

Date: 11/17/2025

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 Southwest Middle School has been designated as an Additional Targeted Support & Improvement (ATSI) school by the North Carolina State Board of Education. Per ESSA Section 1111(d)(2)(C), schools are identified as ATSI 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 Southwest Middle School intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As an ATSI school, Southwest Middle School 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 Southwest Middle School's improvement efforts. The ATSI plan will address the following areas:

- Classroom Management
- Standards-Aligned Education
- Professional Learning Communities (PLCs)
- Educational Leadership
- Recruitment and Retention of Effective Teachers
- Support for All Grade-Level Transitions
- Implementation of a Tiered Education System
- Data-Driven Decision Making
- Student Support Services
- Family and Community Engagement

We have set the following goals for Southwest Middle School this year:

- We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-26 and SY2026-26. (Aligns to A4.01 and B3.03)
- We will increase our SWD subgroup's performance grade from a F to a D or higher in 2025-2026. (Aligns to D1.02, Guardrail 1)
- The percent of students scoring College and Career Ready (CCR) on Math 1 will increase GLP from 93.3% 24-25 to 100% 25-26 and CCR from 64.4% 24-25 to 74.4% 25-26 (Aligns to A2.04 and B3.03 and CMS Goal 3)
- The percent of students in Science will increase GLP from 43.7% 24-25 to 53.7% 25-26 and CCR from 26.8% 24-25 to 36.8% 25-26 (Aligns to A2.04.)
- The number of OSS/ISS incidents will decrease from 566 in SY2024-25 to 499 in SY

- 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2) Interim Measures Goals The number of OSS/ISS incidents will decrease by from 70 in Q1 of SY2024-25 to 63 in SY 2025-26.
- The number of OSS/ISS incidents will decrease by from 140 in Q2 of SY2024-25 to 126 in SY 2025-26.
- The number of OSS/ISS incidents will decrease by from 155 in Q3 of SY2024-25 to 140 in SY 2025-26.
- 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)
- The percent of students scoring College and Career Ready (CCR) on Reading End of Grade assessments in grades 6-8 will increase from 18.3% in SY2023-24 to 28.3% in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)
- The school will retain 85% of licensed classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)
- The percent of identified EL students in Grades 6-8 that meet their yearly progress will increase from 4.9% to 14.9%. (Aligns to A2.04 and Guardrail 1)
- The percent of students scoring Grade Level Proficient (GLP), (SWD), on Reading End of Grade assessments in grades 6-8 will increase from 6.9% in SY 2023- 24 to 16.9% in SY 2024-25 (Guardrail 1, A4.01).

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

- Implementation of protocols for backwards design, standards unpacking with clarification and internalization
- Multi-tiered instructional support (for Tier 1, 2, and 3 instruction) during the timeframe allotted for a Core Block of Instruction
- Implementation of a framework to provide standards-based instruction (whole group for Tier 1 instructional support), standards-based centers (for small group and Tier 2 and 3 instructional support)
- Co-teaching Professional Development and Co-teaching Models Implementation
- EC and ML Teacher Push-in and Pull-out Instructional Support
- Learning Lab Pull-out Instruction for EC Students and English Language Development Pull-out Instruction for ML Students
- Education Value Added Assessment System Professional Development (relative to Teachers', School, and Students' Performance)
- Implementation of School-wide Positive Behavior Supports - The Patriot's Way Positive Behaviors (The P.A.T.S.), Patriot Bucks Token Economy, and Incentives to Reinforce The Patriot's Way Positive Behaviors.
- Capturing Kids' Hearts Implementation - Social Contracts and Daily Social-Emotional Learning Lessons

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 Treola Guerrero at 980-343-5006 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://southwestms.cmsk12.org/> .
- Volunteer.
- Join the Parent Teacher Student Association (PTSA)

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

- Graduation requirements: www.ncpublicschools.org/gradrequirements/
- K-12 standards in academic subjects: www.ncpublicschools.org/curriculum/
- State student achievement test results: 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:

- **Improved student growth with state expectations (8+ point gain in EVAAS growth index)**
- **Moving from "Not Met" to "Met" expected growth**
- **10-point improvement in our school's performance score**
- **An improved School Performance Grade (letter grade), moving from an "F" School Performance Grade to a "D" School Performance Grade**

If you have questions about the content of this letter, please contact Walter Clyburn at walter.clyburnii@cms.k12.nc.us or 980-343-5006.

Sincerely,

Walter Clyburn, Principal