team conducts an annual needs assessment to determine the needs of the school and revises our ATSI plan as deemed necessary by the comprehensive needs assessment.

○ Agree
○ Disagree
○ Not Applicable

All available resources are allocated effectively to address the needs of students in targeted subgroups.

○ Agree
○ Disagree
○ Not Applicable

Dimension #2 - Teacher Quality

Dimension #2: Teacher Quality:

Choose a response of agree or disagree for statements for each of

the following statements. If a statement does not apply to the school grade span or federal designation, then select not applicable.

The majority of teachers in our school are certified to teach in their assigned subject.

○ Agree
○ Disagree
○ Not Applicable

Most teachers in our school have more than 3 years of teaching experience.

○ Agree
○ Disagree
○ Not Applicable

Most teachers in our school are effective as determined by EVAAS or NCEES.

○ Agree
○ Disagree
○ Not Applicable

The mostly highly effective teachers are assigned to teach students in ATSI targeted subgroups.

○ Agree
○ Disagree
○ Not Applicable

No more than two (2) classes have been taught by a long-term substitute teacher during the 2022-2023 academic year. *NOTE: Long term is defined four (4) or more weeks without a certified teacher.*

○ Agree
○ Disagree
○ Not Applicable

Novice teachers receive additional resources and professional learning to meet their needs.

○ Agree
○ Disagree
○ Not Applicable

Highly effective teachers are equitably distributed across the school to meet the diverse needs of students.

○ Agree
○ Disagree
○ Not Applicable

Teachers are actively engaged in ongoing professional development necessary to support and address the needs of students in CSI targeted subgroups.

○ Agree
○ Disagree
○ Not Applicable

Teachers are actively engaged in ongoing professional development necessary to support and address the needs of students in CSI targeted subgroups.

○ Agree
○ Disagree
○ Not Applicable

Teachers are actively engaged in ongoing professional development necessary to support and address the needs of students in ATSI targeted subgroups.

○ Agree
○ Disagree
○ Not Applicable

Dimension #3 - High Quality Teaching and Learning

Dimension #3: High Quality Teaching and Learning:

Choose a response of agree or disagree for statements for each of the following statements. If a statement does not apply to the school grade span or federal designation, then select not applicable.

Teachers in our school are provided with standards-aligned curricular materials—including scope and sequence guides, materials, and assessments.

○ Agree
○ Disagree
○ Not Applicable

Teachers consistently use standards-aligned materials.

○ Agree
○ Disagree
○ Not Applicable

Teachers consistently create their own materials from scratch or use online sources.

○ Agree
○ Disagree
○ Not Applicable

Curriculum and instructional materials are culturally relevant and reflective of the diversity of our student population.

○ Agree
○ Disagree
○ Not Applicable

Our school has the flexibility to adjust instructional time to better differentiate for individual student needs.

○ Agree
○ Disagree
○ Not Applicable

The amount of instructional time spent in core subjects vary by student proficiency level and student subgroups.

○ Agree
○ Disagree

○ Not Applicable

The average class size in our school is below the state average.

○ Agree
○ Disagree
○ Not Applicable

The amount of instructional time spent in core subjects vary by student proficiency level and student subgroups.

○ Agree
○ Disagree
○ Not Applicable

Students are pulled from core instructional time to participate in small groups intervention.

○ Agree
○ Disagree
○ Not Applicable

The school's graduation requirements align with admissions requirements for public universities in our state.

○ Agree

○ Disagree

○ Not Applicable

Staffing and curricula resources are available to offer Advanced Placement or Academically and Intellectually Gifted (AIG) courses for all students who qualify to enroll in such courses.

○ Agree

○ Disagree

○ Not Applicable

Our school facilities are safe and well maintained and are adequate to facilitate student learning and meet student needs.

○ Agree

○ Disagree

○ Not Applicable

Our school equipment are safe and well maintained and are adequate to facilitate student learning and meet student needs.

○ Agree

○ Disagree

○ Not Applicable

Our school partners with families around meeting student performance goals.

○ Agree
○ Disagree
○ Not Applicable

Our teachers consistently have to use personal and/or external funding (e.g., parent contributions) to obtain basic classroom necessities.

○ Agree
○ Disagree
○ Not Applicable

The school schedule provides adequate time for professional development for teachers.

○ Agree
○ Disagree
○ Not Applicable

The master schedule provides adequate time to administer the formative assessments needed to make data informed instructional decisions about students in targeted subgroups.

○ Agree
○ Disagree
○ Not Applicable

The master schedule provides adequate time for multiple tiers of evidence based instruction and intervention to occur.

○ Agree
○ Disagree
○ Not Applicable

The master schedule provides adequate time for staff to collaborate in data based problem solving and decision making.

○ Agree
○ Disagree
○ Not Applicable

The relationship between student grades and state assessment outcomes indicate that all students are held to a high standard.

○ Agree
○ Disagree
○ Not Applicable

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).

○ Agree
○ Disagree
○ Not Applicable

Interventionists and teachers collaborate regularly to ensure intervention supports for students who fall behind academically are integrated into and aligned with core instruction.

○ Agree
○ Disagree
○ Not Applicable

Technology is used to improve the quality of instruction in our school.

○ Agree
○ Disagree
○ Not Applicable

The enrollment in advanced placement courses is reflective of the student diversity in the school.

- ◯ Agree
- ◯ Disagree
- ◯ Not Applicable

Our school offers more than two arts and enrichment courses for each student in the school.

- ◯ Agree
- ◯ Disagree
- ◯ Not Applicable

Students spend at least 45 minutes per day in arts and enrichment courses.

- ◯ Agree
- ◯ Disagree
- ◯ Not Applicable

Every student has an opportunity to engage in various types of enrichment opportunities, such as field trips and student clubs.

- ◯ Agree
- ◯ Disagree

○ Not Applicable

Dimension #4: Whole Child Supports

Dimension #4 Whole Child Supports:

Choose a response of agree or disagree for statements for each of the following statements. If a statement does not apply to the school grade span or federal designation, then select not applicable.

Students have multiple ways to report feeling safe at school.

○ Agree
○ Disagree
○ Not Applicable

Each student in our school has positive relationships with staff and other students.

○ Agree
○ Disagree
○ Not Applicable

Rates of office discipline referrals, suspensions, and expulsions are proportionate to make-up of the student enrollment.

○ Agree
○ Disagree
○ Not Applicable

There are multiple opportunities for meaningful engagement with all families.

○ Agree
○ Disagree
○ Not Applicable

Student and family voice is incorporated in most decision making practices in our school.

○ Agree
○ Disagree
○ Not Applicable

Strong student-student and student-teacher relationships are formed for each student in our school.

○ Agree

○ Disagree
○ Not Applicable

Schoolwide structures (e.g., explicit time during the school day) exist to help students develop social-emotional skills and competencies.

○ Agree
○ Disagree
○ Not Applicable

Teachers incorporate social-emotional learning into core instruction.

○ Agree
○ Disagree
○ Not Applicable

Student-to-staff ratio is adequate for guidance counselors, school psychologists, social workers, and other social-emotional support staff.

○ Agree
○ Disagree
○ Not Applicable

Student-to-staff ratio is adequate for nurses, occupational therapists, and other health support.

◯ Agree
◯ Disagree
◯ Not Applicable

Student-to-staff ratio is adequate for family coordinators, social workers, and other family support staff.

◯ Agree
◯ Disagree
◯ Not Applicable

The school provides additional or differentiated support for students' social-emotional needs.

◯ Agree
◯ Disagree
◯ Not Applicable

Our school partners with organizations that provide support to families.

○ Agree
○ Disagree
○ Not Applicable

Families receive all correspondence from the school in their native language.

○ Agree
○ Disagree
○ Not Applicable

Parents report feeling welcome at the school.

○ Agree
○ Disagree
○ Not Applicable

NCDPI Support

Office of Federal Program Supports

The Office of Federal Programs would like to know how we can best support you throughout this identification cycle. Please the desired supports below, and describe any additional supports that are needed.

How can the Office of Federal Programs best support CSI and ATSI school needs? (Select all that apply).

☐ Provide professional learning opportunities for school leaders to learn more about how to support CSI and/or ATSI schools

☐ Provide Technical Assistance on how to incorporate federally required school improvement practices within the NCSTAR platform for school improvement teams

☐ Provide networking opportunities with other CSI and/or ATSI schools, to learn best practices from across the state

Please describe any additional supports that would benefit the school.