

Joseph W. Grier Academy

Date 11/12/24

Dear Parent/Guardian:

I hope the school year is off to a successful start for you and your child. I am writing this letter to let you know that Joseph W. Grier Academy has been designated as a Targeted Support & Improvement Additional Targeted Support (TSI-AT) school by the North Carolina State Board of Education. Per ESSA Section 1111(d)(2), schools are identified as TSI-AT schools in North Carolina because one or more of the following subgroups received a subgroup performance grade score at or below the highest identified CSI-LP school's All Students group during the identification year; and is on the TSI-CU list for the subgroup(s) for the previous year. Subgroup performance scores are provided for the following subgroups: (1) Students with Disabilities, (2) Economically Disadvantaged, (3) Black, (4) White, (5) Hispanic, (6) Asian-Pacific Islander, (7) Multi-racial, and (8) English Learners. This letter is to notify our parents and guardians of Joseph W. Grier Academy's intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As a TSI-AT (ATSI) school, Joseph W. Grier Academy is required to develop an Additional Targeted Support and Improvement (ATSI) plan that specifically addresses how the school will improve outcomes for underperforming subgroups. The plan will also include strategies that our district or charter will employ to support Joseph W. Grier Academy's improvement efforts. The ATSI plan will address the following areas:

- Classroom Management
- Standards-aligned Instruction
- Professional Learning Communities (PLCs)
- Instructional Leadership
- Recruitment & Retention of Effective Teachers
- Implementation of a Tiered Instructional System
- Data-Driven Decision Making
- Student Support Services
- Family and Community Engagement

We have set the following goals for Joseph W. Grier Academy this year:

- The percentage of Kindergarten through 2nd grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 55.9% in SY2023-24 to 72% in SY 2024-25.
  - Kindergarten will increase from 79.4% to 85%
  - 1st grade will increase from 61.2% to 75%
  - 2nd grade will increase from 58.3% to 75%
- Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 16% in June 2024 to 27% by June 2025.
  - 3rd grade will increase from 7.5% to 30%
  - 4th grade will increase from 22.4 % to 30%
  - 5th grade will increase from 17.5% to 35%
- The percent of K-2 students (by student group/s relevant to school), scoring at or above benchmark in early literacy as measured by DIBELS MOY will increase from 30% in

SY2023-24 to 40% in SY 2024-25

- Black students will increase from 29.7% to 45%
- ML students will increase from 22.4% to 35%
- SWD will increase from 9.4% to 25%
- The percent of students scoring College and Career Ready (CCR), (by student group/s relevant to school), on reading MVPA 2 in SY2024-25 in grades 3-5 CCR will increase **5% from MVPA 1 in SY2024-25**.
  - Black students will increase from 15.5% to 25%
  - Hispanic students will increase from 11.4% to 20%
  - Overall: 13.7% to 22.5%
- The percent of students scoring GLP in math in grades 3-5 will increase from **49.7%** in SY2023-24 to **55%** in SY2024-25. (Aligns to A2.04, A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The percent of students scoring GLP in 5th grade science will increase from **51 %** in SY 2023-24 to **55 %** in SY 2024-25. (Aligns to A2.04, A4.01, B3.03, D1.02 and CMS Guardrail 1)
- The percent of identified EL students in grades 3-5 that meet their yearly progress will increase from **44.3 % in SY 2023-24 to 51.3%** in SY 2024-25. (Aligns to A2.04, A4.01 and B3.03 and CMS Guardrail 1)
- The OSS school-related discipline incidents will decrease from **8.67%** (52 incidents to 4.5% (25 or less) in SY 2024-25 . based on the incorporation of the Cardinal PRIDE system, the JWGA Behavior Matrix, and continuing the components of positive student reinforcement through SEL/Capturing Kids Hearts.  
(Aligns to A1.07, A4.06 and CMS Guardrail 2)
- Implement Capturing Kids Hearts schoolwide, ensuring 80% fidelity. (Aligns with A4.06, E1.06 and CMS Guardrail 3). We will decrease chronic absenteeism from **12.6% to 8% by June 2025** *ADM: Average daily membership (sum of each student's days of enrollment / number of days of school) for students in grades K-12. Pre-K students and Pre-K schools are not included in this calculation. ADM for schools is determined by calculating the ADM for each grade level in a school, then adding them together. ADM for Learning Communities and for the district is determined by taking the sum of all ADM's from all schools. (% CA: % of students who are chronically absent. Chronic absenteeism is defined as being absent for more than 10% of a student's days in membership. )*
- Based on the implementation of the Beginning Teacher Support Program and Relay aligned coaching plan, the percentage of teacher/staff retention will increase to 80% for the 2024-2025 school year.  
(Aligns with C2.01, C2.03, C3.04 aligned to CMS Guardrail 4)

Here are some strategies that we will be implementing to improve student outcomes:

- Scheduling and core instruction aligned with instructional tenets and curriculum commitments.
- Implement a data-based attendance plan to include attendance conferences to identify and address barriers to attending school.
- Provide interventions, language development and/or extensions in response to data.
- Provide coaching, feedback, and modeling to support teachers as indicated by core action walkthroughs.
- Highlight the Students who exemplify JWGA Cardinal PRIDE.
- Highlight the Classes earning class tickets
- Contacting families each day a student is absent with the prescribed daily scripts provided(after 3 days).
- Prioritize school culture through various staff wide events throughout the year, staff recognitions and incentives and through the support of our PTA and sponsorships.

Also, parent engagement is at the heart of our school improvement efforts. Here are some ways we can work together:

- Ensure that both you and your child know the academic expectations set for your child this school year. A list of learning objectives in student-friendly language is available from your student's teacher(s).
- Call Melinda Gray or Yachannah Galloway, 980-343-5671 if you have questions or concerns about your student or to set up an appointment to meet with a school staff member who will be working with your child.
- Make sure that your child is prepared and attends school each day.
- Monitor your child's homework.
- Monitor the progress your child is making and attend meetings with your child's teacher(s).
- Keep track of our website and social media sites <https://www.cmsk12.org/josephwgrierES> .
- Volunteer.
- Join the JWGA PTA

Additionally, listed below are a few resources available to help:

- Graduation requirements: [www.ncpublicschools.org/gradrequirements/](http://www.ncpublicschools.org/gradrequirements/)
- K-12 standards in academic subjects: [www.ncpublicschools.org/curriculum/](http://www.ncpublicschools.org/curriculum/)
- State student achievement test results: [www.ncpublicschools.org/accountability/](http://www.ncpublicschools.org/accountability/)
- N.C. School Report Cards: <https://ncreportcards.ondemand.sas.com/src>

We are committed to improving student performance. It is important to remember that just as no single score or grade tells the whole story of a student, neither does it tell you everything about a school's performance or the opportunities that our school provides. The intent of receiving these designations is to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. We're excited about this school year and are working to make it a success for your child. Already, we have:

- We have strong PLC structures in place
- Core Actions Walkthroughs
- Data dives
- MVPA 1 growth in ELA and math
- Strategic use of Teacher Leadership Pathway to impact student outcomes

If you have questions about the content of this letter, please contact **Bridget Wilson** at [bridget.wilson@cms.k12.nc.us](mailto:bridget.wilson@cms.k12.nc.us) or 980-343-5671.

Sincerely,

Bridget Wilson, Principal