

School Information

School Name	W.J. Scott	Title I	Yes
Principal	L. Longley	Level	Elementary
State Designation	Comprehensive	Cluster	Douglass

Complete the chart below by listing all committee members who participated in completing

First & Last Name	Position	Signature
Dr. Emily Massey	Associate Superintendent	
Mr. Langston Longley	Principal *	
Dr. Bobby Allen	Assistant Principal	
Ms. Tamika Purifoy	Instructional Coach	
Ms. Endia Andrews	Instructional Coach	
Mrs. Ramia Cook	Counselor	
Ms. Angela Davis	Media Specialist	
Mr. Byron Purnell	SWD Teacher (if applicable) *	
Mr. Alexander Propp	ELL Teacher (if applicable) *	
Ms. Aisha Blackwell (3rd)	Teacher (Insert Grade/Subject) *	
Ms. Audrey Rucker (4th)	Teacher (Insert Grade/Subject)	
Ms. Ashley Medlock (5th)	Teacher (Insert Grade/Subject)	
Mr. Hilton Holloway	Paraprofessional (Grade/Subject) *	
Lami Aiken	Parent or Community Member *	
	Parent or Community Member	
	Student (Title I - HS only) *	
	Student (Title I - HS only) *	
	Federal Programs Officer (Title I Only)	
Ms. Cheryl Jackson	MRESA SIS (School Improvement Only)	
Dr. Devonne Harper	GaDOE SES (School Improvement Only)	

Strengths & Opportunities

Review your data to determine points of strength and opportunities for improvement and summarize in the chart below. This will help you identify potential SMART goals and priorities. Data to review includes but is not limited to: GMAS, EOC, STAR, attendance (student & staff), staff turnover, discipline/behavior, Gallup Engagement, common assessments, school climate, graduation rate, and college enrollment.

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Strengths

ELA 2019 GMAS performance at proficient and above
Math 2019 GMAS performance at proficient and above
Math 2019 GMAS performance at developing and above
School-wide STAR Reading performance trends up from
Overall student suspension decreased by 5.3% from the

Opportunities

ELA 2019 GMAS performance at proficient and above did not
ELA 2019 GMAS performance at developing and above
SWD subgroup 2019 GMAS performance at proficient and
School-Wide STAR Reading performance trends down from
SWD subgroup STAR Reading performance shows no growth

Root Cause Analysis

Discuss the factors that are impacting the school's ability to improve, specifically the "why" for the observed data outcomes. You may wish to analyze an area of strength as it may provide insight into the factor(s) contributing to the opportunities for improvement. Identify the overarching need observed in the data and list the factors (probable causes) to which the team attributes each problem. Select one probable cause as your root cause. The root cause should be foundational, actionable, wide-reaching, and alterable. Ask yourself why the overarching needs occur 5 times to get the root cause of the problem.

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Overarching Need #1

To increase student achievement in literacy in the intermediate grades

Students lacking fluency and comprehension skills.

Probable Cause(s) #1

Root Cause #1

Students do not have a strong foundation in phonics and phonemic awareness.

Overarching Need #2

To increase student achievement in writing in intermediate grades.

Insufficient explicit writing instruction.

Probable Cause #2

Root Cause #2

Lack of a structured writing plan or curriculum.

Overarching Need #3

To increase the percentage of students performing on the proficient level or above on the Mathematics GMAS.

Mathematics instruction lacks rigor needed to push more students to higher achievement

Probable Cause(s) #3

Root Cause #3

Teachers do not attend to the full scope of the standard and creating structures in the lesson and classroom to develop critically thinking students

Mission and Vision

The District's mission and vision are populated in this form.
Select your Cluster's mission and vision from the drop down menu.
Input your school's mission and vision statements.

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District's Mission

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

Cluster's Mission

DOUGLASS--The Douglass Cluster mission is to inspire scholars to love learning and to provide every student with the academic foundation that assures they are college and career ready.

School's Mission

The mission of Scott Elementary School is to exceed state standards by developing well-rounded, high performing students through rigorous and innovative instructional practices that emphasize critical thinking skills.

District's Vision

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

Cluster's Vision

DOUGLASS--The Douglass Cluster vision is to provide rigorous instruction and customized support to prepare all students for academic achievement, graduation, and successful career options.

School's Vision

The vision of W.J. Scott Elementary School is to be a learning community made up of students, parents, and faculty focused on the development of the whole child, preparing students for college and careers.

Professional Learning: Vision of Excellence

for extended periods prior to each unit; school-PL is driven based on data trends identified by the SLT

<i>What are the key levers?</i>	Content-Specific PLCs	School-Wide PL
<i>When does it take place?</i>	Weekly for 90+minutes	Monthly
<i>Who does it?</i>	<ul style="list-style-type: none"> • Core content, SPED, ESOL, and Gifted teachers, etc. (in-person) • Singletons (virtually) 	<ul style="list-style-type: none"> • All staff members • Led by content-leads and/or SLT members
<i>What does it look like?</i>	<ul style="list-style-type: none"> • All core content teachers, SPED, ESOL, and Gifted teachers on a content-team • Content teams are led by a content expert that guides team to deepen content knowledge, unit/lesson plan, analyze student work and practice teaching/re-teaching • Most content team members receive coaching directly linked to the work of the content team • Highest Leverage • Measurable • Bite-size 	<ul style="list-style-type: none"> • PL topic intentionally selected and designed based on school-wide data trends (see SLT meeting protocol) • PL designed using PD protocol • Differentiated to address varying needs based on the school-wide data • Highest Leverage • Measurable • Bite-size
<i>What needs to be in place?</i>	<ul style="list-style-type: none"> • Content-leads: Clear 50/50 teacher-leader roles, rigorous selection process & training 	

Coaching: Vision c

Vision: Teacher capacity is built through individual and small group instructional planning, observation and effective feedback

What are the key levers?

Capacity Coaching (Individual)

When does it take place?

Week

Who does it?

Content experts: ICs, APs, teacher leaders, distri

What does it look like?

- Building the individual teacher's capacity
- Coaching emphasizes content development
- Coaching links to the PLC work
- Coaching new teachers on 5 core skills aligned to APS' new teacher coaching plan
- Modeling and practicing the action step

What needs to be in place?

- PL: Content lead, coach and principal traini
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of Excellence

group professional learning that includes data analysis,

Content-Specific Strategic Coaching (PLC)

daily to Bi-Weekly

with support personnel, etc.

- Reinforcing the school's strategic priorities (PLC)
- Identifying key lever based on observation/student work and uses coaching protocol to model & practice
- Co-planning/internalization
- Examining student work analysis

focus on providing effective and accurate coaching
aligned with Def. of Excellence