



## **SOUTH SUMMIT ELEMENTARY SCHOOL SELF-REVIEW 2020**

***South Summit Elementary strives to provide equal and equitable opportunities for all students, empowering them to function at high levels of learning, supporting them in positive social interactions and inspiring them to make a difference in their lives and the lives of people around them. To ensure high level of learning for all students, we complete the following self-review in the late fall and in the early spring.***

- 1. Are all students given appropriate, equitable standard assessments to determine a baseline for the upcoming academic year? (The assessments used but are not limited to Acadience Assessment Tool, Core Phonics Evaluation, Grade level beginning math diagnostics, and Heggerty Phonemic Awareness Screener!)*
- 2. Has each teacher been trained and is able to review the testing data? Can the teacher organize and guide instruction using relevant, current data?*
- 3. Does our school participate in effective PLC meetings where conversations are intentional, direct and explicit about student data?*
- 4. Are SMART goals established and action plan designed and implemented because of the PLC conversations?*
- 5. Does our school have an intentional, purpose driven schedule?*
- 6. Is there a block of time designated for effective, meaningful, research based, grade-level, TIER 1 instruction?*
- 7. Is there a block of time designated for effective, targeted, intentional, best practices TIER 2 instruction?*
- 8. Do we have two trainings a year to empower the para educators that work in our building?*
- 9. Do we have a visual data wall that is frequently discussed so that all students are visible?*
- 10. Do we train secretaries, custodians, lunch ladies, and specialists about the core values of our school, which are:  
LEARN...Love, Engage, Aspire, Respect, Never give up!*
- 11. Do we have a high functioning PTO organization that reaches out to all parents, including minority groups in our school community?*
- 12. Do we follow the principles outlined in our Parent and Family Engagement Policy?*
- 13. Do we abide by the teacher, parent, and student compact?*
- 14. Do we provide adequate access to Special Education Services, Nursing, and Counseling Services?*

15. *Is our building in good repair, clean and a welcoming environment?*
16. *Do all children, who have a need, have access to breakfast and lunch?*
17. *Do we have social-emotional learning and resources in place for students?*
18. *Do we have a system of self-care for teachers?*
19. *Do we have professional learning opportunities in place for all staff?*
20. *Do we have an accountability system in place for students to assess themselves?*
21. *Do we have an accountability and reporting system in place to parents?*
22. *Do we have several means of communicating frequently with our stakeholders?*

<i>Parents to teachers</i>	<i>Administration to the school community</i>
<i>Teachers to parents</i>	<i>Students to the administration</i>
<i>Students to teachers</i>	<i>Administration to students</i>
<i>Teachers to students</i>	<i>Staff to administration</i>
<i>Administration to staff</i>	
23. *Do we have recess for students?*
24. *Do we have art, music and PE available to all students?*
25. *Is digital literacy evident in our instruction at our school?*
26. *Do we give students the opportunity to extend their learning?*
27. *Do we regularly seek input from parents through site council and annual surveys?*
28. *Do we provide parent learning through workshops to empower parents to help their students? (Two workshops at Parent/Teacher Conferences)*
29. *Do we have consistent classroom visits and teacher evaluations to improve teacher instruction?*
30. *Do we provide teacher mentoring and job based development for teachers?*
31. *Do we have drills, safety plans and security protocols in place to keep all staff and students safe?*
32. *Do we participate in restorative justice practices? Positive discipline? Choices and Consequences? No In School Suspension but In School Service?*
33. *Do we work to foster a sense of community, respect and belonging? (Community Assemblies)*
34. *Do grade level teams meet regularly to discuss best practices of teaching, to support and encourage each other and to organize grade level activities?*
35. *Do we have essentials determined for each grade level content area?*
36. *Do we have proficiencies designated for each essential?*
37. *Do we have common assessments designated for each proficiency?*
38. *Do we promote an environment where community members feel welcomed, needed and valued?*
39. *Does our school provide opportunities for students to lead?*
40. *Do we always ask this question first: Will this benefit students?*

**LEA Plan for Improvement for 2020-2021:**

*Continue to focus on the self-review with specific improvements made to the following:*

- 1. Master Schedule is revised to include dedicated, non-interrupted, non-pullout time for Tier 1 AND TIER 2 reading instruction.*
- 2. Para-educators will receive training three times this academic year. One training focused solely on remote instruction. Their schedules will reflect our focus on literacy.*
- 3. Mr. Taylor (ELL Teacher) and Mr. Evans (Counselor) will have scheduled "call times" to check in with Hispanic families. Inquiring will be made concerning their devices, their internet, their social and emotional well-being and any physical needs they may have.*
- 4. A "Kids We Care About" team will be created to incorporate social-emotional RTI in our building.*
- 5. We organized a parent teacher conference for the very first day of school. Virtual and In Person options were available. Organized sheets, containing all pertinent information a parent might need/require was listed and carefully explained in preparation for a temporary school shut down. Student packets and teacher plans were organized at the beginning of the year for a possible shut down. From day one, students were taught how to access information and how to function at home if school should close for a short period of time.*
- 6. We will focus on teacher self-care and student emotional/social care.*