

Multi-Age Classrooms

Students are intentionally placed into three learning communities or Units where they can thrive through multiage collaboration:

Unit A

includes four teachers serving eighty students from 5-7 years old.

Unit B

includes four teachers who work with eighty 7-9 years old students.

Unit C

includes three teachers who work with seventy-five students from 9-11 years old

Unit teachers are provided supplemental assistance through instructional and classroom aides, preservice teachers, instructional mentors, and parent and community volunteers!

Ridgeway receives significant input from the Ridgeway Autonomous School Committee (ASC) and the Program Improvement Committee (PIC) in coordination with the Central Office Staff of Columbia Public Schools to provide students with the most dynamic educational experience possible.

WE ARE RIDGEWAY.

We show up with collaborative curiosity.

We find the best solution for each student.

We call on our parent community because we know the best outcomes occur when we work together.

We understand our teachers and staff deserve the opportunity to grow here.

We encourage creativity and experimentation even when this results in failure.

At Ridgeway, our students become self-directed, self-motivated, lifelong learners capable of meeting the challenges and opportunities presented to them during their lifetime.



RIDGEWAY
ELEMENTARY
Student Inspired, Teacher Guided.

**A lottery school
in Columbia, Missouri**
since 1923

**For a tour or to apply, call:
573-214-3550**

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What Makes Ridgeway Different?

Our Multi-aged Learning Community emphasizes progress over perfection by:

- Encouraging student accountability for their behavior and learning.
- Providing developmentally appropriate activities tailored for students based on age and individual level.
- Focusing on a holistic, structured, and creative approach to instruction that looks at student progress rather than test scores.
- Promoting collaborative student learning and teacher planning.
- Centering whole-group instruction and activities, giving each child the opportunity for academic and social success.
- Adapting to students needs through flexible grouping.
- Fostering learning through peer observation and interaction.
- Supporting active learning, exploration, and innovation among and between students.
- Facilitating self-confidence in young children by urging children to challenge themselves to high-level skills and supporting them through mistakes.
- Offering peer-tutoring and peer-mentoring opportunities.
- Prioritizing a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children.

Dynamic Structure Through Multi-Age Learning

LEARNING CONCEPT, APPROACH OR PROCEDURE	THE MULTI-AGE APPROACH	ADVANTAGES OF MULTI-AGE
ADMINISTRATION	Unit Leaders guide a team of 3-4 teachers and collaborate on administrative responsibilities with the Principal.	Unit teachers make decisions based on firsthand knowledge of students' efforts and progress.
ORGANIZATION	Our learning communities include 75-80 students and are led by 3-4 teachers.	Student grouping is flexible based on group dynamics, individual and group levels, and student growth opportunities.
MULTIAGE COMMUNITIES	Multiage communities include up to a 2 year age gap between students.	We place students based on need and interest, rather than age, providing students more opportunity to learn from and teach each other.
GROUPING	Grouping is dynamic and adaptable to the subject and includes small groups, individual activities, and whole class instruction.	Grouping provides students with the environment that they will best thrive academically and socially.
CURRICULUM	While class subject matter remains consistent, we assess objectives in each subject area & place students at appropriate levels. We conduct pre & post-test cycles and engage in continuous assessment on paper and by observation.Utilizing varied media materials, we provide multi-level classroom environments.	Our curriculum centers around learning skills and includes continuous built-in assessments to promote self-improvement & self-awareness among students and teachers. Our focus is on student progress and we provide the flexibility for students to learn concepts over time. We involve students in the decision making process, encouraging responsibility and increasing interest in learning.
TEACHING TEAMS	Teaching style is multi-disciplinary and emphasizes collaborative teaching to assess student progress.	Multi-disciplinary and collaborative teaching increases one-on-one instruction and attention for each student.
ENVIRONMENT	Our structured approach allows for a more spirited environment, as resources are dispersed throughout the school.	Students are encouraged to use school resources and become more self-sufficient in the process.
PARENT COLLABORATION AND INVOLVEMENT	We maintain two-way communication between parents and Ridgeway. Parents are encouraged to volunteer in the classroom to promote students' wellbeing.	Parents are better informed and more involved in promoting student learning and success.
OVERALL ATTITUDE	We tailor our educational system to best suit individual student's needs.	Students are given the tools to exhibit a positive, self-starter attitude toward themselves & school. They have more opportunities to succeed as they learn how to set and achieve goals.