

# Schoolwide Program Plan

## Ridgeview Elementary

2021-2022

All boxes marked in this plan 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 carry out the plan.

Schoolwide Plan Development	
Role	Team Member
<input checked="" type="checkbox"/> Parent <b>must be checked</b>	Jessica Greason
<input checked="" type="checkbox"/> Teacher <b>must be checked</b>	Kameron Sheek
<input checked="" type="checkbox"/> Principal <b>must be checked</b>	Tyler Shannon
<input checked="" type="checkbox"/> Other School Leaders	Heather Buckman
<input type="checkbox"/> Paraprofessionals	
<input type="checkbox"/> Other Administrators	
<input checked="" type="checkbox"/> LEA Representative	Jessica Meisenheimer
<b>If Applicable:</b>	
<input checked="" type="checkbox"/> Specialized Instructional Support Personnel	Nicole Hicks
<input type="checkbox"/> Technical Assistance Providers	
<input type="checkbox"/> School Staff	
<input type="checkbox"/> Students	
<input type="checkbox"/> Others <b>if checked must have a name and at least 1 program checked</b>	
<input type="checkbox"/> Meetings Date(s) <b>must indicate dates for school wide plan</b>	

## COORDINATION WITH OTHER FEDERAL, STATE AND LOCAL PROGRAMS

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 Program plan:

Federal Titles/Acts		Program Representative(s)	Role
ESEA			
<input checked="" type="checkbox"/>	Title I.A School Improvement	Tyler Shannon	Principal
<input type="checkbox"/>	Title I.C Education of Migratory Children		
<input type="checkbox"/>	Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk		
<input type="checkbox"/>	Title II.A Preparing, Training, and Recruiting High Quality Teachers and Principals		
<input type="checkbox"/>	Title III Language Instruction for English Language Learners and Immigrant Students		
<input type="checkbox"/>	Title IV 21st Century Schools		
<input type="checkbox"/>	Title V Flexibility and Accountability		
Other Acts			
<input type="checkbox"/>	Individuals with Disabilities Education Act		
<input type="checkbox"/>	Rehabilitation Act of 1973		
<input type="checkbox"/>	Carl D. Perkins Career and Technical Education Act of 2006		
<input type="checkbox"/>	Workforce Innovation and Opportunity Act		
<input type="checkbox"/>	Head Start Act		
<input type="checkbox"/>	McKinney-Vento Homeless Assistance Act		
<input type="checkbox"/>	Other Federal Acts: <b>If checked include program representative and role</b>		
<input type="checkbox"/>	Other State and local services, resources, and programs: <b>If checked include program representative and role</b>		

## STRATEGIES TO ADDRESS SCHOOL NEEDS

- ✓ The following strategies will be implemented to address prioritized school needs (check all that apply) **Box must be checked and at least 1 of the 6 boxes below must be checked**
  - Supplemental instruction: **If checked then at least 1 subject area and 1 grade level for that subject area must be checked below**

Subject areas and grade levels to be served (mark all that apply)

- Math                                    K  1  2  3  4  5
- ✓ Reading/ELA                            K  1  2  3  4  5
- Science                                    K  1  2  3  4  5
- Other: \_\_\_\_\_                        K  1  2  3  4  5

- Class size reduction: **If checked then grade level or other field must be completed**

Grade levels:                            K  1  2  3  4  5

- Professional Learning Communities
- Schoolwide Positive Behavior Support
- ✓ Response to Intervention
- ✓ Other: Self-regulation support + **if checked response required**

## STRATEGIES TO ADDRESS SCHOOL NEEDS (continued)

These strategies will: (mark all that apply) **at least 1 of the 4 below must be marked**

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

Description of how strategy/strategies will be provided...:

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. Students will receive daily intervention and weekly progress monitoring. Universal screening will take place 3 times throughout the 2021-2022 SY.

Students in grades 3-5 will be universally screened using AIMSweb. Universal screening will take place 3 times per year. 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 be provided...:

SIPPS reading program will be used during intervention and small group reading instruction. This program is researched based. All staff were formally trained during the 2017-2018 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 2021-2022 SY. Approximately 75% of all staff have attended a Conscious Discipline Summer Institute in the past 4 years. Continuous training is also provided by a district provided CD consultant.

- Increase the amount of learning time. **If box is checked then at least one box below must be checked**
  - Extended school year
  - Before - and/or after-school programs
  - Summer program
  - Other: \_\_\_\_\_ + **if other is checked response is required**
- Help provide an enriched and accelerated curriculum.

Description of how strategy/strategies will be provided...:

If box is checked, then response required

### STRATEGIES TO ADDRESS SCHOOL NEEDS (continued)

Activities 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 be provided...:

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.

## **Rtl Calendar**

2021-2022

September 2: Universal Screening Training K-5 grade level meetings

September 3 - September 22 - Universal Screening K-5

- LNF - Kdg.
- NWF & WIF - 1st grade
- R-CBM - 2nd - 5th grade
- MAZE - 3rd - 5th grade

September 3 - September 22: SIPPS placement for 1st & 2nd grade students

September 23: Identify Rtl students during K-2 grade level meetings & Data Meeting 3 - 5

September 24 - October 1: Determine Rtl groups, design interventions, train interventionists, & train progress monitoring

October 4 - December 21: Rtl interventions (Monday - Friday @ 9:05)

November 18: Rtl Data Team Meeting during K-2 grade level meetings

- Check PM data & adjust groups

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January 6 - 19: Universal Screening K-5

- LSF - Kdg.
- R-CBM - 1st grade
- R-CBM - 2nd - 5th grade
- MAZE - 3rd - 5th grade

January 6 - 19: SIPPS placement for Kdg., 1st, & 2nd grade students

January 20: Identify Rtl students during K-2 grade level meetings & Data Meeting 3 - 5

January 21 - 28: Determine Rtl groups, design interventions, train interventionists, & train progress monitoring

January 31 - May 20: Rtl interventions (Monday - Friday @ 9:05)

March 24: Rtl Data Team Meeting during K-2 grade level meetings  
Check PM data & adjust groups

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May 9 - 20: Universal Screening K-2

- LSF - Kdg.
  - R-CBM - 1st - 5th grade
  - MAZE - 3rd - 5th grade
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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 include: (mark all that apply) **if box above is checked then one of the six boxes below must be checked**

- ✓ Improving students' skills outside the academic subject areas. **If checked then must check at least one checkbox below**
  - 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. **If checked then must check at least one box below**

- Career/technical education programs
- Access to coursework to earn postsecondary credit
  - Advanced Placement
  - International Baccalaureate
  - Dual or concurrent enrollment
  - Early college high schools
  - Other:
- Implement a schoolwide tiered model to prevent and address problem behavior, and early intervening services
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data. **If box is checked then Delivery of Professional Development and PD activities box below must be checked**
  - Delivery of professional development services: **at least one box below must be checked**
    - Instructional coach
    - Teaching methods coach
    - Third party contract
    - Other: \_\_\_\_\_ **if checked response required**
  - Professional development activities that address the prioritized needs

Description of how strategy/strategies will be provided...:

<b>2021-2022 Conscious Discipline Plan</b>
<p>Conscious Discipline Goals:</p> <ol style="list-style-type: none"> <li>1. Consequences: helping children learn from their mistakes.</li> <li>2. Increase trauma Informed practices.</li> <li>3. Continue to reduce daily office referrals with a goal of no more than 2.5 office referrals per day.</li> </ol> <ul style="list-style-type: none"> <li>● Provide 1 Conscious Discipline parent seminar during the 2021-2022 school year</li> <li>● Provide 3 to 4 coaching days for staff using our Conscious Discipline consultant</li> <li>● Send 13 staff to weeklong Conscious Discipline Summer Institute.</li> <li>● Send assistant principal to Trauma Informed School Conference.</li> <li>● Send selective group of staff to restorative practice conference.</li> </ul>

- Continue Accountability Team Meetings to review office referral data and collaborate on effective practices to reduce problem behavior.

- Activities to recruit and retain effective teachers, particularly in high need subjects

Description of how strategy/strategies will be provided...:

If box is checked, then response required

- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

Description of how strategy/strategies will be provided...:

If box is checked, then response required