






TITLE I SCHOOLWIDE PLAN		
<b>School Name: Ridgeview Charter Middle School</b>		<b>District Name: Fulton</b>
<b>Principal Name: Opie Blackwell</b>		<b>School Year: 2018-2019</b>
<b>School Mailing Address: 5340 S. Trimble Road, Sandy Springs, GA, 30342</b>		
<b>Telephone: 470-254-7710</b>		
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ESEA ACCOUNTABILITY STATUS		
<b>Comprehensive Support School</b> <input checked="" type="checkbox"/>		<b>Targeted Support School</b> <input type="checkbox"/>
<b>Principal's Signature:</b>		<b>Date:</b>
<b>Title I Director's Signature:</b>		<b>Date:</b>
<b>Revision Date:</b>	<b>Revision Date:</b>	<b>Revision Date:</b>

## District Strategic Plan Outcomes

Focus Area	Outcome
	<p>Our goal is to prepare all students to graduate ready to pursue and succeed on their chosen paths</p>
 <p>Student Achievement</p>	<p><b>3rd grade literacy:</b> Increase the percentage of students reading at or above grade level in 3rd grade</p>
	<p><b>Middleschool proficiency:</b> Increase the percentage of students who score proficient on nationally norm-referenced assessments in core subject areas by 8th grade</p>
	<p><b>On-track for graduation:</b> Increase the percentage of 9th graders earning course credits needed to be on-track for graduation and the percentage of 10th graders meeting the college readiness benchmark on the PSAT</p>
	<p><b>Student success skills:</b> Increase the percentage of students who demonstrate mastery of academic and interpersonal skills needed for college, career and life success</p>
 <p>People &amp; Culture</p>	<p><b>School and district culture:</b> Increase the percentage of families and students who would recommend FCS as a place to attend school to a family member or friend</p>
	<p><b>Staff engagement:</b> Increase the percentage of employees who would recommend FCS as a place to work to a family member or friend</p>
	<p><b>Teacher retention:</b> Increase retention of teachers beyond their 5th year</p>
 <p>Community Collaboration</p>	<p><b>Partnerships:</b> Increase the percentage of schools with impactful partnerships that align to school goals</p>
	<p><b>School governance:</b> Increase the percentage of effective School Governance Councils</p>
	<p><b>Family engagement:</b> Increase the percentage of families who feel empowered to support their students' educational journeys</p>
 <p>Fiscal Responsibility</p>	<p><b>Funding to schools:</b> Maintain a high percentage of the overall budget that directly supports schools</p>
	<p><b>Budget management:</b> Review and report the variance of budgeted and actual revenues and expenditures, while considering long-term budget impact</p>
	<p><b>Transparent and efficient management of local funds:</b> Reduce the number of audit findings for Student Activity funds and ensure effective management of funds between schools and School Governance Councils</p>



**1. Comprehensive Needs Assessment: Sec. 1114(b)(6)**

1. A comprehensive needs assessment is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; **Sec. 1114(b)(6)**

Describe the Comprehensive Needs Assessment Process used developing your needs and goals for your Strategic Plan and/or 90-day plan.

- *The School Governance council comprised of all stakeholder groups aligned two strategic outcomes to our four-pillar strategic plan focusing on student achievement and people/culture.*
- *Teacher, faculty, and parent groups utilized historical performance data to craft initiatives and outcomes. Historical data from 17-18 indicates that significant percentages of our students are below grade level in math and ELA. Fast-bridge diagnostic testing shows approximately 40% perform “below level” in each area, and Georgia Milestones outcomes from 17-18 show 34% of students in ELA and 36% of student in math perform at “beginning/below” level. Our team will utilize iReady performance data in ELA and math to monitor progress and our two fast-bridge-related outcomes in each area to measure effectiveness of our interventions.*

Review your data by subgroup and note areas of deficit. (ED, EL, Race, SWD)

*CCRPI performance flags note that economically disadvantaged, SWD, EL students underperform on state-mandated testing in all areas and make less-than-adequate gains when compared with their academic peers.*

All Students

*75% of 6-8 grade students scored developing learner or above on the ELA Georgia Milestones.  
72% of 6-8 grade students scored developing learner or above on the Math Georgia Milestones.*

SWD Students

*46% of SWD students scored developing learner or above on the ELA Georgia Milestones.  
34% of SWD students scored developing learner or above on the Math Georgia Milestones.*

*6<sup>th</sup> grade: 31% of SWD students scored developing learner or above on the ELA Georgia Milestones.  
6<sup>th</sup> grade: 36% of SWD students scored developing learner or above on the Math Georgia Milestones.*

*7<sup>th</sup> grade: 48% of SWD students scored developing learner or above on the ELA Georgia Milestones.  
7<sup>th</sup> grade: 38% of SWD students scored developing learner or above on the Math Georgia Milestones.*

*8<sup>th</sup> grade: 58% of SWD students scored developing learner or above on the ELA Georgia Milestones.  
8<sup>th</sup> grade: 29% of SWD students scored developing learner or above on the Math Georgia Milestones.*

ELL Students:

*17% of 6-8 grades ELL students scored developing learner or above on the ELA Georgia Milestones.  
23% of 6-8 grades ELL students scored developing learner or above on the Math Georgia Milestones.*

*6<sup>th</sup> grade: 5% of ELL students scored developing learner or above on the ELA Georgia Milestones.  
6<sup>th</sup> grade: 18% of ELL students scored developing learner or above on the Math Georgia Milestones.*

7<sup>th</sup> grade: 19% of ELL students scored developing learner or above on the ELA Georgia Milestones.  
 7<sup>th</sup> grade: 19% of ELL students scored developing learner or above on the Math Georgia Milestones  
 8<sup>th</sup> grade: 25% of ELL students scored developing learner or above on the ELA Georgia Milestones.  
 8<sup>th</sup> grade: 31% of ELL students scored developing learner or above on the Math Georgia Milestones.

ED Students

60% of ED students scored developing learner or above on the ELA Georgia Milestones Assessment.  
 58% of ED students scored developing learner or above on the Math Georgia Milestones Assessment.

6<sup>th</sup> grade: 50% of ED students scored developing learner or above on the ELA Georgia Milestones.  
 6<sup>th</sup> grade: 60% of ED students scored developing learner or above on the Math Georgia Milestones.

7<sup>th</sup> grade: 63 % of ED students scored developing learner or above on the ELA Georgia Milestones.  
 7<sup>th</sup> grade: 56% of ED students scored developing learner or above on the Math Georgia Milestones.

8<sup>th</sup> grade: 69% of ED students scored developing learner or above on the ELA Georgia Milestones.  
 8<sup>th</sup> grade: 61% of ED students scored developing learner or above on the Math Georgia Milestones.

List any additional needs to be addressed with your Title I programs that are not in your strategic plan or 90-day plan (if none, type N/A)

<p>Need 1: Implementing and monitoring our state-certified Positive Behavior Intervention Supports (PBIS) program to continue a positive culture and decreased classroom behavior interruptions. For this we need to <b>purchase the PBIS Rewards Applications (\$2,500).</b></p>	<p>Data to Show Need 1: Discipline trended up last year but is less than FY 16.</p> <ul style="list-style-type: none"> <li>• 623 Discipline referrals in FY 18&gt;462 FY 17&lt;616 FY 16.</li> <li>• 540 ISS and OSS days FY 18&gt;407 FY 17&lt;649 FY 16</li> </ul>
<p>Need 2: Implementing personalized learning as a district mandate requires that we provide applications and resources to provide for differentiation, flexible pacing, and standards mastery monitoring using technology. For this we need to <b>purchase Nearpod (\$4,500), USA Test Prep (\$3,950), BrainPop (\$3,090), and Global Issues (\$1,500).</b></p>	<p>Data to Show Need 2: Our spring 2018 milestones results show that 60-80% of students need “remediation of learning” in either ELA, mathematics, 8<sup>th</sup> grade science, or 8<sup>th</sup> grade social studies while the other 20-40% are either in need “monitoring learning” and slight interventions or are in need of “acceleration.” This requires we have technological tools and resources to equip teachers to meet those needs.</p>
<p>Need 3:</p>	<p>Data to Show Need 3:</p>

**2a.i:** School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)])** to meet the challenging State academic standards;

**2a.ii:** School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

**4a:** Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

**Goal 1: During the 18-19 year attain a school-wide average of 61% of students meeting or exceeding benchmarks in ELA/Reading as measured by Fastbridge Assessments (current 56.3).**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
iReady	District Provided	9/2018-5/2019	\$0	Minor
Read 180	Level 1	8/2018-5/2019	\$4,500 host \$7,000 books	Stafford + Mills
Reading Units of Study	N/A		\$0	Mills
AVID WICOR Prof. Development & Critical Reading Prof. Development	N/A	8/2018-5/2019	\$4,000	Boddiford
COMPASS Period	N/A	8/2018-5/2019	\$1,500	Stafford + Myerson
Extended Learning Program	N/A	9/2018-4/2019	\$3,136	Stafford
Data Support Specialist	Level 4	8/2018-5/2019	See budget	Blackwell
Nearpod	Level 4	8/2018-5/2019	\$4,500	Blackwell
USA Test Prep	Level 4	11/2018-5/2019	\$3,090	Bulluck, McCaffrey, Young, Blackwell
Brainpop	Level 4	08/2018-5/2019	\$3,950	Bulluck, McCaffrey, Young, Blackwell
Global Issues	Level 4	08/2018-5/2019	1,500	Gunter

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
Reading classes; All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring	Reading classes; All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring
English Learners	Migrant
Language Acquisition Courses; Brainpop ESL; Gallopade and Gateway ESL curriculum resources; Reading courses; All Stars Mentoring;	Reading classes; All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring

Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring	
<b>Race/Ethnicity</b>	<b>Students with Disability</b>
Reading classes; All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring	Reading classes; All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring

**2a.i:** School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards;**

**2a.ii:** School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will **use methods and instructional strategies strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education**

**4a:** Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)

**Goal 2: During the 18-19 year attain a school-wide average of 55% of students meeting or exceeding benchmarks in math as measured by Fastbridge Assessments (current 48.6).**

Evidenced Based Strategies and Interventions	Level of Evidence (if level 4 – a logic model is required)	Timeline for Implementation	Cost	Person Responsible
iReady	District Provided	01/2019-05/2019	\$0	Minor
Numeracy Instructional Framework Professional Development	District Provided	08/2018-05/2019	\$0	Jackson, Evans
Math Teachers	Level 4	08/2018-05/2019	See budget	Blackwell
COMPASS Period	N/A	8/2018-5/2019	\$1,500	Stafford + Myerson
Extended Learning Program	N/A	9/2018-4/2019	\$3,136	Stafford
Data Support Specialist	Level 4	8/2018-5/2019	See budget	Blackwell
Nearpod	Level 4	8/2018-5/2019	\$4,500	Blackwell
USA Test Prep	Level 4	11/2018-5/2019	\$3,090	Bulluck, McCaffrey, Young, Blackwell
Brainpop	Level 4	08/2018-5/2019	\$3,950	Bulluck, McCaffrey, Young, Blackwell

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring	All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring
English Learners	Migrant
Brainpop ESL; push-in paraprofessional support in targeted math courses; Rosetta Stone; All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring	All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring
Race/Ethnicity	Students with Disability



<p>All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring</p>	<p>Co-teaching professional development; SEC data collection on IEP goals; All Stars Mentoring; Interdisciplinary Team Intervention Monitoring; Student Fastbridge Goal Setting/Monitoring</p>
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<p>2a.iii School-wide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will <b>address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include:</b></p>
<p>a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas</p>
<p><i>Weekly we conduct our IB PAWS Advisory class focused on social-emotional learning and skills. The 25-minute class period covers staff-identified topics by need according to grade such as self-image, self-advocacy, anti-bullying, college planning, organizational skills, study habits, problem resolution, and more. We provide a mentoring program for our at-risk students called the “Ridgeview All Stars” and meet quarterly with the students to do goal-setting, progress monitoring, and action planning. All teachers meet weekly to monitor student performance in teams and to design interventions for students who are at-risk. We conduct additional academic programs called Extended Learning and Saturday school in addition to requiring weekly teacher tutorials to instruct additional skills and concepts to students who have deficits in mastery. Our AVID students are supported through an executive skills connections course.</i></p>
<p>b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p>
<p><i>Guidance Counselors conduct Career Inventories to 100% of students during the year. We provide a College Fair with 40+ college representatives visiting and educational workshops offered to participants in coordination with our local High Schools. We take 6<sup>th</sup> through 8<sup>th</sup> grade AVID students on at least one college campus visit each year. We promote a college-going culture across the school with college t-shirt Fridays, faculty member testimonials each month on our news about their college experiences, and college signs and displays outside each teachers’ door promoting their alma mater.</i></p>
<p>c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p>
<p><i>Ridgeview implements a state-certified Positive Behavior Intervention Supports program that we call “ROAR.” We purchase an electronic platform called PBIS rewards to utilize with all students to enable them to digitally award and track positive student behaviors in the areas of Responsibility, Organization, Attitude, and Respect (ROAR) daily. Students have the agency to spend points in “teacher stores” and on school-wide items and rewards. PBIS also provides a tiered response utilizing warning cards and a student reflection sheet for restorative actions before a disciplinary referral is to be utilized.</i></p>
<p>e. strategies for assisting preschool children in the transition from early childhood education</p>
<p>N/A</p>

4b: Describe how the school will use and implement effective parent and family engagement strategies for parents of English Learners. Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C)

*We provide monthly parent education workshops through our two bi-lingual liaisons both at the school and at a setting within the community. We plan workshops to educate parents on our school focus areas so that they are academically engaged, and we also plan strategies within the workshops that parents can utilize to help their children such as arming them with the skills to use Google Classroom to monitor work, teaching about Home Access Center usage, and discussing discipline and executive skill routines to support well-rounded children.*

4c: If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

i. through coordination with institutions of higher education, employers, and other local partners

*We coordinate a field trip for our 8<sup>th</sup> grade classes to visit their future High School. The high school hosts a parent education evening, and they separately host an “Experience Riverwood” evening where the entire family can get information about their upcoming high school venture.*

*For our incoming 6<sup>th</sup> graders, we host a field trip for them to visit the school and classes. We take several of our groups such as music groups to their schools throughout the year to show them opportunities they have as they enter middle school. We host a parent evening for information and an orientation session for students and families before school begins.*

*For effective post-secondary planning, we do career guidance, a career fair, a college fair, implement an AVID program to support middle-achieving students in readying themselves for college-level classes, and promote a college-going culture throughout the school.*

ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

*We provide career guidance to 100% of students via our guidance counselors. We host a career fair and a college fair annually. We implement programs to support students in readying themselves for college-level classes. We offer many high-school-credit-bearing classes for middle schoolers in the areas of English Language Arts, Mathematics, Science, and World Languages.*

## Professional Development Plan

2d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects

Professional Learning Strategy	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Monitoring Teacher Implementation of Professional Learning	Evidenced Based Level & Artifacts/Evidence of Impact on Student Learning
<ul style="list-style-type: none"> <li>• Waste, Fraud, Abuse, and Corruption</li> <li>• Title I Complaint Process</li> </ul>	August 2018	\$0	Title I Office Monitoring	Agenda, Sign In Sheet, Handouts,
Reading Units of Study Training	August 2018 through May 2019	District Funds	Mills	Walkthrough/observations
Response to Intervention and Student Intervention Training and Monitoring	Thursdays from August 2018 through May 2019	Local Funds	Mills, Admin Team	Student monitoring spreadsheet
Standards Mastery Instructional Framework Training	August 2018 through January 2019	\$0	Minor, VonBiberstein, Perry, Baer, Blackwell, Admin Team	Unit Planning, Common Assessment Monitoring, Standards Mastery Data Collection
W.I.C.O.R. Instructional Strategies Training	August 2018	\$0	Boddiford, Administrative Team	Walkthrough/observations, lesson plans weekly, student success exemplars posted monthly
iReady Reading and Mathematics Program Training	September 2018	District Funds	Minor	Goal setting, program usage monitoring, Fastbridge goal setting
International Baccalaureate Middle Years Program Curriculum Training	October 2018	Local Funds	VonBiberstein	Walkthrough/observations
AVID Critical Reading Strategies Training	October and November 2018	Local Funds - \$5,000	Boddiford, Administrative Team	Walkthrough/observations, lesson plans weekly, student success exemplars posted monthly

## Parent and Family Engagement Plan

Parent Engagement Activities	Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s) Responsible	Evaluation Results	Artifacts/Evidence of Impact on Student Learning
<b>Parent &amp; Family Engagement Plan (PFEP)</b>	.10/31/2018	0	Sara Good	GaDOE checklist  Parent survey w/ PEEP  Summary of survey results	Parent/staff feedback and supporting documents from input meetings and opportunities; evidence of distribution before Oct. 31 <sup>st</sup> ; distribution checklist.
<b>School-Family Compact</b>	10/31/2018	0	Sara Good	GaDOE checklist  Parent survey w/ compact  Summary of survey results	Parent/staff feedback and supporting documents from input meetings and opportunities; evidence of distribution before Oct. 31 <sup>st</sup> ; distribution checklist.
<b>Title I Annual Parent Meeting</b>	9/6/18	0	Opie Blackwell Sara Good	GaDOE checklist  Summary of survey results	Agenda, sign-in sheets, minutes and/or presentations and/or handouts, invitations, and evaluations.
<b>Parent Input Meeting (1%) Stakeholder input in Title I plan</b>	4/2/19 a.m. and p.m.	\$50	Sara Good	GaDOE checklist	Agenda, sign-in sheets, minutes and/or presentations and/or handouts, invitations, and evaluations.
<b>Student Assessment &amp; Results Parent Meeting</b>	9/6/18 at Open House and Spring GMAS Workshop	\$300	Opie Blackwell, Kathleen McCaffrey, Sara Good	Title I Parent Workshops/Meeting evaluations	Agenda, sign-in sheets, minutes and/or presentations and/or handouts, invitations, and evaluations.
<b>Transition Meetings (Preschool Programs; all transitions)</b>	April and May 2019 for Rising 6 <sup>th</sup> grade events	0	Michelle Yancey, Kathleen McCaffrey, Opie Blackwell	Title I Parent Workshops/Meeting evaluations	Agenda, sign-in sheets, minutes and/or presentations and/or handouts, invitations, and evaluations.
<b>Building Staff Capacity</b>	10/18/18 and April 2019	\$50	Sara Good Opie Blackwell	Staff assignments / follow-up evaluations	Agenda, sign-in sheets, minutes and/or presentations and/or handouts, invitations, and evaluations.
<b>Parent Resource Center</b>	8/20/18	0	Sara Good	Surveys	
<b>Monthly Title I Parent Meetings/ Family Nights</b>	See website for scheduled monthly meetings/topics	\$608 for teacher and staff pay for reading/math nights	Sara Good	Title I Parent Workshops/Meeting evaluations	Agenda, sign-in sheets, minutes and/or presentations and/or handouts, invitations, and evaluations.