

Joseph W. Grier Academy

Date 11/14/25

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 Joseph W. Grier Academy 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 Joseph W. Grier Academy's intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As a TSI-AT (ATSI) school, Joseph W. Grier Academy 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 Joseph W. Grier Academy'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
- Implementation of a Tiered Instructional System
- Data-Driven Decision Making
- Student Support Services
- Family and Community Engagement

We have set the following goals for Joseph W. Grier Academy this year:

- The percentage of Kindergarten through 2nd grade students scoring at or above the benchmark in early literacy as measured by DIBELS will increase from 66% in SY 2024-25 to 75% in SY 2025-26.
- Percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-5 will increase from 20.2% in SY 2024-25 to 31% in SY 2025-26.
- The percent of students scoring College and Career Ready (CCR), Students with Disabilities and Multilingual Learners, on Reading End of Grade assessments in grades 3-5 will increase from 10.2% in SY 2024-25 to 27% in SY 2025-26
- The number of OSS incidents will decrease from 5% in SY 2024-25 to 3% in SY 2025-26 (Aligns to A1.07, A4.06 and CMS Guardrail 2)
- 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A4.06 and CMS Guardrail 3)
- The school will retain 90% of highly qualified licensed classroom teachers throughout the

2025-26 school year.

- We will increase the percentage of staff who feel “The expectations of effective teaching are clearly defined at my school,” from 79% on the Spring 2024 INsight Survey NC Teacher Working Conditions Survey to 85% on the Spring 2025 Insight Survey. (Aligns to C3.04 and CMS Guardrail 4)

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

- Programming and basic instruction aligned with instructional principles and curricular commitments.
- Implement a data-based attendance plan to include attendance conferences to identify and address barriers to attending school.
- Provide interventions, language development and/or extensions in response to data.
- Provide coaching, feedback, and modeling to support teachers as indicated by core action walkthroughs.
- Highlight the Students who exemplify JWGA Cardinal PRIDE.
- Highlight the Classes earning class tickets
- Contacting families each day a student is absent with the prescribed daily scripts provided(after 3 days).
- Prioritize school culture through various staff wide events throughout the year, staff recognitions and incentives

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 Melinda Gray or Yachannah Galloway, 980-343-5671 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://www.cmsk12.org/josephwgrierES> .
- Volunteer.

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:

- We have strong PLC structures in place
- Core Actions Walkthroughs
- Data dives
- MVPA 1 growth in ELA and math
- Strategic use of Teacher Leadership Pathway to impact student outcomes

If you have questions about the content of this letter, please contact **Bridget Wilson** at bridget.wilson@cms.k12.nc.us or 980-343-5671.

Sincerely,

Bridget Wilson, Principal