

Additional Targeted Support and Improvement (ATSI)

SWD Subgroup performance:

| School | 21-22 | 22-23 | 23-24 |
|--------|-------|-------|-------|
| BMS | 13.8% | 21.3% | N/A |
| RMS | 17.7% | 23.7% | N/A |

<https://ncreports.ondemand.sas.com/src/>

- These schools were identified in 22-23 based on 21-22 student data
- Identified every 3 years
- North Carolina's Every Student Succeeds Act (ESSA) State Plan identifies schools for targeted support and improvement when schools have student subgroup(s) that are underperforming with one or more of the subgroups receiving an 'F' letter grade in the accountability system.
- 892 schools across NC identified in 22-23
- CSI- Comprehensive Support and Improvement

Additional Targeted Support and Improvement Schools 2024 Annual Report

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| PSU Name | Transylvania County Schools |
| PSU Code | 880 |
| Number of ATSI Schools Served by the PSU | 2 |
| Federally Underperforming Subgroups Served by the PSU <i>(select all that apply)</i> | <ul style="list-style-type: none">● Students with Disabilities (SWD) |
| PSU Contact Name | Audrey Reneau |
| PSU Contact Title | Director of Federal Programs |
| PSU Contact Email Address | areneau@tcsnc.org |
| PSU Contact Phone Number | 828-884-6273 |

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| Printed Name of Person Completing the Report | Audrey Reneau |
| Signature of Person Completing the Report | |

TARGETED SUPPORT AND IMPROVEMENT STATEMENT OF ASSURANCES

TITLE I, PART A SEC. 1111.

Assurances are hereby provided to the State Education Agency (SEA) that the Public-School Unit (PSU) will:

- (1)** ensure that school(s) identified as Additional Targeted Support and Improvement (TSI-AT or ATSI) have been notified of the ATSI designation annually;
- (2)** ensure the identified ATSI school, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system established under subsection (c)(4), for each subgroup of students that was the subject of notification that— (i) is informed by all indicators described in subsection (c)(4)(B), including student performance against long-term goals; (ii) includes evidence-based interventions;
- (3)** ensure the public-school unit - (iii) approves the school's ATSI plan before implementation of such plan; (iv) is monitored, upon submission and implementation, by the public-school unit; and (v) results in additional action following unsuccessful implementation of such plan after the number of years determined by the public-school unit;
- (4)** ensure each ATSI school annually identifies resource inequities (which may include a review of the public-school unit and school-level budgeting) to be addressed through the implementation of the ATSI plan;

(5) ensure parents are notified of the ATSI designation and the actions to address the needs of the underperforming subgroups of students.

I **HEREBY CERTIFY** that the information in this report is correct to the best of my knowledge.

Date**Printed Name of the Superintendent****Signature of Superintendent**

Part I. ATSI Plan Review and Approval ESSA Section 1111(2)(A)(ii) and (2)(B)(iv)

| ATSI School Name | ATSI School Code | Underperforming Subgroups Served | Date of School Notification | Date of Plan Approval | Dates of Plan Review |
|--|---|---|---|--|---|
| <p>Ex: Full School Name Elementary School</p> <p>(All ATSI-identified schools within the PSU must be listed below.)</p> | <p>Ex: 030429</p> <p>(Must include the full six-digit code.)</p> | <p>Ex: SWD -2, ELS-1</p> <p>(List must include all underperforming subgroups and cohort designations.)</p> | <p>Ex: 10/30/2023</p> <p>(Notification must occur annually before October 31.)</p> | <p>Ex: 11/30/2023</p> <p>(The date of LEA approval of the plan should be recorded.)</p> | <p>Ex: 12/10/2023 and 3/15/2024</p> <p>(Dates should match the dates of when documented coaching or plan review comments were provided to the school.)</p> |
| <p>Rosman Middle School</p> | <p>880339</p> | <p>SWD</p> | <p>10/30/23</p> | <p>6/3/24</p> | <p>5/2/24, 5/20/24 and 6/3/24</p> |
| <p>Brevard Middle School</p> | <p>880312</p> | <p>SWD</p> | <p>10/30/23</p> | <p>6/3/24</p> | <p>5/2/24, 5/20/24 and 6/3/24</p> |

Part II. Identifying Needs of ATSI Schools ESSA Section 1111 (2)(B)(iii)(iv)(v)

Directions: Using each of the ATSI schools' annual needs assessments, describe the needs of the identified subgroups within the PSU.

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|---|---|--------------|--------------|--|--------------|--------------|--------------|------------|----|----|-----|
| <p>Describe the student/subgroup performance needs identified by ATSI schools.</p> | <p>SWD-Targeted instructional support and targeted behavior support within a smaller group setting. We anticipate a ratio of 1 to 6 in order to provide additional support for the students.</p> <p>Current the proficiency scores:</p> <p>21.3% - BMS</p> <p>23.7% - RMS</p> <p>Subgroup Grade: F</p> <p>Growth:</p> <p><u>BMS/SWD:</u> overall 2.75% growth index (exceeded growth)</p> <p>BMS overall school growth index 7.47</p> <p><u>RMS/SWD:</u> overall -0.1% growth index (expected growth)</p> <p>RMS overall school growth index 4.39</p> <p>Number of SWD -</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%;"></td> <td style="width: 25%;">21-22</td> <td style="width: 25%;">22-23</td> <td style="width: 20%;">23-24</td> </tr> <tr> <td>SWD at BMS</td> <td>97</td> <td>99</td> <td>107</td> </tr> </table> | | | | 21-22 | 22-23 | 23-24 | SWD at BMS | 97 | 99 | 107 |
| | 21-22 | 22-23 | 23-24 | | | | | | | | |
| SWD at BMS | 97 | 99 | 107 | | | | | | | | |

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|--|------------|--------------------|--------------------|--------------------|
| | SWD at RMS | 21-22 48 | 22-23 50 | 23-24 51 |
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Part III. Goal Setting for ATSI School Support ESSA Section 1111

(2)(B)(iii)(iv)(v)

Directions: Provide 2-4 systemic goals to support school(s) in addressing the needs of underperforming subgroups.

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| What overarching goals will be established to meet the identified needs? | Support Goal #1: Implement trauma informed strategies on a consistent basis to increase student growth. |
| | Support Goal #2: Improve student attendance. |
| | Support Goal #3: Implement Behavior Support Resources/ Character Development |

Part IV. Actions to Support ATSI Schools ESSA Section 1111 (2)(B)(iii)(iv)(v)

Directions: PSUs must implement 2-3 school-based or systemic actions to achieve the support goals for ATSI schools. Describe each action step the PSU team will implement to meet the goal(s) below.

Action Step #1 (Required)

Describe the first action step the PSU team will implement to meet the goal(s).

What action will be taken to assist the ATSI school(s) in meeting the needs of the underperforming subgroups?

- Purchase curriculum to support targeted interventions

Describe the resources needed for full implementation of the action step.

- Review of CASEL website for approved curriculum as required by NC

Describe how the implementation of this action will be monitored.

- Office referrals
- PowerSchool incidents
- Monitor and review goal sheets/ transition meeting

Describe how the implementation of the action step will be evaluated.

- Fewer office referrals
- Fewer incidents recorded in PowerSchool
- Monthly meetings to evaluate progress of goals

List the responsible person(s) for monitoring the implementation of the action step.

- Classroom teacher in the *CORE Program
- School Counselors to help implement strategies district behavior specialist

C- Challenge

O- Overcome

R- Redirect

E- Excel

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| | Who- Students who are in TIER 3 of MTSS for attendance issues, and school/ classroom behaviors. |
| Describe the impact of the action on student/subgroup performance and/or overall school improvement efforts. | <ul style="list-style-type: none"> ● Subgroup academics increasing through small group settings ● Less discipline issues occurring |
| Describe the current status of this action step. | <ul style="list-style-type: none"> ● In progress |

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| Action Step #2 (Required) | |
| Describe the second action step the PSU team will implement to meet the goal(s). | |
| What action will be taken to assist the ATSI school(s) in meeting the needs of the underperforming subgroups? | <ul style="list-style-type: none"> ● Increase parent communication. ● Build better relationships with students so the students want to come to school to learn. ● Quarterly awards for attendance. |
| Describe the resources needed for full implementation of the action step. | <ul style="list-style-type: none"> ● Incentives ● Student/ family team meeting monthly to share goals and progress |

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| Describe how the implementation of this action will be monitored. | <ul style="list-style-type: none">● PowerSchool data |
| Describe how the implementation of the action step will be evaluated. | <ul style="list-style-type: none">● Increased attendance |
| List the responsible person(s) for monitoring the implementation of the action step. | <ul style="list-style-type: none">● Principals, classroom teachers, and district attendance coordinator |
| Describe the impact of the action on student/subgroup performance and/or overall school improvement efforts. | <ul style="list-style-type: none">● Improved student attendance which will positively impact student data |
| Describe the current status of this action step. | <ul style="list-style-type: none">● In progress- attendance letters, phone calls and attendance court |