



**District/LEA:** 024-090 LIBERTY 53 **Year:** 2022-2023

**Funding Application:** Plan - School Level - 4100 RIDGEVIEW ELEM. **Version:** Initial **Status:** Submitted

**All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.**

School, Parent And Family Engagement Policy [Show](#)

Comprehensive Needs Assessment [Show](#)

Schoolwide Program [Hide](#)

## 4100 RIDGEVIEW ELEM.

### SCHOOLWIDE PROGRAM

**All check boxes marked in this policy indicate an assurance on the part of the school.**

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development			
Team Member			
	Team Member Role	Team Member Name	
1	Parent	BobbieJo Linebach	
2	Teacher	Amy Little	
3	Principal	Tyler Shannon	
4	Other Administrators <input type="button" value="v"/>	Heather Buckman	
5	Teacher <input type="button" value="v"/>	Nicole Hicks	
6	Teacher <input type="button" value="v"/>	Wendell Smith	
Plan Development Meeting Dates			

1	Meeting Date	04/06/2022	
---	--------------	------------	--

### COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	Title II.A ▾	Leslie Freeman	Innovation & Learning C
2	Title III EL ▾	Christa Peck	English Language Devel
3	Title IV.A ▾	Jessica Meisenheimer	Director of Special Progr

### STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

The following strategies will be implemented to address prioritized school needs: (check all that apply)

**Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input style="width: 100px;" type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Social emotional and self-regulation support

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>		
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>		
1 Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Class size reduction**

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

Self-regulation support.

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Provide a K-2 system wide intervention program. AIMSweb will be used to screen and monitor progress. Paraprofessionals and K-2 teachers will be trained using the Orton-Gillingham program. Students will receive daily intervention and weekly progress monitoring. Universal screening will take place 3 times throughout the 2022-2023 SY using iReady.

Students in grades 3-5 will be universally screened using AIMSweb. Universal screening will take place 3 times per year using iReady. Frequent progress monitoring will occur for students who are below the benchmark (20th %ile). This will guide our academic student support team meetings.

A reading interventionist will provide additional small group reading support to K-5 students. AIMSweb and i-Ready Reading scores will be used to identify students. The reading interventionist will provide evidence based instruction and progress will be monitored using AIMSweb and/or i-Ready Reading.

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Orton-Gillingham will be used during intervention and small group reading instruction. This program is research based. All staff have been formally trained and new staff will be trained during the current school year. Continued training is provided on an annual basis by our reading interventionist to ensure fidelity.

Additionally, Conscious Discipline curriculum will be used for social and emotional instruction. Curriculum was purchased during the 2017-2018 and 2018-2019 SY. Additional curriculum will be purchased during the 2022-2023 SY. Approximately 75% of all staff have attended a Conscious Discipline Summer Institute in the past 5 years. Continuous training is also provided by a district provided CD consultant.

Increase the amount of learning time

Extended school year

Before-and/or after-school programs

Summer program

Other

Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Provide a K-2 system wide intervention program. AIMSweb will be used to screen and monitor progress. Paraprofessionals and K-2 teachers will be trained using the SIPPS program. Below is the detailed plan.

RtI Calendar

2022-2023

September 1: Universal Screening Training K-5 grade level meetings

September 2 - September 23 - Universal Screening K-5

LNF - Kdg.

NWF & WIF - 1st grade

R-CBM - 2nd - 5th grade

MAZE - 3rd - 5th grade

September 22: Identify RTI students during K-2 grade level meetings and data meetings 3-5

September 23 - 30: Determine RtI groups, design interventions, train interventionists, & train progress monitoring

October 3 - December 21: RtI interventions (Monday - Friday @ 9:05)

November 17: RtI Data Team Meeting during K-2 grade level meetings  
Check PM data & adjust groups

---

January 4 - 18: Universal Screening K-5  
LSF - Kdg.  
R-CBM - 1st grade  
R-CBM - 2nd - 5th grade  
MAZE - 3rd - 5th grade

January 19: Identify RtI students during K-2 grade level meetings & Data Meeting  
3 - 5

January 20 - 27: Determine RtI groups, design interventions, train  
interventionists, & train progress monitoring

January 30 - May 19: RtI interventions (Monday - Friday @ 9:05)

March 30: RtI Data Team Meeting during K-2 grade level meetings  
Check PM data & adjust groups

---

A reading interventionist will provide additional reading support to K-5 students. AIMSweb and i-Ready Reading scores will be used to identify students. The reading interventionist will provide evidence based instruction and progress will be monitored using AIMSweb and/or i-Ready Reading. Students in need will receive weekly support from the reading interventionist. The reading interventionist will assist with progress monitoring testing, benchmark testing, and summative testing.

In addition to reading support, Ridgeview Elementary plans to consult with a Conscious Discipline consultant. Conscious Discipline will allow for us to meet our students' social and emotional needs. Ridgeview's Leadership Team will meet with the consultant a minimum of 3 times during the year. Additionally, specific staff will receive off site training with our consultant. Ridgeview's Leadership Team will also provide monthly PD during grade level meetings and faculty meetings using the Conscious Discipline Curriculum purchased during the 2017-2018, 2018-2019, and 2019-2020 SY.

Activities will (mark all that apply)

**Improving students' skills outside the academic subject areas**

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

**Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other

**Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

**Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**

- Delivery of professional development services

- Instructional coach
- Teaching methods coach
- Third party contract
- Other

- Professional development activities that address the prioritized needs

Describe activities

2022 - 2023 Conscious Discipline Plan

Conscious Discipline goals:  
Consequences: helping children learn from their mistakes.  
Increase trauma informed practices.  
Continue to reduce daily office referrals with a goal of no more than 2.5 office referrals per day.

Provide 3 to 4 coaching days for staff using our Conscious Discipline consultant.

Send 4 staff to weeklong Conscious Discipline Summer Institute.

Send selective group of staff to restorative practice conference.

- Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

- Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities



## SCHOOLWIDE POOL FUNDING

### Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)
- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

**PARENT COMMENTS** *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

**District/LEA Comments**

**DESE Comments**

---

**Email:** [lesley.turek@dese.mo.gov](mailto:lesley.turek@dese.mo.gov)

**Current User:** JMeisen

Improving Lives through Education

Ver.