

November 3, 2025

Dear Parent/Guardian:

I hope the school year is off to a successful start for you and your child. As you know, Barnette Elementary School earned a letter grade of a B and Exceeded Expected growth for the 2024-2025 school year. We are very proud of these accomplishments. Unfortunately, I am writing this letter to let you know that Barnette Elementary School has been designated as an Additional Targeted Support & Improvement (ATSI) school by the North Carolina State Board of Education, due to our overall performance of Students with Disabilities subgroup. 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 Barnette Elementary School's intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As an ATSI school, Barnette Elementary is required to develop an Additional Targeted Support and Improvement (ATSI) plan that specifically addresses how the school will improve outcomes for our underperforming subgroup. The plan will also include strategies that our district will employ to support Barnette Elementary's improvement efforts. The ATSI plan will address the following areas (*select applicable areas and remove the remaining areas*):

- Standards-aligned Instruction
- Professional Learning Communities (PLCs)
- Data-Driven Decision Making

We have set the following goals for Barnette Elementary this year:

- The percentage of students scoring Grade Level Proficient (GLP), SWD, on the Reading End of Grade assessments in grades 3-5 will increase from 15.1% in SY2024-25 to 21.1% in SY2025-26.

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

- The principal will allocate staffing to allot a full-time ECGC teacher (for 3 total ECGC teachers) and a EC assistant for students with disabilities and not working at grade level.
- Instructional teams in collaboration with the ECGC and general education teachers will analyze data after each benchmark window to provide differentiated instruction and to meet the needs of SWD after each assessment window
- EC, ML, and TD teachers will collaborate with grade level PLC's twice per month to provide strategies to implement and to analyze data to ensure all students in our subgroups meet their DIBELS and/or EOG goals as set by our CMS guardrails.

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).
- Reach out to your child's teacher at 980-343-0372 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
 - Website: <https://www.cmsk12.org/barnetteES>
 - Facebook: <https://www.facebook.com/barnettePTO>
 - Twitter: [@CMS_BarnetteES](https://twitter.com/CMS_BarnetteES)
 - Instagram: <https://www.instagram.com/barnettecms/>
- Volunteer.
- Join the Barnette Elementary PTO

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:

- Hired additional staff including an EC Assistant and a K-5 Instructional Assistant
- Conducted Beginning of Year assessments and engaged teachers in analyzing school data to determine students' areas of need. This data will be used to form small groups based on support and to provide differentiated instruction based on students' areas of need.

If you have questions about the content of this letter, please contact me at melissa.roy@cms.k12.nc.us.

Sincerely,



Melissa M. Roy
Principal