



November 16, 2023

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 Reedy Fork 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 *Reedy Fork Elementary*'s intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As a TSI-AT (ATSI) school, *Reedy Fork 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 *Reedy Fork Elementary*'s improvement efforts. The ATSI plan will address the following:

- Standards-aligned Instruction
- Professional Learning Communities (PLCs)
- Instructional Leadership
- Recruitment & Retention of Effective Teachers
- Data-Driven Decision Making

We have set the following goals for Reedy Fork Elementary this year:

- To increase the School Performance Composite by a minimum of 8 points
- Increase student math composite with the effective implementation of Eureka2 (Math)
- To reduce chronic absenteeism by 10%
- To support students in need of intervention/remediation via the Multi-Tiered System of Supports (MTSS)

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

- 3 Data Days to Review DIBELS/ Interim Assessment Data and Next Steps
- Grade Level Curriculum Meetings for Parents and Families
- Purchase of Accelerated Reader 3-5
- Vertical Team Meetings (K/1, 2/3, 4/5)



Additionally, 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)
- 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.gcsnc.com/reedy\\_fork\\_elementary](https://www.gcsnc.com/reedy_fork_elementary)
- Volunteer
- Join the Reedy Fork 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:

- Begin the process of Data Review after Each Interim Assessment
- Supporting students with receiving targeted interventions (social-emotional, reading, math)
- Providing information to teachers regarding how to refer and support students in need of social-emotional supports

If you have questions about the content of this letter, please do not hesitate to call me at 336-656-3723.

Sincerely,

*Sophía Rose Roberts*  
*Principál*