



10.20.25

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

As a TSI-AT (ATSI) school, Shepherd 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 Shepherd Elementary'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
- Support for Grade-to-Grade Transitions
- Implementation of a Tiered Instructional System
- Data-Driven Decision Making
- Student Support Services
- Family and Community Engagement

We have set the following goal for Shepherd Elementary this year:

- SMART GOAL: Per EOG data by June 2026, our school's overall proficiency will increase from 59% (24-25) to 62% (25-26) proficiency.
- SMART GOAL: Based on 25-26 end of year data, we will reduce our total number of ODRs of 227 (24-25) to 205 ODRs (25-26). 100% of staff will know and implement behavior management protocols with fidelity.

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

- Upgrading to Letterland 2.0 for all K-2 classrooms (for phonemic awareness/phonics)
- Utilizing Letterland Intervention for K-1 students based on gaps
- Utilizing UFLI for Grade 2 & 3 students based on gaps
- Utilizing Phonics for Reading for Grades 4 & 5 Interventions
- Implementing Bridges Math (systematic math program) for all K-5 classrooms
- Implementing Number Corners for all K-5 classrooms (mental math)
- Utilizing Bridges Intervention Kits for K-5 students based on gaps