



Grifton School

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YOLANDA BRICKHOUSE

Principal

TIMOTHY RATLIFF

Assistant Principal

Nov 17, 2025

Dear Parent/Guardian:

I am writing this letter to notify you that **Grifton School** has been dually designated as both a North Carolina Low-Performing school and a federally identified Comprehensive Support and Improvement (CSI) – Not Exiting Additional Targeted Support & Improvement (AT) school by the North Carolina State Board of Education.

As defined in G.S. 115C-105.37: “The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” Legislation (G.S. §115C-83.15) passed during the 2013 long North Carolina General Assembly session provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013–14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D, or F for each school in the state.

School Performance Grades are based 80 percent on our school’s achievement score (student proficiency) and 20 percent on students’ academic growth. At **Grifton School**, our achievement score for the **24-25** school year is based on how well our students performed on **Grades 3–8 Mathematics, Grades 3–8 English Language Arts/Reading, Grades 5 and 8 Science, and NC Math 1 End of Grade test.** **Grifton School** received a School Performance Grade of **D** and a growth designation of MET for the 24-25 school year.

In addition, per the Every Student Succeeds Act (ESSA) Section 1111(c)(4)(D)(i)(III), schools receive the federal identification of CSI-AT in North Carolina by not meeting the State’s Additional Targeted Support and Improvement exit criteria and having one or more of the following subgroups receive a subgroup performance grade score at or below the lowest 5% of schools across the state during the **24-25** academic year; and being

identified as a consistently underperforming subgroup for the previous year. Subgroup performance scores are provided for the following subgroups of students: (1) Students with Disabilities, (2) Economically Disadvantaged, (3) Black, (4) White, (5) Hispanic, (6) Asian-Pacific Islander, (7) Multi-racial, and (8) English Learners.

As a dually designated CSI-AT and NC low-performing school, **Grifton School** is required to develop a comprehensive improvement plan that specifically addresses how the school will improve student achievement. The plan will also include strategies that our district or charter will employ to support **Grifton School's** improvement efforts. The comprehensive improvement 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 **Grifton School** this year:

- **Goal 1:** Grifton School will utilize research based learning strategies across all content areas to increase our school proficiency and growth by 5%. (higher order thinking, vocabulary, and writing to raise achievement)
- **Goal 2:** Grifton School will reduce suspensions and student time out of class by 5% through utilization of MTSS Core Behavior (PBIS) , Tier 2 interventions, CoP, Character Strong initiative, and district safety procedures.
- **Goal 3:** Grifton School will increase parent and family engagement by 25% through consistent communication, family-friendly events, and volunteer opportunities that support student achievement and school culture.

Here are some strategies that **Grifton School** will be implementing to improve student outcomes:

- *Writing across all content areas*
- *Word of the day for the entire school*
- *Higher order thinking and inquiry based learning for all students*
- *School wide reading initiative*

- *School wide Homework policy*
- *Active Science Vocabulary Instruction*
- *Continued practice of math skills such as multiplication and division fluency*

Parent engagement is at the heart of our school improvement efforts. Here are some ways you can help:

- Ensure you and your child know the academic expectations for your child this school year. A list of learning objectives in student-friendly language is available from your child's teacher(s).
- Call Mrs. Brickhouse at 252-524-5141 if you have questions or concerns about your child 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
- Volunteer.
- Join the PTA

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

- [Tutor.com](https://www.tutor.com)
- 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://www.dpi.nc.gov/data-reports/school-report-cards>

We are committed to improving student performance. It is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of a school 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:

- Implemented our school wide intervention period WIN to ensure that ALL students get the differentiated instruction they need to succeed
- Implemented School wide ELA strategy ENWRAP for grades 3-8

Resources we use:

- Mclass

- Iready
- Diebels
- MCT's present in classrooms

If you have questions about the content of this letter, please contact **Mrs. Brickhouse** at **brickhy@pitt.k12.nc.us** or **252-524-5141**.

Sincerely,

Mrs. Brickhouse