

November 14, 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 **Matthews Elementary 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 **Matthews Elementary School** intentions to improve educational outcomes for underperforming student subgroups and close achievement gaps for all students.

As an ATSI school, **Matthews Elementary 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 **Matthews 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 goals for **Matthews Elementary** this year:

- Goal 1 The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 81.3% in SY2024-25 to 96.3% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 1)
- Goal 2 The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 51.7% in SY2024-25 to 58% in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Goal 2)

- Goal 3 The percent of students scoring College and Career Ready (CCR) on science End of Grade assessments in grade 5 will increase from 51.9% in SY2024-25 to 65 % in SY2025-26. (Aligns to A2.04 and B3.03 and CMS Guardrail 1)
- Guardrail 1 The percent of EC students scoring Grade Level Proficient (GLP), on the school composite for End of Grade assessments in grades 3-5 will increase from 25.6% in SY 2024-25 to 35% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)
- Guardrail 2 The percent of OSS/ISS incidents will decrease from 2.4 % in SY 2024-25 to 1% in SY 2025-26. (Aligns to A1.06, A4.06 and CMS Guardrail 2)
- Guardrail 3: The percent of Chronic Absenteeism will decrease from 12.6% in SY2024-25 to 10% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)
- Guardrail 4 The school will retain 100% of licensed classroom teachers throughout the 2025-26, (not considering retiring staff or staff moving out of the area). (Aligns to C3.04 and CMS Guardrail 4)

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

- Conduct walkthroughs and/or observations with focus on Core Actions and Rigor, with a focus on Skills Block, ALL Block, and MTSS, to provide constructive feedback on implementation of best practices in ELA; principal, assistant principal, and master teachers will conduct walkthroughs and observations (Aligns to Goal 1 and Goal 2, FAM-S 29)
- EC teachers will continue to provide professional development for our general education teachers on strategies to support EC students consistently throughout the content areas in the general education classroom. (Aligns to Goal 1 and Goal 2, Guardrail 1)
- The EC team will meet weekly with school administration to collaboratively review student progress, discuss instructional and behavioral supports, and align strategies to ensure consistent implementation of services. Data discussion of SWD during the EC PLC meeting after each assessment window.
- Within the 2025-26 school year, our ATSI school will implement the following evidenced-based intervention(s): SPIRE for decoding, Neuhaus Metacognitive Strategies, Pirate Math, and Number Worlds, to increase overall performance of SWD (Aligns to Goal 1 and Goal 2, Guardrail 1)
- Within the 2025-2026 school year, Matthews ES will implement the following evidenced-based interventions, EL Skills Block Supplemental Instruction (Tier 2), Orton-Gillingham (Tier 3), and Check In Check Out (Tier 2 behavioral support) to increase overall performance of all student groups with a focus on ML and EC students. (Aligns to Goals 1 and Goal 2, Guardrail 1)

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 **Matthews Elementary at 980-343-3940** 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/matthewsES>
- Volunteer.
- Join the **MPTO**

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

- Shannon Kromer (K,2,4) and Susan Lefko (1,3,5): School Counselors
- 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:

- Small group supplemental and intensive instruction as well as extension of instruction is provided by classroom teachers, exceptional children's teachers, and talent development teachers.
- Matthews PTO had a successful Boosterthon Fundraiser to provide additional resources for the school.

If you have questions about the content of this letter, please contact **Douglas Franzone at douglas.franzone@cms.k12.nc.us or 980-343-3940.**

Sincerely,

Penni Beth Crisp
Principal
Matthews Elementary