# **Resource Allocation Review: School Level Tool**

Use this *School Level Tool*, the [RIDE School Report Card](https://reportcard.ride.ri.gov//), School Improvement Plan (SIP) and the [*Identifying Educational Resources*](https://ride.ri.gov/sites/g/files/xkgbur806/files/2024-03/RAR_Identifying%20Educational%20Resources%20Guide_1.29.24.pdf) handout to consider how the school’s educational resources are allocated to support the needs of student subgroups identified for Targeted Support & Improvement (TSI)[[1]](#footnote-0) and/or Additional Targeted Support & Improvement (ATSI)[[2]](#footnote-1).

1. Review the school’s accountability results from the school report card. In the first row(s) of the chart, identify the subgroup(s) that have been identified for TSI/ATSI and for what reason.
2. Review the *Identifying Educational Resources* handout. In the chart, identify resources that have been allocated for each of the identified subgroups.

The *School Level Tool* begins on page 3. Principals and their team should ***make a copy to complete*** this document. A sample has been provided below.

**SAMPLE**

| **Educational Resource** | **Subgroup****Students with Disabilities** **Achievement & Growth** | **Subgroup****English Learners** **Achievement & Growth, and Overall Low Performance** | **Notes** |
| --- | --- | --- | --- |
| **Human Resources** | All special education programs are staffed with certified teachers | Hired 2 EL certified teachers |  |
| **Schedule** | Created CPT for regular and special education teachers to work collaboratively  | EL teachers are available to support grade 8 students during science block |  |
| **Professional Learning** | Provided PL to teachers on engaging in effective CPT  | All teachers are expected to earn EL certification by SY 2026 | \*EL- Look into PL opportunities  |
| **Equipment** | Flexible seating for classrooms | Flexible seating for classrooms |  |
| **Materials/Supplies** | All classrooms have Promethean boards | All classrooms have Promethean boards |  |
| **Programs/Services** | Access to tier 2 & tier 3 supports from literacy & math specialist(s) | Use of translator for parent conferences  | Unified sports teams have been created to build school community |
| **Community Collaboration & Partnerships** | Boys & Girls Club Buddy Program | After school supports for language development with local university |  |
| **Finance** | Stipend for special education teacher lead | Contracted vendor to translate school letters and website information  |  |

**NOTE: It is not expected for all columns to be completed; identify the pertinent resources, current supports and possible inequities.**

**The questions below are included as fields within the Strategic Planning System (SPS) as evidence of a Resource Allocation Review.**

*Based on the resources outlined in the Resource Allocation Review: School Level Tool table, do the resources address the needs of the identified subgroup(s)? What resource inequities have emerged?*

|  | Some of the resources address the needs of the two identified subgroups. For English Learners, the resource inequity that has emerged centers around ensuring teachers across content areas know how to support our ELs. What professional learning could be provided for teachers, and what strategies could be implemented schoolwide to support our EL students?  |
| --- | --- |

*Are there additional resources and/or SIP revisions (goal, initiative, action steps) that are needed to address the needs of the identified subgroup(s)?*

|  | Yes, for students with disabilities, how do we monitor CPT to determine that it is effective? Is there data to review, teacher survey, student work, etc. Recommend updating the SIP with a measure and dates for progress monitoring.   |
| --- | --- |

**SCHOOL NAME: <insert text>**

| **Educational Resource** | **Subgroup****name of subgroup** **reason for identification** | **Subgroup****name of subgroup** **reason for identification** | **Subgroup****name of subgroup** **reason for identification** | **Notes** |
| --- | --- | --- | --- | --- |
| **Human Resources** |  |  |  |  |
| **Schedule** |  |  |  |  |
| **Professional Learning** |  |  |  |  |
| **Equipment** |  |  |  |  |
| **Materials/Supplies** |  |  |  |  |
| **Programs/Services** |  |  |  |  |
| **Community Collaboration & Partnerships** |  |  |  |  |
| **Finance** |  |  |  |  |

**NOTE: It is not expected for all columns to be completed; identify the pertinent resources, current supports and possible inequities.**

**The questions below are included as fields within the Strategic Planning System (SPS) as evidence of a Resource Allocation Review.**

*Based on the resources outlined in the Resource Allocation Review: School Level Tool table, do the resources address the needs of the identified subgroup(s)? What resource inequities have emerged?*

|  | <insert text> |
| --- | --- |

*Are there additional resources and/or SIP revisions (goal, initiative, action steps) that are needed to address the needs of the identified subgroup(s)?*

|  | <insert text> |
| --- | --- |

1. A low performing subgroup, or subgroup identified for TSI is a subgroup that would earn one star if it were its own school. [↑](#footnote-ref-0)
2. A subgroup identified for ATSI would be identified for Comprehensive Support & Improvement if it were its own school. [↑](#footnote-ref-1)