



Georgia Department of Education  
Title I Schoolwide/School Improvement Plan

<b>School Name:</b> Sutton Middle School	
<b>School Mailing Address:</b> 4360 Powers Ferry Road NW, Atlanta, GA 30324	
<b>LEA Name:</b> Atlanta Public Schools	
<b>LEA Title One Director/Coordinator Name:</b> Michelle Bouldin and Barbara A. Bieniemy	
<b>LEA Title One Director/Coordinator Signature:</b>	<b>Date:</b> August 24, 2012
<b>LEA Title One Director/Coordinator Mailing Address:</b> 4360 Powers Ferry Road NW, Atlanta, GA 30324	
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**SWP Template Instructions**

**Notes:**

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (\*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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Planning Committee Members:

<b>NAME</b>	<b>POSITION/ROLE</b>
<b>Audrey Sofianos</b>	<b>Principal</b>
<b>Michelle Bouldin</b>	<b>Assistant Principal</b>
<b>Dwight Hutson</b>	<b>Assistant Principal</b>
<b>Barbara Bieniemy</b>	<b>Instructional Coach</b>
<b>Timothy Storsteen</b>	<b>Instructional Coach</b>
<b>Julie Corey</b>	<b>Teacher</b>
<b>Zsa Boykin</b>	<b>Teacher</b>
<b>Robert Weatherly</b>	<b>Teacher</b>
<b>L. Kenneth Jones</b>	<b>Teacher</b>
<b>Amy Stevenson</b>	<b>Teacher</b>
<b>Harriett Adams Fairley</b>	<b>Teacher</b>
<b>Zosia Smith</b>	<b>Paraprofessional</b>
<b>Dario Baptiste</b>	<b>Community Volunteer/Mentor</b>
<b>Gabriela Ortiz Juarez</b>	<b>Parent</b>
<b>April Miles</b>	<b>Parent</b>
<b>Dwight</b>	<b>Agape Afterschool Program</b>



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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 and revised our school wide improvement plan with the participation of individuals who will carry out the comprehensive schoolwide program plan. Those persons involved were teachers, paraprofessionals, support staff, parents, and community representatives. The ways they were involved were analyzing student achievement data, completing required surveys, reviewing information in the plan and participation in question and answer sessions. Information gathered is for the purpose of improving student achievement gains during 2012- 2013 school year.*
- B. *We have used the following instruments, procedures, or processes to obtain this information and this will be done by reviewing any data providing supporting information for the established FY'13 goals, i.e. System and school CRCT test scores, graduation rate, attendance, etc. Then, academic performance of the students who attended the school the previous year as well as the academic performance of the students who are entering the school have been included as part of our data analysis.*
- C. *We have taken into account the needs of migrant children. Presently the district does not have a migrant population in need of service. If we receive migrant students, we will contact the district migrant liaison and follow the prescribed procedures.*
- D. *We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example,*
- 2012 GA CRCT Scores results in Reading, English/Language Arts, Math, Science, and Social Studies
  - 2012 GA Writing Assessments for 8<sup>th</sup> graders
  - Attendance Data
  - WAPT and Access results for ESOL students
  - STAR Reading & Accelerated Reader, Quarterly Assessments
  - APS Math and Language Arts/Reading Computer Adaptive Benchmark Assessments, Twice a year
  - APS Mathematics diagnostic testing at the beginning and end of the year
  - Common Assessment data for each unit.
  - Unit/Chapter/Authentic Assessments, following the GPS framework for unit progression
  - Rubrics, etc. developed by teachers per lesson or unit
  - Teacher and parent observations of students



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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.

*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 [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards including:*

- Economically disadvantaged students . . .
- Students from Major racial and ethnic groups . . .
- Students with disabilities . . .
- Students with limited English proficiency . . .

*Information gathered is for the purpose of improving student achievement gains during 2012-2013 school year. We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved.*

***No Child Left Behind “AYP” Status***

<b><i>Year</i></b>	<b><i>Adequate Yearly Progress Designation</i></b>	<b><i>Needs Improvement Status</i></b>
2003-2004	School Met AYP	Needs Improvement Status, School Choice
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	School Met AYP	*Pending Certification



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<b><i>RDG/ELA MEETS &amp; EXCEEDS</i></b>	2007-08	2008-09	2009-10	2010-11	2011-12	<b><i>Gain/Loss from 07-08</i></b>
All Students	91%	91%	93%	96%	96%	+5
Black	91%	91%	91%	95%	95%	+4
Hispanic	80%	79%	85%	90%	94%	+14
White	99%	99%	99%	99%	99%	0
SWD	72%	69%	67%	81%	82%	+10
ELL	63%	63%	69%	83%	82%	+19
Econ/Disadvantage	84%	83%	87%	92%	95%	+11

<b>MATH MEETS &amp; EXCEEDS</b>	2007-08	2008-09	2009-10	2010-11	2011-12	Gain/Loss from 07-08
All Students	81%	84%	83%	86%	84%	+3
Black	75%	80%	77%	82%	76%	+1
Hispanic	66%	68%	69%	73%	71%	+5
White	96%	96%	97%	96%	96%	0
SWD	54%	60%	53%	61%	71%	+17
ELL	49%	45%	59%	67%	50%	+1
Econ/Disadvantage	68%	73%	70%	76%	72%	+4



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<b>SCIENCE MEETS AND EXCEEDS</b>	2007-08	2008-09	2009-10	2010-11	2011-12	Gain/Loss from 07-08
All Students	70%	76%	79%	81%	81%	+11
Black	60%	69%	73%	73%	74%	+14
Hispanic	47%	52%	59%	64%	60%	+13
White	94%	96%	97%	97%	97%	+3
SWD	46%	53%	57%	59%	57%	+11
ELL	30%	34%	42%	53%	36%	+6
Econ/Disadvantage	50%	58%	64%	67%	65%	+15



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<b>SOCIAL STUDIES MEETS &amp; EXCEEDS</b>	2006-07 (Old Version of Test)	2007-08 (Threw out scores statewide)	2008-09 (Baseline)	2009-10	2010-11	2011-12	Gain/Loss from 08-09
All Students			76%	77%	84%	83%	+7
Black			66%	71%	77%	75%	+9
Hispanic			62%	55%	67%	67%	+5
White			94%	95%	98%	97%	+3
SWD			58%	52%	56%	53%	+5
ELL			Less than 75 kids	41%	48%	37%	N/A
Econ/Disadvantage			57%	61%	70%	69%	+12





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<b>WRITING</b>	2007-08	2008-09	2009-10	2010-11	2011-12	Gain/Loss from 07-08
All Students	84%	84%	83%	88%	93%	+9
Black	88%	77%	74%	91%		
Hispanic	56%	75%	75%	72%		
White	92%	96%	95%	99%		
SWD	50%	56%	36%	52%		
ELL	Less than 75 kids	Less than 75 kids	58%	48%		
Econ/Disadvantage	13%	16%	9%	6%		

<b>ATTENDANCE</b>	2007-08	2008-09	2009-10	2010-11	2011-12	Gain/Loss from 07-08
All Students	3.8%	8.3%	6.8%	5.2%	12%	+8.2
Black	4.8%	10.0%	6.8%	4.3%	11%	+6.2
Hispanic	4.1%	9.6%	6.6%	5.3%	12%	+7.9
White	2.9%	6.5%	7.1%	5.7%	12%	+8.1
SWD	6.5%	15.5%	11.6%	5.3%	20%	+13.5
ELL	6.5%	11.9%	5.1%	4.1%	14%	+7.5
Econ/Disadvantage	5.4%	12.1%	8.6%	6.2%	12%	+6.6



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

<b>Key Strengths</b>	<b>Key Weaknesses</b>
5 Year Trend of increasing meets and exceeds in almost all areas, across subjects. The number of failures is decreasing.	SWD, ELL, African American, and Hispanic students are showing gains in all content areas, but there is still a significant gap between subgroups.
Significant decrease in 15+ absences in the Hispanic subgroup.	Reading-Students tend to perform below expectations in reading skills and vocabulary.
5 Year trend of attaining Adequate Yearly Progress, pending 2011-12 results.	Language Arts- Students tend to perform below expectations in grammar in sentence construction
Double digit gains in ELL in Writing, Science, Math, and Reading/ELA.	Math-students tend perform below expectations in geometry, measurements, and numbers and operations.
Significant gains on state 8 <sup>th</sup> grade writing assessment.	Science-Students tend perform below expectations in astronomy and evolution.
Awaiting results certification for 3 year tend of being distinguished school, meeting AYP	Social Studies-Students tend to perform below expectations in history, government, and civics.

- *The major strengths we found in our program were that our students tend to perform better on standardized tests than other students in the school system. Our students tended to score better in reading/language arts and writing than in mathematics, science and social studies. Though the gap is closing, there is a continued disparity among ethnicities. Students with accommodations, SWD or ELL, and African Americans tend to have the highest percentages of students in the Does Not Meet category.*
- *Major needs we discovered were improvement in instructional effectiveness in writing, math, science, and social studies for all grade levels. We also want to maintain and increase the gains we have made in all areas. We particularly want to focus on addressing the instructional needs of our ELL and SWD students in all areas; ensuring the instruction, support and resources are a focus. Additionally, we need to increase our number of students exceeding on all standardized assessment measures.*



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- *The specific academic needs of those students that are to be addressed in the school wide program plan will be: Decreasing the number of students that are not meeting standards in all content areas while increasing the number of students that are exceeding standard in all content area. Improving student attendance by decreasing the number of students that are absent for more than 10 days per school year, as well as decreasing the number of students with 15 or more absences. The social worker and graduation coach coordinate efforts for improving attendance, as well as working with families to address any needs that hinder student's daily attendance.*
- *The ROOT CAUSE/s that we discovered for each of the needs were students lacking skills necessary to be successful at grade level, students lacking these skills to perform at exceeding high levels of expectation, and students not attending school on a consistent basis.*

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

*Math --To increase the students meeting and exceeding expectation on CRCT by 2%.*

*Reading--To increase the students meeting and exceeding expectations on CRCT by 1%.*

*Attendance--To decrease the number of students with 15or more absences to less than 10 absences per school year.*



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**\*2.** Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

*Response:* Sutton has been authorized by the International Baccalaureate Program as a Middle 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 sense of responsibility.

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:* We do believe that every child must be given the opportunity to meet the levels for his/her grade. The following instructional strategies are afforded to all students:

*Whole Group Instruction, Mini Lessons, Independent Instruction, Flexible Grouping, Tiered Assignments, Differentiated instruction, and the use of technology to enhance academic achievement. Students' progress will be monitored through our Response to Intervention strategies, SMS Pyramid of Interventions, common assessments, benchmarks, teacher made assessments and observations. Teachers of students that are in need of further assistance as defined by Tier 3 of the Pyramid of Interventions will receive support from the grade level counselors and the instructional liaison specialist and the Student Support Team. Teachers will focus their instructional planning and delivery around the Georgia Teacher Keys rubrics and expectations. Teachers will be given the necessary teaching supplies to support student learning and the instructional process. Supplies will include paper for copies, hands on instructional strategies, and student engagement. Teachers will also be provided each with a flash drive to maintain data records from benchmark and common assessments, as well as a method to share and communicate strategies and instructional plans.*

**Below Grade Level Students:**

*Instructional strategies will include the following: Differentiated Instruction, Weekly Tutorial, One on One Instruction, Peer Conferencing, Supplemental vocabulary book by level, supplemental consumable books to support students in math and Language Arts, Re-teaching GCCPS, CRCT focused tutoring; Technology infused instruction Utilizing Tier 2 intervention strategies. In addition, those students needing the most assistance in math or language arts have an additional scheduled remedial period of math, language arts or study skills, to reinforce grade level curriculum.*

**Above Grade Level:**

*Instructional strategies will include the following: Differentiated Instruction, Peer Conferencing, Supplemental vocabulary book by level, supplemental consumable books to support students in math and Language Arts, Enrichment Opportunities, Flexible Grouping, as well as Extended Learning Opportunities to include field trips, internships, and cross age peer mentoring experiences.*



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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.

**ELL Students:**

*ELL students will participate in special tutorial programs either during or after school geared toward their specific needs. Differentiated Instruction based on Access data with infusion of WIDA standards into daily instruction. Students not proficient in English, based on the home language survey, are to be tested by the ESOL department before they are scheduled. Supplemental vocabulary book by level is provided to each student and teachers will use visuals to enhance vocabulary development. Professional development is provided for teachers to infuse GCCPS with ESOL strategies. Push-in classroom models for students needing monitoring prior to exiting the program.*

**IDEA students**

*IDEA students are instructed in the least restrictive environment based on their IEPs. Every grade level has been assigned an inclusion teacher in addition to the teachers providing resource services. Paraprofessionals are utilized in classes to provide additional assistance to students. In addition, a supplemental vocabulary book by level is provided. These students receive all of instructional assistance mentioned above for underperforming students. IDEA teachers will receive support and professional development from Lead Teacher and Instructional Coach on Co-teaching and instructional strategies to meet the needs individual needs of the students.*

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



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*Response: IB Training for all staff that includes course planning, instructional practices with implementation guidelines, and monitoring of student success through Portfolio reviews. The IB programme is recognized globally for its rigorous standards of learning for students.*

*Worksheets Don't Grow Dendrites; Dr. Marcia Tate*

*Best Practice: Today's Standards for Teaching and Learning in America's Schools, Steven Zemelman, Harvey Daniels, & Arthur Hyde*

*Teaching and Learning Through Multiple Intelligences, Linda Campbell, Bruce Campbell & Dee Dickinson*  
*Differentiation in Practice, Carol Ann*

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

*Teachers have received direct training from all of the above listed resources. All teachers and paraprofessionals participate in the required IB trainings. All teachers will receive copies of the Zemelman, Arthur and Hyde's Best Practices and Harry Wong's First Days of School.*

*Strategies from the other research books have been shared with teachers during the Professional Learning Communities meetings, grade level meetings and faculty/staff meetings. Teachers are conducting book studies focused on ELL, Differentiation, and SWD research based strategies; this is to provide the most effective instructional practices in all subject areas*

*Teachers 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.*

*Teachers are also providing extended learning to students:*

*Extended Learning Instruction Model within the school day:*

- Homeroom time is used as a teacher directed study hall, and individual assistance time.*
- Goal setting with a focus on individual targets will be guided by the homeroom teacher in individual conferences with the students.*
- Those students needing more assistance will be scheduled for a remedial in either math, language arts, or study skills in lieu of a full year foreign language.*
- Some teachers provide lunch tutorials.*

*Extended Learning Instruction Model outside of the school day:*

- All teachers will provide morning or afternoon tutorials throughout the year. They will cover CRCT focused instruction in Language Arts, Math, Social Studies, and Science. Additional tutorial sessions will be offered for individual class work assistance.*
- Teachers will work through their PLC to offer this additional instruction.*
- Title I Funds will provide for targeted tutoring through an organized afterschool tutorial program. Transportation will be provided by afterschool buses.*
- Students will have the opportunity to participate in Saturday School or Summer School Programs as offered by the district.*



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

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 in the lowest quartile, students receiving ELL and or PEC services. Students are frequently assessed via regular classroom assessments that occur daily, weekly, and bi-weekly. In addition, students are assessed on system-wide benchmarks in the fall and the spring. Students are assessed via common computer adapted assessments that are administered as pre and post assessments aligned with the state/system frameworks for each teaching unit in core content subject areas. Our school utilizes the state recommended Pyramid of Interventions (on page 13) to structure our academic and behavioral assistance program for students.*

*Extended Learning Instruction Model Coordination:*

- *Tracking of students' participation in tutorials will be the responsibility of the graduation coach.*
- *Social Worker and Graduation Coach will communicate with the parents of students who are not taking advantage of tutorial sessions.*
- *Graduation Coach utilized to assist identified at risk students:*
  - *Conducts home visits in order to complete needs assessment*
  - *Provides incentives for academic and behavior goals met*
  - *Secures mentors and tutorial opportunities for students*

*Providing bilingual school communications to parents.*

*Our Graduation Coach, and Assistant Principal are fluent Spanish speakers and they provide assistance to parents. All documents, written or electronic, distributed to parents are translated into Spanish. We also have teachers on staff who provide bi-lingual assistance in Spanish and French to assist families who speak those languages.*

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.**



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*Response:* Students will not participate in any field trips using Title I funds

\*3. Instruction by highly qualified professional staff.

*Response:*

- 1. 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.*
- 2. According to Professional Standards Commission, PSC, 92% of SMS staff meets the criteria for being highly qualified.*
- 3. Non-highly qualified teachers are either part of Teach for America and working toward highly qualified status, other teachers are enrolled in teacher program to gain highly qualified status.*





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

Response:

1. Publicize any open positions through the APS and Sutton Websites
2. Establish ongoing student teaching partnerships through 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 when there are no openings.
4. Encourage applicants to pursue the appropriate certification through the GA Professional Standards Board.

\*4. Professional development for staff to enable all children in the school

Response:

*Professional Development for the school year will be focused in the following areas and provided for all instructional staff.*

- *Professional development will be established based on teacher need or school wide need based on observational data collected during school year.*
- *Professional development will also be designed based on needs assessment completed by teachers through Teacher Keys System*
- *Professional development for all staff will be differentiated to better meet the needs of staff members.*
- *Differentiated Instruction, Best Practice Instruction, Teacher Keys Effectiveness System Rubrics & Expectations and implementation of Common Core Professional Standards will be areas of focus for all staff this year.*
- *Response to Intervention Implementation*
- *Effective Instructional strategies for IDEA/SWD Students and ELL Students*
- *Understanding and using Student Data*
- *Paraprofessional will be provided professional development by Lead teacher for Special Education and supervised by teacher of student record and Lead teacher.*
- *IB Middle Years Programme, the Sutton Middle School reform model*
- *Integrating technology into instruction*
- *Paraprofessional staff attend 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, and participate in book studies.*

\*5. Strategies to increase parental involvement.



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*Response:*

A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by:

- Members of the Planning committee to discuss and share ideas for plan improvement
- Reviewing the plan, policies, and budget

B. We have developed a parent involvement policy included in our appendices that

- 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
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included

*Sutton Middle School has a Parent Involvement Policy that is distributed to all parents. Additionally all parents, teachers, students and the principal sign the School Compact which further states what each party will do to ensure student achievement. We have started a number of activities outside of school hours. We have held parent dinners and started a monthly breakfast program, All Pro Dads for dads and single moms. We provide translation service for parents to assist with communications. 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 activities. Additionally, parents come for morning and evening Coffee Talks which are informal meetings with the principal to discuss and learn about student performance. A priority focus area for parental involvement is finding ways to make the school activities reflective of our diverse population of students. In order to increase the diverse participation among our parents, we are hired a Home School Liaison who is bilingual in Spanish with a working knowledge base of Hispanic parent relations.*

*\* Time each week is set aside for parent conferences, by request of either parent or teacher. Translation services are available and provided if needed.*

*\* The Parent Center is located near the front office and is accessible to all parents. Technology resources are provided, as well as print materials. The parent center is open each day during school hours. This is run by our Home School Liaison.*



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

*Response:*

A. Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus 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 permanent record.*

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

*Similar strategies are implemented with our eighth grade students who are transitioning to high school. In the fall, administration, students, and parents from the high school come for a special assembly with our eighth students and hold a question-answer session. Eighth grade students are provided a spirit shirt. An evening meeting is held for parents of eighth 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.*

*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.*

\*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:*

Teachers and support staff are provided numerous opportunities to provide information on the use of assessment for improving individual student performance and the overall instructional program. Teachers meet weekly as a professional learning community in their content area. Our professional development is lead by our Instructional Coach, and she bases her work on the



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analysis of student data. During these meetings they 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 from content subjects. Additionally, staff participates in bi-weekly grade level meetings and weekly team meetings to discuss how the student performance data drives instructional grade level decisions. Additionally, we 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, which is lead by our instructional coach, and the Wellness Committee.

**\*8. Coordination and integration of Federal, State, and local services and programs.**  
*Response:*  
 A. 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.

**8(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 of No Child Left Behind. The school utilizes funds from the Title I program funds.

**8(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. To increase technology use, an additional mobile lab and iPads will be purchased so that students can research and build skills in core classes. Funds will also be used to support teacher professional development to sustain highly qualified staff.*

Funding Source	Program	School Use



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Federal	Title I  School Nutrition Program	Professional Development for administration and staff, materials and supplies, instructional equipment, computer hardware and software, and Parent Involvement Activities  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 <sup>th</sup> 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, physical activity, and mental attitude for students and staff.
School Partner	LaAmistad	A community center that focuses on the needs of Hispanic families and provides afterschool tutorial and mentoring services for students.
School Partner	Chick-fil-A	Provides leadership training for students in our Positive Action Committee/ Anti-Defamation League Program
School Partner	Anti-Defamation League	National campaign bringing awareness to bullying and bullying prevention.



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	No Place for Hate	Promotes inclusive and respectful environment for all.
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8(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.



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\*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

*Response:*

- A. 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 additional assistance. Those activities are . . . (Especially for those students who are struggling.)

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

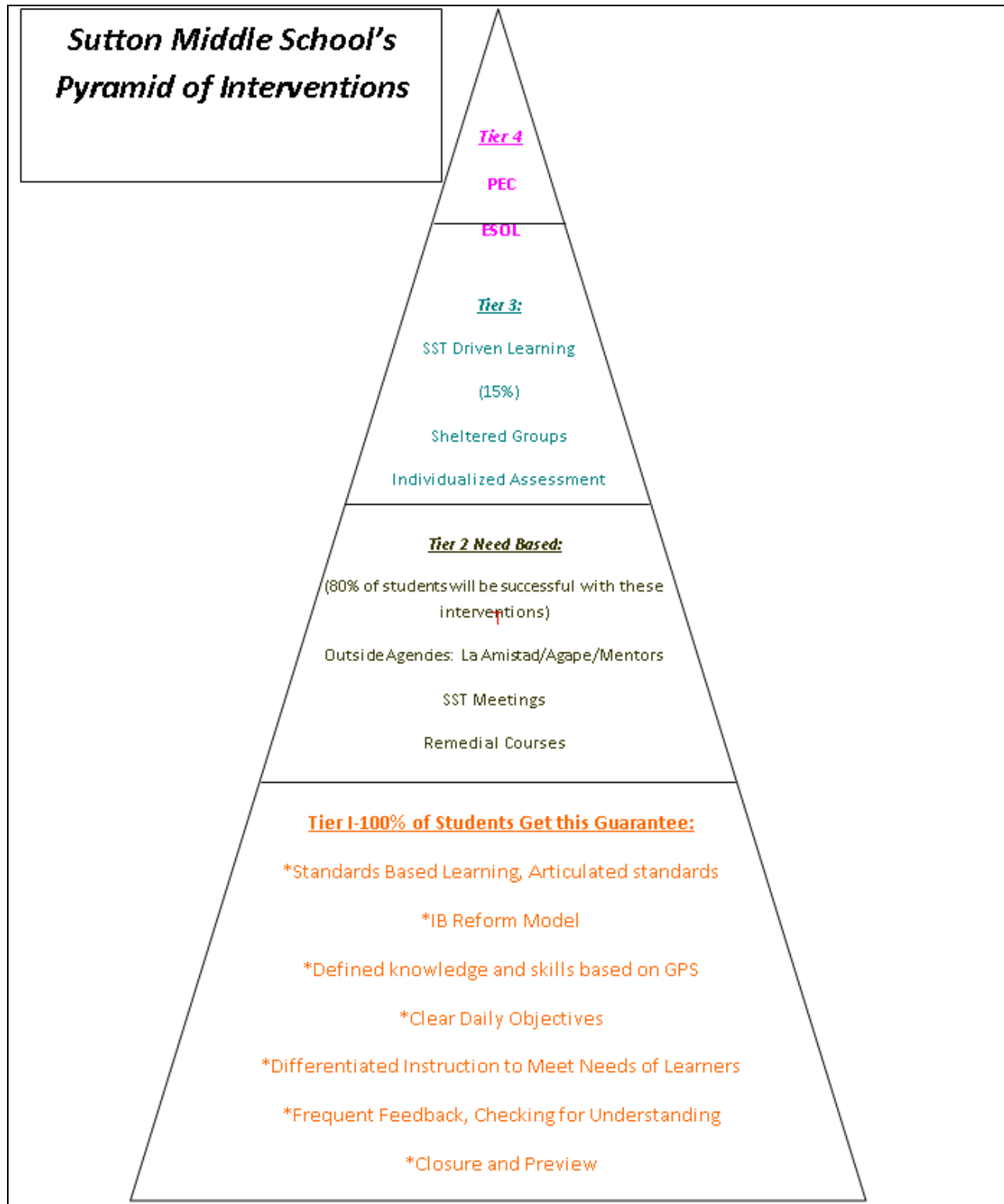
*Response:*

Students experiencing **academic or behavioral** difficulty are identified via the various progress monitoring methods previously identified. Once identified, teachers continue to work with these students individually, in small group and large groupings to ensure that students have the opportunity to demonstrate mastery of content across assessment measures inclusive of project based learning. Our instructional coach coordinates these efforts and works with teachers to identify these students. Students not meeting standards may receive one or more of the following:

Weekly Tutorial, One on One Instruction, Peer Conferencing, Re-teaching GPS, CRCT focused tutoring, Study Island Software Program in all core content areas, Utilizing Tier 2 intervention strategies, including working with administration & support staff for Tier 2 intervention strategies, monthly meetings.



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

*Response:*

Teachers are provided ongoing training in effective instructional strategies specific to meeting the needs of underperforming students. During this school year, teachers will be provided professional development on the Student Support Team, Response To Intervention (RTI) and Effective Instructional Strategies for working with ELL and IDEA students, as well as International Baccalaureate Middle Years Programme trainings and in-services related to the new state of GA Teacher Evaluation instrument, the Georgia Class Keys.

9c). Teacher-parent 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/Student 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 students on a tracking sheet which is a daily communication log that details student performance in each content area. This 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 are exhibiting 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 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, LaAmistad Afterschool program, and the Sutton Middle School Afterschool Program. Additionally, monthly parent meetings (Coffee Talk) are held to keep parents informed of the ongoing progress on test data, homework assistance strategies, and meeting the needs of middle grade learners.

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

*Response:*

In our main conference room, we have posted a data wall showing students' performance on CRCT from the previous year(s). Schools meeting yearly targets are provided a banner that hangs in the foyer informing all visitors of our level of achievement on our goals. We also post on the computerized scrolling marquee how the school has performed regarding AYP status.



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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](http://suttonmiddleschool.org), where parents can find up to date information. Each year the principal does a “State of the School” data presentation 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 conference or a personal conference.

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 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 is 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, 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) is 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 disaggregated at the state level



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and then at the system level by our Department of Research Planning and Accountability. Data is stored in the system data base warehouse known as Insight in addition to 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 majority of unit assessments were developed by the textbook manufacturers and were aligned to the GPS. Teachers developed their weekly assessments in alignment with GPS 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 is inputted at the local site. It is verified by the local school teachers, attendance aide, parents and principal. This data is uploaded to system data bases and the state data base.

**13. Provisions for public reporting of disaggregated data.**

*Response:*

The Atlanta Public Schools Research Planning and Accountability department has sole responsibility for disaggregating 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 assessments. The data contained on the GDOE website is available to the public as well. Additionally, the GDOE 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 AYP 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. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, 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 AYP status and results from the spring 2010 CRCT, as well as pending unofficial results from the 2011 CRCT. The plan is updated based on current AYP goals along with the trend and current data from CRCT. The school wide plan is reviewed, monitored, and continuously updated based on the needs of students and teachers throughout the school year. The school wide plan is revised annually.



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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 included in the Appendix.

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 SRT-4 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 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:*

Twenty-four 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 Social Worker, Spanish Teachers, and other staff members that are fluent in Spanish.

18. Plan is subject to the school improvement provisions of Section 1116.

*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. The plan is object to the school improvement provisions of 116.