WILLIS A. SUTTON MIDDLE SCHOOL
Dr. Dominique Merriweather
Principal

ATLANTA PUBLIC SCHOOLS
Making A Difference

Sutton Middle School School Strategic Plan 2025-2030

GO TEAMS
STRONG SCHOOLS START WITH ME!

Mission:
Through the utilization of the International Baccalaureate program, Sutton Middle School aims to develop self-motivated, inquiring, knowledgeable, and caring young people who are prepared to thrive academically and socially in high school, college, career, and life

Vision:
A diverse, high-performing school that supports our students, educators, and families, rooted in a strong community, working together to improve student outcomes and intercultural understanding and make our communities a better and more equitable place.

SMART Goals:

The percentage of proficient and distinguished scores on the EOG in Math by all subgroup students will increase by 5%.

The percentage of proficient and distinguished scores on the EOG in ELA by all subgroup students will increase by 5%.

Reduce the out-of-school suspension rate at Sutton Middle School to below 0.30 by the end of the academic year through the implementation of targeted behavioral interventions and support programs.

Stakeholder engagement will be supported through a minimum of one event a month that targets the needs of parents and community.

APS Strategic Priorities & Initiatives	School Strategic Priorities	School Strategies
Fostering Academic Excellence for All Data Curriculum & Instruction Signature Program	*Meeting the diverse needs of all learners *Targeting instruction, remediation, and interventions for all students	**1A.** Implementation with fidelity of the tiered blocks of instructional support **(TBOIS)**. **1B.** Implementation, support, and professional learning to assure fidelity of MATH and ELA curriculum.

		1C. Implementation with fidelity of the International Baccalaureate Middle Years Programme to support all students in all content areas.
Building a Culture of Student Support Whole Child & Intervention Personalized Learning	*Using Social Emotional Learning to support all students to create a sense of belonging in the school culture *Targeting supports for students who are struggling academically *Providing supports to help students who are having social and/or emotional challenges	**2A.** Weekly SEL lessons via the Second Step curriculum for all students. **2B.** Daily Tiered Blocks of Instructional Support (**TBOIS)** to provide targeted and individualized intervention for students. **2C.** Use of behavior data for individual and group counseling supports for students.
Equipping & Empowering Leaders & Staff Strategic Staff Support Equitable Resource Allocation	*Equipping teachers with the resources needed to ensure quality instruction and appropriate technology utilization *Staffing the school to allow for student needs beyond academics to be met *All teachers receive IBMYP sanctioned training within a year of hire and complete the gifted endorsement, DLI, ESOL, or Reading endorsement within 3 years of hire	**3A.** Using a collaborative approach to the budgeting process that includes input from staff, parents, and stakeholders. **3B.** Ensuring staffing in areas outside academics that meets the needs of students (Counselors, SELTs, Administration, Operations, IB Coordinator, DLI/ESOL Coordinator) **3C.** Each year assure a set aside of funds from the budget to meet training and endorsement needs.
Creating a System of School Support Partnering with Families and Communities	*Engage parents and community through effective outreach *All families have access to school events and opportunities to support their students	**4A.** Host a minimum of four parent events during the school year with bilingual Spanish translation present. **4B.** Provide access to school events in multiple modalities (live, zoom, recorded)

		4C. Provide training and support for parents on supporting their students in all areas, SEL, technology, and academically, with targeted outreach to subgroups.