

WILLIS A. SUTTON MIDDLE SCHOOL

Dr. Dominique Merriweather Principal



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

Sutton Middle School School Strategic Plan 2022-2025



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



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		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	2A. Weekly SEL lessons via the Second Step curriculum for all students.2B. Daily Tiered Blocks of Instructional Support (TBOIS)
	*Targeting supports for students who are struggling academically	to provide targeted and individualized intervention for students.
	*Providing supports to help students who are having social and/or emotional challenges	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	3A. Using a collaborative approach to the budgeting process that includes input from staff, parents, and stakeholders.
	*Staffing the school to allow for student needs beyond academics to be met *All teachers receive IBMYP sanctioned training within a year of hire	3B. Ensuring staffing in areas outside academics that meets the needs of students (Counselors, SELTs, Administration, Operations, IB Coordinator, DLI/ESOL Coordinator)
	and complete the gifted endorsement, DLI, ESOL, or Reading endorsement within 3 years of hire	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	4A. Host a minimum of four parent events during the school year with bilingual Spanish translation present.
	*All families have access to school events and opportunities to support their students	4B. Provide access to school events in multiple modalities (live, zoom, recorded)



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