South Summit Elementary strives to provide 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 levels of learning for all students, we complete the following self-review in the late fall and in the early spring. As part of this process, we establish goals as part of our continuous efforts towards school improvement.

Self-Review Questions:

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 Reading Assessment Tool, LETRS Assessment, and Acadience Math Assessment Tool. Assessments are given at the Beginning of the Year, Middle of the Year and End of Year.)
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? Are SPED Teachers, Specialist Teachers and the ELL Teacher collaborating in these conversations?
4. Does our school have an intentional, purpose driven schedule?
5. Is there a block of time designated for effective, meaningful, research based, grade-level, TIER 1 instruction?
6. Is there a block of time designated for effective, targeted, intentional, best practices TIER 2 instruction?
7. Do we have trainings a year to empower the para educators that work in our building?
8. Do we have a visual data wall that is frequently discussed so that all students are visible?
9. 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!
10. Do we engage and invite parents to participate in school decisions and activities; including minority groups in our school community?
11. Do we provide adequate access to Special Education Services, Nursing, and Counseling Services?
12. Is our building in good repair, clean and a welcoming environment?
13. Do all children, who have a need, have access to breakfast and lunch?
14. Do we have social-emotional learning and resources in place for students?
15. Do we have a system of self-care for teachers?
16. Do we have professional learning opportunities in place for all staff?
17. Do we have an accountability and reporting system in place to parents?
18. Do we have several means of communicating frequently with our stakeholders?
19. Do we have recess for students?
20. Do we have art, music and PE available to all students?
21. Is digital literacy evident in our instruction at our school?
22. Do we give students the opportunity to extend their learning?
23. Do we regularly seek input from parents through site council and annual surveys?
24. Do we provide parent learning through workshops to empower parents to help their students? (Two workshops at Parent/Teacher Conferences)
25. Do we have consistent classroom visits and teacher evaluations to improve teacher instruction?
26. Do we provide teacher mentoring and job-embedded development for teachers?
27. Do we have drills, safety plans and security protocols in place to keep all staff and students safe?
28. Do we participate in restorative justice practices? Positive discipline?
29. Do we work to foster a sense of community, respect and belonging?
30. Do grade level teams meet regularly to discuss best practices of teaching, to support and encourage each other and to organize grade level activities?
31. Do we have essentials determined for each grade level content area?
32. Do we have proficiencies designated for each essential?
33. Do we have common assessments designated for each proficiency?
34. Do we promote an environment where all community members feel welcomed, needed and valued?
35. Does our school provide opportunities for students to lead?
36. Does our school provide opportunities for students to participate in before and after school programs?
37. Do all students have opportunities to participate in field trip experience out of the school boundaries?
38. Are all school resources appropriately allocated to foster student learning and growth?
39. Do we work collaboratively and collectively with our feeder schools?
40. Do we always ask this question first: Will this benefit students?

**LEA Plan for Improvement for 2022-2023:**
Continue to focus on the self-review with specific improvements made to the following:

1. We will establish and promote the collective core values of the school.
2. We will focus on the three questions from “Assessment Capable Learners.”
3. We will meet the state learning plan reading and mathematics goals in regards to student growth and achievement.
4. We will establish a community of shared leadership via implementing a Guiding Coalition.
5. We will design a master plan of tracking ELL student progress and growth from grade to grade.