We believe successful schools are essential for thriving communities, and that:

- every student can learn and succeed, regardless of socio-economic status, race, and ethnicity;
- all staff are empowered to meet the diverse learning needs of our students;
- resources are provided so students and staff of all backgrounds and abilities can be successful;
- students should come to school and feel safe, secure, and cared for;
- we are a partnership with students, parents, and community;
- and we are accountable for the education of our students.

**MISSION**
Southern Pines Elementary creates a supportive, engaging and safe learning environment that builds knowledge, skills, and abilities needed for future success.

**VISION**
Southern Pines Elementary will ensure that educational experiences inspire students to reach their full potentials and lead productive lives in an ever-changing world.

**PRIORITY NEEDS**

**PRIORITY NEED 1:**
Close the achievement gap that currently exists between white students and African American students and increase overall proficiency scores in math and reading among all students (including the African American and students with disabilities subgroups) and ensure that all cohorts will meet or exceed expected growth in math, reading and science.

**Goal:** Increase reading proficiency in AA from 38% to 40% (7 students) and math proficiency from 34.3% to 38% (7 students). Increase reading proficiency is SWD from 13.7% to 20% (3) and math proficiency from 17.6% to 24% (3).

**Improvement Strategy:** Use available resources to identify at risk students in the targeted sub groups and implement interventions with fidelity to support the SMART goal.

**Action Step 1:** Regularly scheduled data meetings with teachers will occur every grading period to discuss the progress on individual students that are below grade level so that individual interventions can be discussed and implemented.

**Action Step 2:** Continued used of Reading Plus and LLI for at risk students.

**Action Step 3:** Provide PD to support reading/math standards and ELA/mat frameworks.

**Action Step 4:** Use of STAR math and reading data to determine at risk students for placement in appropriate interventions.

**PRIORITY NEED 2:**
Continue to develop and improve a staff culture of shared responsibility, school-wide leadership and accountability that leads to individual feelings of value and importance that will lead to a positive impact on instructional improvement.

**Goal:** Teacher responses to the teacher working conditions survey will improve in the targeted areas, such as professional development on differentiated instruction, school leadership addressing community/parent support and involvement, and increasing student conduct (through PBIS). Meeting minutes will document the desired fidelity of PLC activities. Exit interview with teachers who resign will demonstrate that there are few, if any, school-related reasons for their departures.

**Improvement Strategy:** Teacher responses to the teacher working conditions survey will improve in the targeted areas, such as professional development on differentiated instruction, school leadership addressing community/parent support and involvement, and increasing student conduct (through PBIS).

**Action Step 1:** Use school improvement team and teacher advisory meetings to obtain feedback and input from teachers on areas of importance including school discipline and professional development and areas of recommendations from the TWC survey.

**Action Step 2:** Administration and staff will work together to implement two parent nights to share curriculum and other pertinent information for improving student achievement and increase involvement.

**Action Step 3:** Provide PD to provide continued support with PBIS and classroom discipline.

**Action Step 4:** Provide parent institute publications (electronic and paper) to parents to help them with homework strategies at home.

**Action Step 5:** MTSS team will create annual Professional Development Plan. PD will be provided through various formats throughout the school year and in partnership with SPP.