



**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: <i>Sutton Middle School</i>			District Name: <i>Atlanta Public Schools</i>		
Principal Name: <i>Mr. Buck Greene</i>			School Year: <i>2014-2015</i>		
School Mailing Address: <i>2875 Northside Dr. Atlanta, GA 30305</i>					
Telephone: <i>404-802-5600</i>					
District Title One Director/Coordinator Name: <i>Andrea Fairries-Moore</i>					
District Title One Director/Coordinator Mailing Address: <i>130 Trinity Avenue Atlanta, Georgia 30303</i>					
Email Address: <i>afairries-moore@atlanta.k12.ga.us</i>					
Telephone: <i>404-802-2727</i>					
ESEA WAIVER ACCOUNTABILITY STATUS					
(Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/>					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature:				Date:	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date: 02.06.2014		Revision Date: 7.31.2014		Revision Date:	



Georgia Department of Education Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process. See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education School Improvement Fieldbook for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Woodbridge Greene		Principal
Barbara A. Bieniemy		Assistant Principal
Michelle Bouldin		Assistant Principal
Dwight Hutson		Assistant Principal
Tim Robinson		Assistant Principal
Harriet Adams-Fairley		ELA/Social Studies Instructional Coach
Arn St.Cyr		Math Instructional Coach
Suzanne Lamb		Science Instructional Coach
Juliandre Corey		Science Department Chair/Science Teacher
Zsa Boykin		ELA Department Chair/ ELA Teacher
Robert Weatherly		Social Studies Department Chair/Social Studies Teacher
Amy Stevenson		Math Department Chair/ Math Teacher
Elizabeth McCarthy		Graduation Coach
		Parent



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SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

- A. *We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were administrators, teachers, support staff, parents and community representatives. These stakeholders analyzed student achievement data, completed required surveys, reviewed information in the plan, and participated in question and answer sessions. Information gathered will be used for the purpose of improving student achievement gains during the 2014-2015 school year.*
- B. *We have used the following instruments, procedures, or processes to obtain data that will provide supporting information for the established FY'15 goals: System and school CRCT test scores, graduation rate, attendance, etc. The academic performance of enrolled and entering students have been included as part of our data analysis.*
- C. *We have taken into account the needs of Migrant Children who enroll in the Atlanta Public School District. Currently, Atlanta Public Schools does not have or expect a large population of migrant students. However, the district has implemented a Migrant Education Program Student Verification Process/Procedure for school use to identify potential migrant students. School staff will review responses to the migrant information section of APS Student Enrollment forms for all new students to the Atlanta Public Schools District. Copies of the enrollment forms with yes responses to this migrant information section will be entered into Infinite Campus and forwarded by a designated school staff member to the Family Engagement Manager in the Office of Federal Grants and Program Compliance. The Family Engagement Manager will then forward the information to Region 3 Consortium Administrators for confirmation and return notification of the student status. The school/district will work with the consortium to provide required services for students identified as migrant.*
- D. *We have reflected on current and past achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved (looking at trend data). For example,*
- 2013 and 2014 Georgia CRCT and CRCT-M Scores in the areas of Reading, English/Language Arts, Math, Science, and Social Studies*
 - 2013 and 2014 8th Grade Georgia Writing Assessment*
 - Attendance Data*
 - 2013 and 2014 ACCESS and WAPT results for ESOL students*

* Required component of SWP as set forth in section 1114 of ESEA



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- *APS Math and Reading Computer Adaptive Benchmark Assessments (done twice a year in Fall and Spring)*
- *Georgia Alternative Assessment*
- *Unit/Chapter/Authentic Assessments, following the CCGPS framework for unit progression*
- *Instructional Observations*

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including

- Total enrollment: *1591*
- Economically disadvantaged students . . . *663*
- Students from major racial and ethnic groups...
 - a. African American: *492*
 - b. Hispanic: *385*
 - c. White: *604*
 - d. Indian/Alaskan Native: *0*
 - e. Asian: *48*
 - f. Pacific Islander: *2*
 - g. Bi-Racial: *57*
- Students with disabilities . . . *140*
- Students with limited English proficiency . . . *102*

*Information gathered is for the purpose of improving student achievement gains during the 2014-2015 school year. We have reflected **current and past** achievement data that will help the school understand the subjects and skills in which teaching and learning needs to be improved.*

School Status

<i>Year</i>	<i>School Status</i>	<i>Needs Improvement Status</i>
2004-2005	School Did Not Meet AYP	Needs Improvement Status, School Choice
2005-2006	School Did Not Meet AYP	Needs Improvement Status, School Choice
2006-2007	School Met AYP	Needs Improvement Status, School Choice
2007-2008	School Met AYP	This School is not in Needs Improvement
2008-2009	School Met AYP	This School is not in Needs Improvement
2009-2010	School Met AYP	Distinguished
2010- 2011	School Met AYP	Distinguished
2011- 2012	In Good Standing	Distinguished
2012 - 2013	In Good Standing	Reward Rating Pending
2013-2014	Pending	

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Reading Meets and Exceeds	2010-11	2011-12	2012-13	2013-2014	Gain/Loss from 12-13
All Students	96	96	98	97.8	-.2
Black	95	95	98	97.5	-.5
Hispanic	90	94	94	95.2	1.2
White	99	99	100	100	0
SWD	81	82	89	83	-6
ELL	83	82	82	88.5	6.5
ELA Meets and Exceeds	2010-11	2011-12	2012-13	2013-2014	Gain/Loss from 12-13
All Students	86	96	96	96.3	.3
Black	82	95	96	96.3	.3
Hispanic	73	94	92	90.9	-1.1
White	96	99	99	100	1
SWD	61	82	81	84.7	3.7
ELL	67	82	80	71.1	-8.9
Math Meets and Exceeds	2010-11	2011-12	2012-13	2013-2014	Gain/Loss from 12-13
All Students	86	84	90	87.8	-2.2
Black	82	76	87	84.7	-2.3
Hispanic	73	71	80	74.5	-5.5
White	96	96	97	98	1
SWD	61	71	64	63.8	-.2
ELL	67	50	58	42.6	-15.4
Science Meets and Exceeds	2010-11	2011-12	2012-13	2013-2014	Gain/Loss from 12-13
All Students	81	81	86	85.5	-.5
Black	73	74	79	81.3	2.3
Hispanic	64	60	71	69.8	-1.2
White	97	97	98	98.3	.3
SWD	59	57	56	51.3	-4.7
ELL	53	36	44	32.2	-11.8

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Social Studies Meets and Exceeds	2010-11	2011-12	2012-13	2013-2014	Gain/Loss from 12-13
All Students	84	83	87	86.9	.1
Black	77	75	82	83	1
Hispanic	67	67	74	71.9	-2.1
White	98	97	98	98.8	.8
SWD	56	53	56	54	-2
ELL	48	37	48	39.7	-9.3

Writing	2010-2011	2011-2012	2012-2013	2013-2014	Gain/ Loss from 2012-13
All Students	88%	94%	93%	91.9%	1.1%
Black	91%	92%	89%	90.4%	1.4%
Hispanic	72%	86%	86%	82.4%	-3.6%
White	99%	98%	99%	99.3%	.3%
SWD	52%	63%	73%	61.7%	-1.3%
ELL	48%	65%	74%	57.7%	-16.3%

Attendance	2010-2011	2011-2012	2012-2013	2013-2014
All Students	86%	88%	86%	
Black	88%	89%	87%	
Hispanic	89%	88%	83%	
White	85%	88%	86%	
SWD	89%	80%	73%	
ELL	90%	86%	75%	










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





*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

PERFORMANCE FLAGS FROM CCRPI 2012

Legend:		Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets	
		Not Applicable		Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target		Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target		Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	

Criterion Reference Competency Tests

Subgroup Performance

	English Language Arts		Reading	Mathematics	Science	Social Studies
American Indian/Alaskan						
Asian/Pacific Islander						
Black						
Hispanic						
Multi-Racial						
White						
Economically Disadvantaged						
Students With Disability						

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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

English Learners



F. The data has helped us reach conclusions regarding achievement or other related data.

Key Strengths	Key Weaknesses
<i>3 year trend of increasing meets and exceeds in almost all areas, across subjects. The number of Does Not Meet is decreasing.</i>	<i>African American and Hispanic students are showing gains in all content areas, but there is still a significant gap between subgroups.</i>
<i>ELL students showed an increase in the percentage of meets and exceeds in Reading.</i>	<i>ELL students continue to show a significant decrease in achievement in the areas of Math, Science. This group also shows a continuous gap in achievement across content areas.</i>
<i>Significant decrease in 15+ absences in the Hispanic subgroup</i>	<i>Math: students tend to perform below expectations in geometry, measurements, algebra, numbers and operations.</i>
	<i>Science: students tend to perform below expectation in astronomy, hydrology, meteorology and evolution.</i>
	<i>Social Studies: students tend to perform below expectations in government, and civics.</i>

- *The major strengths: All teachers are highly qualified according to Georgia Certification requirements; our PTSA funds 100% of our teachers with a one-hundred dollar donation; fine arts and foreign language are strongly embedded into the IB global curriculum; and finally, our school is equipped with two fully stocked computer classrooms, eight carts of lap tops. All classrooms have four desk-top computers.*
- *The major needs: we discovered there is a need for the improvement of instructional effectiveness in math, science, and social studies for all grade levels. We particularly want to focus on addressing the instructional needs of Hispanic, ELL, and SWD students in all areas;thus, ensuring the instruction, support and resources directed to these subgroups. Additionally, we need to increase our number of students on target or commendable on Georgia Milestone.*
- *The specific academic needs of those students identified above are to be addressed in the school wide program plan will include: Decreasing the number of students who are not meeting standards in all content areas while increasing the number of students performing on target/commendable on Georgia Milestone. Improving student attendance by decreasing the number of students that are absent for more*

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***1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

than 10 days per school year, as well as decreasing the number of students with 15 or more absents. The social worker and graduation coach will coordinate efforts for improving attendance, as well as working with families to address any needs that hinder students' daily attendance.

- *The needs we will address are reading, academic vocabulary development, grammar structure, algebra, measurement, numbers and operations, as well as geometry. In Social Studies: government and civics as well as hydrology, meteorology, astronomy, and evolution in Science. What we discovered is the need for increase identification of academic vocabulary and improvement with Standard English(i.e. usage) across grade levels.*
- *The root cause(s) that we discovered for each of the needs were students who are lacking the skills and academic vocabulary necessary to be successful at grade level, also students lacking the necessary skills (problem solving skills) to perform at exceedingly high levels of expectations and students not attending school on a consistent basis. Some of the identifiable causes needed are instructional support, and training to address students' vocabulary needs across grade level and content, as well as how to differentiate a lesson to meet the academic needs and interest levels of individual students. There is an increase in the number of SWD and ELL students over 3 to 5 year period. There is also a growing need for parental involvement for the SWD, ELL and African American subgroup populations.*

G. The measurable goals/benchmarks we have established to address the needs are . . .

- *Math:* to increase the number of ED, Hispanic, SWD, ELL and African American students performing on track or commendable on the Georgia Milestone 5% in the areas of algebra, geometry, measurement, numbers and operations.
- *Reading:* to increase the number of SWD and ELL students meeting and exceeding expectations on the Georgia Milestone by 5% Vocabulary Acquisition (academic vocabulary).
- *Attendance:* to decrease the number of students with 15 or more absences to less than 10 absences per school year.

***2. Schoolwide reform strategies that are scientifically-researched based.**

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response: Sutton has been authorized by the International Baccalaureate Program as a Middle

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***2. Schoolwide reform strategies that are scientifically-researched based.**

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Years Program (MYP). The program is scientifically researched based. This prestigious designation indicates our commitment to preparing all learners to be successful in a global learning environment. Additionally, the program extends the focus on student learning to include character development and responsible citizenship as inhabitants of the earth. Students develop a broader learning spectrum and a sense of responsibility.

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are by using the following research based strategies:

- *Concentrate on vocabulary acquisition through nonfiction reading*
- *Each class will utilize a language objective from the WIDA standards*
- *Utilize student created interactive word walls*
- *ESOL teachers to rotate and provide strategies for each classroom*
- *The continuous and consistent use of manipulatives and visuals*
- *Pre-teaching of academic vocabulary*
- *Use of problem solving skills across contents*
- *Differentiated instruction based on teacher pre and post common assessment data (tiered assignments, flexible grouping, varied products according to interest and academic levels, etc.)*
- *The increase use of technology (Promethean boards, net books, iPads, calculators, laptops, Mac Book Carts, MacAir Carts, etc.)*
- *Enrichment math class for students identified by CRCT scores (below 800)*
- *IDEA students are instructed in the least restrictive environment based on their IEPs. IDEA teachers will receive support and professional development from Lead Teacher and Instructional Coach on Co-teaching and instructional strategies to meet the individual needs of the students.*
- *The use of Brain Pop online program is used for visualization of concepts through the use of mini videos.*
- *Study Island and Blackboard online programs are used to provide students with individualized practice and progress tracking in math, science, social studies, ELA and Reading.*

2(b). Are based upon effective means of raising student achievement.

Response:

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research

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that supports selected strategies):

- *IB training for all staff that includes course planning, instructional practices with implementation guidelines, and monitoring of student success through Portfolio reviews.*
- *Worksheets Don't Grow Dendrites; Dr. Marcia Tate*
- *Building Background Knowledge for Academic Achievement: Research on What Works in Schools – Robert J. Marzano*
- *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement – Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, B.J. Stone*
- *Managing Diverse Classrooms: How to Build on Student's Cultural Strengths- Carrie Rothstein-Fisch & Lise Trumbull*

2 (c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount and quality of learning time by: *Teachers will maximize the scheduled instructional time through planning and implementing a bell to bell schedule, and our school has a policy of no interruptions during instruction unless an emergency exists.*

Extended Learning Instruction Model during the school day:

- *Those students needing more assistance in reading will be assigned a remedial reading course instead of Foreign Language.*
- *Students will be placed in math double dose classes according to CRCT score of 800 or less for additional math instruction.*
- *Math Instructional Coach will help to identify students needing additional assistance.*
- *Instructional Coaches (Math, ELA and Science) will work with teachers on instructional strategies to meet the individual needs of students.*
- *Teachers will be provided with the necessary supplies to meet student need as to not interrupt the instructional process.*

Extended Learning Instruction Model outside of the school day:

- *Providing morning or afternoon tutorials throughout the year. They will cover Milestones-focused instruction in Language Arts, math, social studies, and science.*
- *Additional tutorial sessions will be offered for individual class work assistance.*
- *Title I Funds will provide for targeted tutoring through an organized after school tutorial program. Transportation will be provided by after school buses.*
- *Students will have the opportunity to participate in Summer School Programs as offered by the district.*

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2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: Targeted students include the following populations: Students scoring the lowest quartile, students receiving ELL and special education services. Students are frequently assessed via teacher made assessments, teacher made common assessments, which will occur daily, weekly, and biweekly. Students will also be assessed using Computer Adaptive Assessments (district benchmark), that are administered as pre and post assessments aligned with the state framework for the areas of math and reading.

Our school utilizes the state recommended Pyramid of Interventions to structure our academic and behavioral assistance for students.

Extended Learning Instruction Model Coordination:

- Identification of the students requiring additional instructional support will be the responsibility of the instructional and graduation coaches by using formative assessment data.*
- Social Worker and Graduation Coach will communicate with the parents of students who are taking advantage of the tutorial sessions.*
- Graduation Coach will assist in the identification of at risk students to complete needs assessment, seek incentives for academic and behavior goals met, mentors and tutorials opportunities for students.*
- Providing bilingual school communications to parents: Our Graduation Coach, Assistant Principal, and counselor can communicate in Spanish, as well we have several teachers who are fluent Spanish and French to provide aid in communication assistance for our parents. All documents, written and electronic are distributed to parents are translated into Spanish.*

2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response: Sutton will not utilize Title I funds for field trips.

***3. Instruction by highly qualified professional staff.**

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***3. Instruction by highly qualified professional staff.**

Response: There is a Human Resources Generalist assigned to assist our school with recruitment of highly qualified staff. We participate in recruitment fairs and use the on-line hiring program to screen potential teaching candidates. According to Professional Standards Commission, PSC, 100% of SMS staff meets the criteria for being highly qualified.

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

1. *Publicize any open positions through the APS and Sutton Websites.*
2. *Establish ongoing student teaching partnerships with local universities to build the pool of candidates.*
3. *Systematically collect and organize applicants that express interest in Sutton Middle School throughout the year, even there are no openings.*
4. *Encourage applicants to pursue the appropriate certification through the Georgia Professional Standards Commission*
5. *Teacher certification is monitored by the Human Resource Generalist and School site Principal.*
6. *During the interview, positive aspects about Sutton Middle School is shared with the applicant, such as:*
 - a. *We are an International Baccalaureate School*
 - b. *Actively involved parent, teacher, student association*
 - c. *Ongoing professional development system*
 - d. *Sutton has been listed as a Distinguished school for two years and presently a school in Good standing*
7. *We also inform the applicant that all teachers are highly qualified.*
8. *Teachers are encouraged to engage in ELL and Gifted certification trainings to meet the needs of our ever growing diverse population .*

***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to address the root causes of our identified needs. For example:

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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

- *Differentiated Instruction, Best Practices Instruction, Teacher Keys Effectiveness System Rubrics & Expectations.*
- *The implementation of Common Core Professional Standards*
- *The implementation of reading and writing across content areas*
- *The use of visuals and manipulatives across content areas*
- *Methods for creating student created interactive word walls*
- *How to create a print rich instructional environment*
- *ESOL strategies through instructional modeling, and professional development*
- *Response to intervention implementation*
- *How to effectively use student data*
- *IB Middle Years Programme, Sutton Middle School reform model*
- *Integrating technology into instruction*
- *Paraprofessional staff attends specialized trainings for their assigned content areas throughout the school year. These are provided by our school, as well as Atlanta Public Schools.*
- *Teachers have common planning time each day, so they can collaborate with one another, plan curriculum, attend workshops and trainings, participate in book studies and peer observations and discussions.*

B. We will align professional development with the State's academic content and student academic achievement standards in the areas of Reading, ELA, Math, Science and Social Studies.

C. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example we will utilize the following:

- *Collect and analyze an instructional needs assessment to determine teacher, student and parent needs*
- *The Instructional Coach will support instruction by aiding in the planning and implement of instructional strategies which will produce successful student achievement.*
- *The Instructional Coach will use student data and instructional observations to plan and implement professional development activities.*
- *Create a schedule of teacher peer observations and conferences to discuss need areas.*
- *Create a cadre of master teachers to support struggling and new teachers.*
- *The use of technology to provide students with visualization, research strategies, interactions, and communication skills to enhance academics (laptops, net books, iPads, Promethean boards.*
- *How to create a Print Rich Instructional environment.*

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*4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

➤ *Graduation Coach and Social Worker will work on attendance strategies to reduce the amount of students missing 10 or more days of school.*

D. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways:

- *Effective use of formative and summative data*
- *How to create effective assessments aligned to content standards*
- *How to analyze student data for misconceptions and student progress*
- *How to plan instruction using data*

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***5. Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by:

- *Members of the Planning Committee to discuss and share ideas for plan improvement.*
- *Reviewing the plan, policies and budget*
- *Parental needs assessment*

B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by;

- *Includes strategies to increase parental involvement (such as family literacy services)*
- *Describes how the school will provide individual student academic assessment results, including interpretation of those results*
- *Make the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters).*
- *Compacts required (included in the policy)*
- *Parent involvement checklist included*
- *Parent Center located in the front of the school will be run by the Home School Liaison.*
- *Emphasis on parental out reach for Hispanic parents done through Agape, and the parent liaison.*

Sutton Middle School has a Parent Involvement Policy that is distributed to all parents. Additionally all parents, teachers, students and principal sign the School Compact which further states what each party will do to ensure student achievement. We have a number of activities outside the school hours. Parents are highly involved in the school and complete numerous volunteer activities such as conducting tours for prospective parents, participating in special activities, assisting teachers with bulletin boards and other school beautification tasks. Additionally parents come for morning and evening Coffee Talks which are informal meetings with the principal to discuss and learn about student performance. A continuous priority focus area for parental involvement is finding ways to make the school activities reflective of our diverse population of students.

* Required component of SWP as set forth in section 1114 of ESEA



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C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the school wide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by *sending out communications through the school website, flyers sent home with students, flyers posted through school site and the after and before school sites (Agape and Lamistad). Flyers are done in both English and Spanish.*

D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by:

- *Determining times through survey collected by home school liaison.*
- *Home visits to be done by home school liaison*
- *Change of locations for meetings to be held within the community*
- *Babysitting services to enable parents to attend the meeting uninterrupted*
- *Translators to aid in the verbal communication.*
- *Agape has a representative on site to help with student attendance, behavior, and academic concerns.*

E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by:

- *Time is set aside for parental conferences (70 minutes during teacher planning times)*
- *Teachers will hold a parental conference before and after school to meet the need of working parents.*
- *Academic nights (2: math & science, language arts & social studies)*
- *Assessment night (formal and summative assessments)*

F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by:

- *Holding annual Title I information meeting*
- *Create a parental volunteer roster*
- *Plan, organize and implement school-parent compact planning meetings*

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- *Hold school-parent compact meetings to discuss and revise the component of the compact to meet the needs of our specific school and parents*

G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by:

- *Holding two academic nights, one per semester, to inform the parents of the academic requirements and state standards for each content area.*
- *Holding a testing (Georgia Milestones Test) informational night*
- *Positing all information about testing on the school website with links to the state as well as contact information*
- *Weekly parental conferences held during teacher planning each Thursday for 70 minutes.*

H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- *Housing academic enrichment materials such as textbooks, hardbound and electronic in our Parent Center*
- *Parents will have access to computers and printers in the Parent and Media Centers as well as materials and supplies to aid in the academic progress of their students.*
- *Learning labs in the format of lunch and learn sessions will be held by the Instructional Coaches, Home School Liaison or Assistant Principals with parents on a quarterly basis*
- *Holding two academic nights to inform parents of the academic requirements and state standards for each content*
- *There will be parental conference held for students in jeopardy of failing with parent, grade level administrator, teachers, grade level counselor, and Content Instructional Coach to determine strategies to ensure student success.*

I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by:

- *Providing resources and professional development to staff such as Teaching Children of Poverty by Dr. Ruby Paine*
- *Providing cultural enrichment, professional development for staff utilizing the resources such as the book entitled Courageous Conversations and presenters from the Atlanta Latino Association*

J. We will, to the extent feasible and appropriate, coordinate and integrate parental

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involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- *Continuing our partnerships with community organizations that service our students such as Agape Afterschool program where a number of our students attend and our parents are involved with these community program..*

K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by:

- *Distributing our electronic weekly newsletter, The Sutton Source. The Parent Liaison will provide a hard copy for the parents of students that do not have computer access in the home. This document will be translated into Spanish for those parents that are not native English speakers.*
- *Maintaining copies of the weekly newsletter in the Parent Center for parents to review and take as they visit the school.*
- *Using our voice activated robo call system to inform parents of absences and other pertinent information related to the school and their specific child's needs/performance.*
- *Maintain data in Infinite Campus related to attendance, grades and class assignments. Parents are provided their specific log-in access codes any time they come to the school to request this information. The Home School Liaison and Graduation Coach will reach out to parents who have not come to the school to receive this information. Parents will be provided a tutorial session on site as needed prior to exiting the premises.*

L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by:

- *Utilizing our World Languages to make necessary translations for our parents of any required documents.*
- *Providing translation services on site during the day when parents arrive for conferences and informational meetings.*
- *Providing an interpreter at all school parent enrichment meetings.*

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*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

We will plan activities for assisting preschool children in the transition from early childhood programs. We have also included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year.

Students who are newly registered must provide us information on their enrollment, attendance and completion of preschool. This information becomes a part of the student's permanent record.

Our school has developed a comprehensive plan for transitioning fifth grade students and eighth grade students. We assist 6th graders with the transition to middle school while they are in 5th grade. In the fall, they come to Sutton and participate in a special program by our current sixth grade students and are given a tour of the school along with a school spirit shirt. In the spring, our 6th grade administrator, school counselor and one 6th grade teacher go to the feeder elementary schools to discuss middle school and provide assistance with registration. Additionally, the parents of 5th grade student have an opportunity to visit the school for an evening with a special program and tour provided. We also offer a special pilot transition week long program during the summer along with the district 2-day transition program. In keeping with the academic theme, 6th grade students are assigned a specific section of the school.

Similar strategies are implemented with our 8th grade students who are transitioning to high school. In the fall, administration, students, and parents from the high school come to a special assembly with our 8th grade student and hold a question-answer session. 8th grade students are provided a spirit shirt. An evening meeting is held for parents of 8th grade students. The meeting is conducted by the high school administration, parents and students. During the summer, students participate in a 2-day transition program. High counselors visit 8th grade during Social Studies Classes twice a year for orientation and questions.

New students and their families are welcomed into the school on a continuous basis. Each grade level counselor is responsible for registration, tours, and assigning a buddy to the new enrollee.

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*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

The ways that we include teachers in decisions regarding use of academic assessments are by *providing teachers with numerous opportunities to become familiar with the use of assessments for improving individual student performance and the overall instructional program. Teachers meet weekly as a professional learning community in their content areas. Our professional development is led by the instructional coach or curriculum administrator(s), and the presentations are based on an analysis of student data. During these meetings teachers and Instructional Coaches will analyze, interpret and make plans for using the data as a driver for the instructional program provided to individual students and the overall program. Teachers review data from the annual CRCT, system benchmarks, common assessments, beginning and end of the year reading and math assessments, unit tests and weekly tests of content subjects. Additionally, staff participates in biweekly grade level meetings and weekly team meetings to discuss how the student performance data drives instructional grade level decisions. We also have a leadership team which is comprised of the administrative team and a teacher representative for each core content area as well as other content areas and exploratory subjects such as P.E./Health, and fine arts. Student data performance is shared and discussed at these meetings with decisions regarding school wide initiatives being made at this level. There are also sub-committees of the Leadership Team, comprised of teachers which include the Behavior Intervention Committee, the Professional Learning Committee, with is led by our instructional coach, and the Wellness Committee. .*

*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. The activities (especially for those students who are struggling) are as follows:

- *Math enrichment for all students scoring below 800 on CRCT in math*
- *Teachers hold before and after school tutorial sessions*
- *Instructional coaches work with small groups of students using both the pull-outs and push-in sessions to help teachers identify any deficiencies or misconceptions.*
- *Parents will be provided with information for online assistance for students, example; you tube tutorials, study island lessons, brain pop videos, online text book information to allow for home assistance. Students without technology will be provided additional text resources.*
- *Parents and students will be provided with the district homework hotline*

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information

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

- *Teachers work in PLCs each week to determine student need according to student data from either district or teacher made assessments.*
- *Teachers will be provided with professional development according to individual self assessment taken from Teacher Keys and instructional observations.*
- *Professional development will be led by the experts either in the building (instructional coach, administrator, other teacher) or from an instructional support specialist within the district.*
- *Professional development will include: differentiation, how to effectively use formative assessment, how to create an effective assessment, planning for student engagement and technology uses in the classroom. Also professional development will include the use of academic vocabulary.*

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community.

Response: Every Thursday, teacher planning time, equivalent to 70 minutes, is designated for parent conferences. The parents have the opportunity to meet with the team of teachers to receive specific information in each content subject. Parents and the teachers have the opportunity to review the Teacher/Parent Compacts. They can review the components of the compact that are working effectively for their child as well as address areas where improvements are needed. Parents and teachers have the opportunity to place the student on a tracking sheet which is a daily communication log that details student performance in each content area. This also serves as a daily contact sheet for parents, students, and teachers. Teachers are also available to provide small group and or individual tutoring for students before, after and during school hours. Parents also have the opportunity to schedule a conference at any time that is convenient to both parties. Students who exhibit significant behavior or attendance problems are placed on a contract that details specific consequences designed for the individual parent and student. Additional resource personnel available to the parent include the school counselor, school graduation coach, and the school psychologist. Students requiring additional support services may be referred to the Response to Intervention Team or the Student Support Team. Community resources include the Agape Afterschool program and the Kiddos before and after school program. Additional monthly parent meetings (Coffee talks) are held to keep parents informed of the ongoing progress of test data, homework assistance strategies, and meeting the needs of the middle grade learner.

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***9. Coordination and integration of federal, state, and local services and programs.**

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response: In addition to policies and procedures established by the Atlanta Board of Education, we adhere to policies, procedures and mandates issued by the Georgia Department of Education and the Federal Guidelines for the use of Title I funding and student achievement. See chart below of the various funding sources.

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9(b). Description of how resources from Title I and other sources will be used.

Response: Funds will be used to support and sustain quality instructional programs as well as provide much needed instructional resources inclusive of technology hardware and software. Funds will also be used to support teacher professional development to sustain a highly qualified staff. Title one fund will also be used to increase parental involvement of our need improvement subgroups (SWD, ELL and African American students).

Funding Source	Program	School Use
Federal	Title I	Professional Development for administration and staff, materials and supplies, student consumable (coach books) instructional equipment, computer hardware and software, Promethen Boards, Professional Development and Paraprofessionals, and Parent Involvement Activities.
	School Nutrition Program	Students receive universal free breakfast, free/reduced lunch, and afterschool snacks
State	GADOE	Professional Development on use of GPS integration
Local	Atlanta Board of Education	Adherence to all system policies and procedures
School Partner	Price Waterhouse Coopers	Collaborates with the Jr. Achievement Program to provide instruction in our Social Studies classrooms; Additionally some 8 th grade students are provided the opportunity to intern at Price Waterhouse during the summer
PTA	Chastain Park	Students are provided wellness opportunities that are coordinated through the PTA athletic program coordinator
School Partner	Agape Community Center	A community center that provide afterschool tutorial and mentoring services for students and parenting pact services that include living assistance, workshops, and mentoring.
School Partner	Alliance for a Healthier Generation	National Program that ensures a healthy attitude and behaviors regarding nutrition,

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			physical activity, and mental attitude for students and staff.
	School Partner	Chick-fil-A	Provides leadership training for students in our Positive Action Committee/ Anti-Defamation League Program
	School Partner	Anti-Defamation League No Place for Hate	National campaign bringing awareness to bullying and bullying prevention. Promotes inclusive and respectful environment for all.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: Our plan is comprehensive and includes the integration of all federal and state programs that support student learning. We do utilize funds from the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response: In our main conference room we have a data wall where we post all data showing students' performance on the CRCT from the previous year(s). The Sutton Source our electronic weekly newsletter contains information related to upcoming testing information and performance towards our goals. This newsletter is also translated into Spanish. We also have a school website, suttonmiddleschool.org, where parents can find up to date information. Each year the principal does a "State of the School" data presented at the first PTA meeting. Our school will continue using the online Infinite Campus parental Portal our student information system. This allows parents up to the minute access to student performance data such as attendance and grade reports. Parents can access this information from any PC with internet capability. After reviewing this information, parents may contact the school for a phone or face to face personal conference with a teacher or other school personnel.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response: Student assessment results are returned from the Georgia Department of Education during the last two weeks of May. Once the results are released to the Atlanta Public Schools, the principals are provided a data disk with the score reports from our Research Planning and Accountability Department. The principal brings the data to the school site and the school

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leadership team will spend several days and evenings disaggregating the data based on grade level, teacher, content area, and across sub-group populations. The principal and administrative team will meet with each of the above groups and share the data results so that teachers are immediately aware of student performance for the current year as well as students that they have previously taught. The data are disseminated to the teachers and they compile their classroom data rosters. Prior to the end of the school year, teachers will also be given the student CRCT profile reports to see where students scored in all content areas. One copy of this report is placed in the student's permanent record and one copy is provided to the parents. Teachers are provided class rosters for students on which to compile assessment results. As assessments are administered, teachers are responsible for transferring information to the data collection sheets. Teachers share this information regarding student performance across data sets such as the CRCT results, Benchmark Assessments (Computer Adaptive Testing), Common Assessments, Unit Tests, and teacher developed assessments at their weekly PLC meetings, and grade level meetings. Teachers use this data to determine specific instructional needs of students which may include re-teaching, individualized assistance, tutorial services, small group learning experiences or the use of technology assisted learning activities such as Study Island, funded via Title One, as well as STAR Reader and Accelerated Reader.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response: The Georgia Criterion Referenced Competency Tests (GCRCT) are the annual statewide assessment. It is considered to be valid and reliable and is constantly being analyzed to ensure both aspects of testing standardization. The test results are first dsaggregated at the state level and then at the system level by our Department of Research Planning and Accountability. Data is stored in the Student Information Data Base, Infinite Campus. RPA develops the system benchmark assessments. Teachers and our instructional coach develop and analyze the common assessments. The majorities of unit assessments are developed by the textbook manufacturers and were aligned to the GPS. Teachers developed their weekly assessments in alignment with CCGPS taught during a specific unit of instruction. The Eighth Grade Writing Assessment is developed by the GADOE and based on writing the standards taught in grades sixth through eighth. The results are analyzed by the state prior to be distributed to the school systems. Once received at the school, the results are further analyzed to determine strengths and weaknesses in the school writing curriculum. Student Attendance data are input at the local site. It is verified by the local school teachers, attendance aide, parents and principal. This data is uploaded to system databases and the state database.

13. Provisions for public reporting of disaggregated data.

*Response:
The Atlanta Public Schools Research Planning and Accountability department has sole responsibility for disagregated all state and national assessments for public reporting. We also go to the Georgia Department of Education website to download the reported data from state*

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assessments. The data contained on the GADOE website is available to the public as well. Additionally, the GADOE will release this information to the local reporting agencies, Atlanta Journal and Constitution, as soon as the results are verified for public viewing. The CRCT reports are distributed to parents and a copy is maintained in the student's permanent record file at the local school. Parents are welcome to arrange parent conferences regarding the student performance. At the first PTA meeting, the school's status and results are discussed. Additionally, these results are shared with students and students are honored for mastery of the standards. Results are also posted on the school website and throughout various areas of the school such as the main conference room, the principal's office and teacher planning areas.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response:
The Sutton Middle School Achievement and Title I Plan were initially developed after receiving results from the spring 2014 CRCT. The plan is updated based on three years trend data including the 2014 CRCT scores. The school wide plan is reviewed, monitored, and continuously updated based on the needs of students and teachers throughout the school year.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response: The Sutton Middle School Student Achievement and Title I Plan was developed with the involvement of the community to be served and the individuals who will carry out the plan including teachers, paraprofessionals, support staff, the Principal, Academic Dean, Assistant Principals, Instructional Coach, Media Specialist, parents and community partners. The names of planning committee members are below.

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Buck Greene	Principal
Barbara A. Bieniemy	Assistant Principal
Michelle Bouldin	Assistant Principal
Dwight Hutson	Assistant Principal
Tim Robinson	Assistant Principal
Harriett Adams-Fairly	ELA/Social Studies Instructional Coach
Arn St.Cyr	Math Instructional Coach
Juliandre Corey	Science Teacher/Department Chair
Robin Norwood	Science Teacher
Melanie Burdis	Language Arts Teacher
Megan Sypher	Math Teacher
Tiffany Edwards	Language Art Teacher
Zsa Boykin	Language Arts Teacher
Tawanda Galloway	ESOL Teacher
Alexis Leiferman	Social Studies Teacher
Isabella Florsh	Parent
Barbara L. Jones	Parent
Jacqueline Irby-Lee	Parent
Elizabeth McCarthy	Graduation Coach

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16. *Plan available to the LEA, parents, and the public.*

Response: The Sutton Middle School Student Achievement and Title I Plan will be made available to the LEA at the Center for Learning and Leadership-Office of Federal Grants and Program Compliance, the North Region Executive Director's Office. Parents and the general public will have access to the plan if requested. Additionally, the plan will be shared with the PTA Executive Committee and the Local School Council. A copy will be housed in the main office of the school, the Parent Center, and the principal's office.

17. *Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.*

Response: Thirty percent of our student population and their families have Spanish as their primary language. The plan is being submitted to the Office of World Languages for translation in Spanish. This information will be shared with these families by our Graduation Coach, Home School Liaison, and other staff members that are fluent in Spanish.

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18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response: Program funding will be utilized to provide materials and other instructional supplies that will assist teachers with providing instruction to increase student achievement. At the end of the school year, the Leadership Team will meet during post planning days to review the most recently received student data and make instructional planning decisions related to scheduling, student placement, and professional development needs. As the year progresses the team continues to meet on a monthly basis and review student assessment data to determine student performance levels and needed resources which may include tutoring services for students; the use of technology assisted instruction, varied instructional materials and/or professional development for staff.

* Required component of SWP as set forth in section 1114 of ESEA