

11/5/2024

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 Statesville Road Elementary 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 Statesville Road Elementary's intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As a TSI-AT (ATSI) school, Statesville Road Elementary 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 Statesville Road Elementary's improvement efforts. The ATSI plan will address the following areas :

- 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 Statesville Road Elementary this year:

- Provide duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (B2.03) Measurable outcomes: Master schedule that includes daily planning time for teachers.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors through creating a school community in which every child's social and emotional learning needs are being met through strong, supportive adult relationships, core instruction in social and

- emotional learning, and research-based interventions, when applicable.
- Percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 72% in June 2023 to 91% by June 2029.
- The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 14.8 % in SY2023-24 to 23.8 % in SY2024-25.
- The percent of K-2 ML students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 73% in SY2023-24 to 83% in SY2024-25.
- The percent of Chronic Absenteeism will decrease from 12.8% in SY 2023-2024 to 7% in SY 2024-2025
- The number of OSS/ISS incidents will decrease from 13% in SY 2023-2024 to 5% in SY 2024-2025.
- The school will retain 90% of its highly effective classroom teachers throughout the SY 2024-2025.

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

- Training for all staff members on the Statesville Road Scope and Sequence for Effective Teaching, as well as the Peer Observation Protocols.
- Monthly ILT walk throughs to improve the quality of equitable instruction. Feedback is provided to teachers on the day of each walk through using actionable glows and grows using the Statesville Road Scope and Sequence of Effective Teaching Practices. Progress of teacher action steps will be monitored by the ILT and adjustments to coaching will be made accordingly.
- Title One Funding for the materials will be utilized to address academic deficits where supplemental instructional resources support the closing of achievement gaps. These resources may include online intervention tools, student workbooks, math manipulatives, professional resources, and assistive technology devices or tools.
- Additional staff will be hired to support the needs of our EC and ML subgroups. A EC Facilitator and an additional ML teacher has been hired through Title I funding.
- Teacher Assistants will be trained, professionally developed, and implement small group instruction for Tier II and Tier III students through approved research based, standards based supplemental curriculum to master the targeted skills.

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 Principal Michael Lungarini 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 [Statesville Road Elementary School / Homepage \(cmsk12.org\)](https://www.cmsk12.org)
- Volunteer.
- Join the [Statesville Road 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:

- Grade level PLC's have established a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. [*List programs that make your school special.*]
- We have implemented the following evidenced based intervention: Pull out resource instruction during small group differentiation focusing on direct instruction to supplement the instructional gaps in order to meet grade level standards. We will also use our EC teacher to push in during grade level instruction to support the students with grade level content. We look to increase the overall proficiency of Students with Disabilities from 13.7 % in 2024 to 25% in 2025.

If you have questions about the content of this letter, please contact **Principal Michael Lungarini** at [michaelj.lungarini@cms.k12.nc.us](mailto:michaelj.lungarini@cms.k12.nc.us) or **980-343-6815**.

Sincerely,



Principal Michael Lungarini