PRIORITY NEEDS

**CORE BELIEFS: We believe**

- All students are capable of high levels of learning.
- Our school should be a safe place, physically and emotionally.
- Successful learning takes place in an engaging, creative, and challenging environment.
- In the importance of building family and community relationships.

**MISSION**

The mission of Southern Pines Primary School is for all children to achieve at their maximum potential in a nurturing, engaging, and challenging 21st century learning environment, so that all students will be successful.

**VISION**

Southern Pines Primary School, in partnership with our community, will empower all students to become responsible, lifelong learners.

**PRIORITY NEED 1: ATTENDANCE**

By June 2020, Southern Pines Primary will decrease the number of students considered chronically absent (10 or more excused or unexcused absences) by 10 percentage points from 37% to 27%.

**Improvement Strategy 1: Implement community wide attendance awareness program.**

- **Action Step 1:** Educate our community partners about the importance of attending school on a regular basis and how it impacts student achievement.
- **Action Step 2:** Place banners, posters and decals at various places throughout our school and community.
- **Action Step 3:** Partner with community to provide incentives for both parents and students for daily school attendance. **Action Step 4:** Educate our families about the importance of attending school on a regular basis and how it impacts student achievement.
- **Action Step 5:** Implement school-wide attendance activities and incentives.

**PRIORITY NEED 2: READING**

By June 2020, Southern Pines Primary will increase reading proficiency among African American students from 46% to 56% as measured by Istation TRC (text, reading and comprehension).

**Improvement Strategy 1: Implement targeted intervention programs and instruction focused on language acquisition and reading development.**

- **Action Step 1:** Implement Language for Learning for all Tier 1 students in kindergarten and Tier 2/3 instruction for 1st and 2nd grade students.
- **Action Step 2:** Ensure that all students reading below proficiency receive a double dose of targeted small group reading instruction during the school day.
- **Action Step 3:** Provide Professional Development (PD) to support the implementation of intervention programs and small group reading instruction.
- **Action Step 4:** Offer curriculum nights for parents to learn about the concepts taught at school and provide resources for reinforcement.

**Improvement Strategy 2:** Continue to build the capacity of Professional Learning Communities (PLC) in order to implement new standards, common assessments, analyze data and plan/adjust instruction based on student needs.