

## RIDGEVIEW CHARTER MIDDLE SCHOOL



### 2018-2019 SCHOOL STATISTICS

Designated in 2019

Re-Designated in

Community Size - Suburban

School Enrollment - 1,131

Grade Levels - 6th-8th

School Calendar - Traditional

Free & Reduced Lunch - 49%

English Learners - 11%

Students with Disabilities - 12%

Fulton County Schools

5340 South Trimble Road, Sandy Springs, GA,  
30342

Tel 470-254-7710

Principal - Opie Blackwell

[www.ridgeviewcharterschool.org](http://www.ridgeviewcharterschool.org)

### School Characteristics and Replicable Practices

#### Academic Excellence

- Students throughout the building were actively engaged in learning in their classrooms.
- Standards and Learning Targets were clearly posted in almost every classroom. Students could consistently tell what they were learning and why they were learning it.
- There was widespread evidence of effective classroom strategies such as scaffolding, flipped classes, and group work.
- The five AVID strategies (writing, inquiry, collaboration, organization, and reading) were being used as instructional pillars throughout the building.

### 2018-2019 School Demographics

- **African American - 18%**
- **Asian - 3%**
- **Caucasian - 31%**
- **Filipino - 0%**
- **Hispanic - 48%**
- **Native American - 0%**
- **Pacific Islander - 0%**
- **Other - 0%**
- **Two or More - 0%**

- Student work and explanations of it are evident in hallways throughout the building.
- A widespread use of groups, pairs, and other student engagement strategies was observed.
- Flexible seating arrangements promoted the use of multiple teaching strategies and student engagement.
- Students and teachers were very comfortable using technology in their classrooms. Google Classroom was used to streamline the workflow between the teacher and students.
- Small groups were implemented to increase student engagement as well as reduce the teacher student ratio.
- The 1 to 1 iPad initiative provides opportunities for all students to utilize technology on a daily basis in their classrooms.

## **Developmental Responsiveness**

- Students feel that there are many opportunities to participate in school activities that are of interest to them.
- Students feel that they have a voice in the school and have the ability to impact change when needed.
- Students were given choices in class on topics to write about, which impacted the interest in the activity given.
- The PAWS advisory program provides an adult advocate for students and allows for the development of close, long-term relationships between students and adults.
- PAWS teachers remaining with students throughout their middle school experience seems to bring about a strong sense of belonging and relationships between students and their advisory teacher.
- Teachers are responsive to parents.
- Parent organizations are active in many aspects of the school and serve as outstanding advocates for the school in the larger community.
- Parents feel strongly that teachers and administrators serve as advocates for their children.
- The school provides a safe, nurturing environment for all students.

## **Social Equity**

- The school culture supports diversity, which is an ongoing part of everyday life at Ridgeview.
- Students are celebrated in many visible ways.
- Almost every student could name more than one adult at Ridgeview Middle who cared for them and whom they could go to if they needed help.
- Evidence of a differentiated approach to instruction was observed in many classrooms.
- Co-teachers were used effectively in small groups or observed working with students one on one.
- The PBIS program is strong and embraced by everyone as it effectively manages behaviors school-wide.
- A wide variety of Connections opportunities are available for all students.
- The music program is robust and dynamic.
- The iPad initiative, in its 4th year, has provided technology opportunities for all students.
- Parents are eager to improve and expand communication networks between school and community.

## **Organizational Support**

- The school is exceptionally clean, neat, and attractive.
- The inspirational messages painted on walls throughout the building help send the message of a positive and nurturing culture, as well as high expectations.
  
- The soft music in hallways throughout the day is calming and pleasant.
- The school leadership continuously solicits input from students, staff, and parents to improve all aspects of the school.
- The concept of shared leadership is especially strong in this school.
- The administration takes deliberate steps to promote teacher leaders in the school.
- The administrative team consistently promotes a culture where all students can feel successful.
- The administration seems to keep a pulse check on initiatives coming from the district to the school and protects teachers from being overwhelmed with too much at one time.
- The school Focus Areas are excellent and the staff was involved in the decision to maintain them for this school year to provide additional time for them to become a part of the culture of the school.
- The AVID program is particularly strong and it is commendable that the strategies and many of the practices (such as Cornell notes) are utilized throughout all classrooms in the building.
- The strategies of the AVID program have driven conversations in the building regarding equity and access.
- There are many opportunities for professional learning provided by the district as well as the school. Choice is provided to teachers through a choice board of learning, which includes opportunities for teachers to learn from each other.