

Strategic Plan: Ridgeview Charter MS



STUDENT ACHIEVEMENT
We prepare students with strong academic foundations and the skills needed to navigate life beyond graduation.



PEOPLE AND CULTURE
We provide a welcoming environment and positive school and district culture for students, families and employees.



COMMUNITY COLLABORATION
We engage families, community members and civic organizations as active partners.



FISCAL RESPONSIBILITY
We manage and protect public funds and assets through efficient and effective use of available resources.

Outcomes: What will success look like for our school?

65% of 8th grade students will score at or above the 50th percentile on the IOWA Assessment in core subject areas

Increase the percentage of families, students, and employees who recommend Ridgeview as a place to attend school and/or to work

Increase the percentage of families who feel empowered to support their students' educational journeys

Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity Funds and ensure effective management of funds between schools and School Governance Councils

80% of 8th grade students will read at or above grade level

Increase retention of teachers beyond their 5th year

Increase impactful partnerships that align to school goals

N/A

Initiatives: What will we do to achieve success?

International Baccalaureate: Implement inquiry-based instruction that is interdisciplinary and is assessed in rigorous, real-world contexts.

Positive Behavior Intervention Support: Sustain a student program aligning behavioral expectations to meaningful student rewards and restorative behavior practices.

Parent University: Offer programs including courses, family events, and educational activities to equip families with new or additional skills, knowledge, resources, and confidence.

Effective budgeting

Balanced Literacy Framework: Implement literacy instruction that includes a progression of teacher modeling, guided practice, and student independent learning.

Staff Leadership Development: Provide staff with coaching and opportunities aligned to individual goals that will enhance performance with students and will allow professional growth.

Community Champions: Define project partnership opportunities and cultivate community champions to support and sustain student achievement.

N/A

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Balanced Literacy Framework: Implement literacy instruction that includes a progression of teacher modeling, guided practice, and student independent learning.

Critical actions: What major actions will we complete and by when?

- 18-19: Students will engage in effective models of personalized learning at least once weekly to facilitate inquiry-based IB activities aligned to IB assessments.
- 18-19: Students will encounter rigorous, real-world, and inquiry-based summative IB assessments which assess all for IB criteria at least once per semester in all classes and will showcase this work to families.

- 18-19: Utilize the gradual release instructional method in reading and ELA classes and in weekly personalized learning models.
- 18-19: Students will utilize AVID critical reading and critical writing strategies in classes to enhance their exposure to rigorous reading and writing tasks.
- 18-19: Utilize reading and literacy software programs to improve reading comprehension and monitor student improvement for low-level readers

Evidence of progress: How will we know that the initiative is working?

- Increased levels of student mastery on benchmark assessments
- Increases in student standards-mastery on content area assessments
- Increases in student and staff personalized learning survey data reflecting growth
- Re-authorization of International Baccalaureate program and moderated feedback

- Increased levels of student mastery on benchmark assessments
- Increases in student standards-mastery on content area assessments
- Increases in student on-grade-level performance in reading/literacy software programs and benchmark assessments

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Positive Behavior Intervention Support: Sustain a student program aligning behavioral expectations to meaningful student rewards and restorative behavior practices.



- 18-19: Create and conduct model videos and lessons for staff to utilize with students that model expected behaviors in the ROAR PBIS behavior matrix.
- 18-19: Create educational opportunities for staff, students, and parents to learn about PBIS rewards application to monitor student behaviors.



- Sustaining a 4+ CCRPI Climate star rating
- Decreasing discipline referrals year-over-year
- Decreasing repetitive, repeat time-outs for students from classrooms
- TBD: Data from Fulton County Schools surveys of people and culture



Increase the percentage of families, students, and employees who recommend Ridgeview as a place to attend school and/or to work



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Staff Leadership Development: Provide staff with coaching and opportunities aligned to individual goals that will enhance performance with students and will allow professional growth.



- 18-19: Assess each faculty member's individual goals minimally in mid-year conferences.
- 18-19: Assess each faculty member's interest areas and reasons for working at Ridgeview minimally in mid-year conferences through written feedback that is collected in advance and reviewed in mid-year conferences.
- 18-19: Implement employee exit interviews for staff and faculty who leave Ridgeview to learn about needed retention improvements.



- Retention data meeting or exceeding 59% teacher retention
- Anecdotal information employee exit interviews / surveys



Increase retention of teachers beyond their 5th year

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Parent University:
Offer programs
including courses,
family events, and
educational activities
to equip families with
new or additional
skills, knowledge,
resources, and
confidence.

- 18-19: Assess current parent university offerings and the impact of that programming.
- 18-19: Solicit community partner input on programming that will effectively target parents who are not actively involved in their child's education.
- 18-19: Conduct Spring parent panels for incoming middle school parents

- Increased messaging from all Ridgeview organizations about mission and purpose
- Increased Survey data from parent university classes indicating increased understanding in the Ridgeview mission
- Increased parent participation in Parent University offerings

Increase the percentage of families who feel empowered to support their students' educational journeys



Community
Champions: Define
project partnership
opportunities and
cultivate community
champions to support
and sustain student
achievement.

- 18-19: Conduct a needs assessment to identify partnership priorities
- 18-19: Create a community committee whose purpose is to design public engagement opportunities for potential partnerships.

- Creation of partnership opportunities from needs assessment
- Increased opportunities for community members to engage in learning about the mission and work of Ridgeview.

Increase impactful partnerships that align to school goals

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Evidence of progress: How will we know that the initiative is working?

Outcomes: What will success look like for our school?

Effective budgeting



- Minimize monthly deficits by monitoring your budget
- Principal and administrative staff will review the Budget Accountability Report (BAR) monthly
- SGCs will monitor school General Fund on a quarterly basis



- Average monthly deficits are 1 or less on the BAR
- Carryover is projected to be less than 5% at the end of the school year



Transparent and efficient management of local funds: Reduce the number of audit findings for Student Activity Funds and ensure effective management of funds between schools and School Governance Councils



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