

RSIT

Thursday, May 30, 2019

KANSAS CITY

PUBLIC SCHOOLS



MAP & EOC Testing Security Spring 2019

Mr. Michael Reynolds

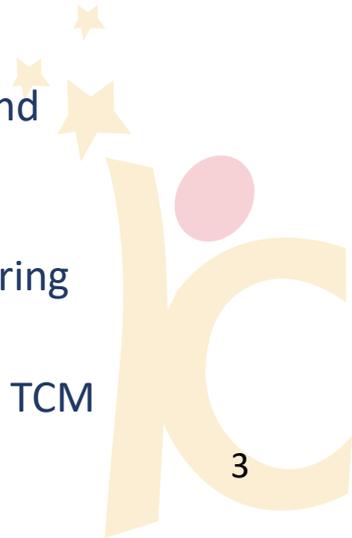
KANSAS CITY

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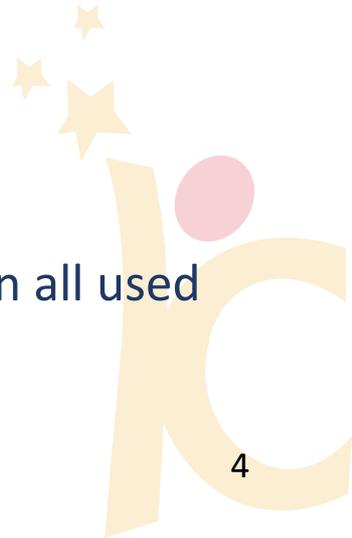
School Test Coordinator (STC) Responsibilities

- Testing Book
 - Kept in office - Document Everything!
 - Any and all training for MAP and EOC
 - Test Security Agreement
 - District Security Plan
 - Most recent schedule
- Ensure STCs and TE's are trained on state and district policies, including and especially test security
 - Ensure testing security within your school
 - TE's should know what materials are permitted and not permitted during testing
- Make sure that testing procedures are followed as they are written in the TCM



Test Examiner Responsibilities

- Ensure all grade-level or EOC testing materials are secure at all times
 - Do not take any Pictures, make copies, or discuss anything that might be deemed as a breach of security
 - If you have any doubts about security or protocol, Call the Assessment Office
- Contact the STC for guidance regarding the handling of any contaminated test materials
- Collect all draft, scratch, grid, graph, or Braille paper and return all used materials to the DTC/STC for secure shredding



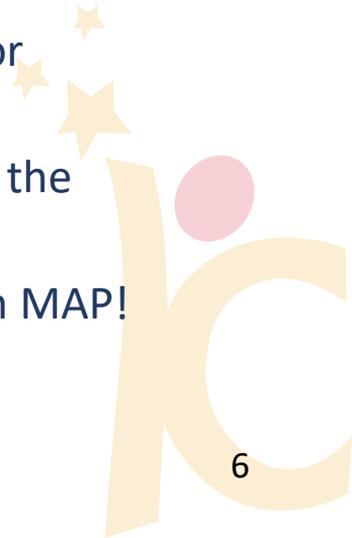
Test Security

- **Administrators, Test Examiners, & Proctors** - Responsible for reporting any intentional or unintentional unethical behavior by students or staff members
- **Tests must not be:** Read, scored, reviewed, photocopied, duplicated, scanned, transported by students, or made accessible to personnel not responsible for testing
 - Do not discuss test items or answers with anyone!!
- **Written and/or verbal discussion of specific MAP Grade-Level Assessment items breach the security and integrity of the test and may result in an invalidation or loss of scores for accountability purposes**



Test Security

- Workstations must have adequate space between them – Students should not be able to see each others screens –If you need partitions let the Assessment Office know
- No cueing material - No content/process aides including multiplication tables, number lines, formulas, and writing aides are visible on the walls
- Translators & Transcribers must maintain test security at all times-items or answers must not be discussed with anyone at anytime
- Hard copy editions must be stored in a secure, locked location outside of the classroom
- KCPS Test Security Agreement- Must be signed by everyone involved with MAP!



Prohibited Materials for Students

Prohibited Materials

- Electronic devices - any portable device that can connect to the Internet or to anyone inside or outside of the classroom
 - cellular/mobile phones
 - electronic music players
 - digital cameras
 - handheld scanners
 - portable gaming devices
 - any device that can connect to the Internet

Cell Phones/Smart Watches

- Phones **must** be collected prior to testing and returned at the end of the testing session
- Students are **NOT** allowed to have cell phones in their pockets, purses, or backpacks during testing
- Test Examiners are NOT allowed to be on their phones at anytime during testing
 - Exception is Translators



Test Security

KCPS Test Security Agreement

Building _____

I _____ (please print) agree to the following:

I will not read, score, review, photocopy, duplicate, scan, or disclose any test items or secure information contained in any state or national assessments which have been mandated by the KCPS administration. I also agree not to discuss or transcribe any secure test material.

Any of the above actions will be considered a breach of security and may result in an invalidation or loss of scores for accountability purposes. It may also result in disciplinary action, possibly including termination.

The only exception will be for those staff that have been trained and serve as test transcribers or translators for specifically identified students through their Individual Educational Plan (IEP) or 504 or identified ELL students. Exceptions to prohibitions must be specifically defined in each student's IEP or ELL or 504 accommodations such as reading the test in the student's native language or transcribing student answers. Only these specific statements are afforded to ELL and Special Education trained staff, but under no circumstances are ELL and Special Education staff to take any action other than that which is specifically allowed as an accommodation. Additionally, no information shall be shared in any form, with any other person not specifically identified as a necessary recipient of said information.

- All MAP Personnel must sign and complete a KCPS Test Security Agreement Form
- Translators will need to sign the KCPS Test Security Agreement as soon as they arrive at your school

KCPS Documentation Agreement 2019

SY18-19 KCPS QA Documentation

SY18-19 MAP/EOC Documentation OF Webinars and Trainings

By signing this document, you are stating that you have attended the training for the Grade-Level/End-Of-Course Assessment provided by the District Test Coordinator (DTC)/ School Test Coordinator (STC) and have watched the webinars pertaining to the role that you have been assigned for Grade-Level/End-of-Course testing.

Trainer (STC)
Print Name X.

Attendees
Print Name X.
X.
X.
X.
X.
X.
X.
X.



MAP Helpers 2019

MAP Support Teams (BOE personnel)

- Have been assigned to schools to help ensure that schools are in compliance
- Act as another level of security
- Allows schools to have a specific district liaison that caters specifically to them
- Visit schools before testing begins to ensure a good testing environment within the designated testing rooms and hallways and that documentation is in order
- Visits schools during testing to ensure that District and State testing procedures are being followed and answer any questions on site



MAP Helpers 2019

Initial visits and subsequent visits are entered into Survey Monkey to ensure compliance.

Initial visit: <https://www.surveymonkey.com/r/SY19MAPInitialVisit>

Testing observation: <https://www.surveymonkey.com/r/SY19MAPObservationForm>

7. Are the hallways free from cuing materials?

Yes

No

Comment

8. Is the classroom environment (temperature and lighting) conducive for testing?

Yes

No

Comment



During Online Testing

Test Examiner (TE) –

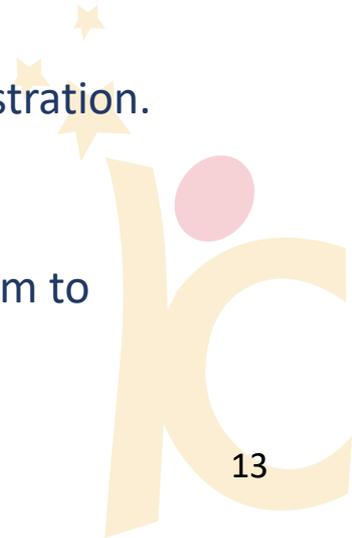
- Testing room must be set up with test security in mind
 - set up to curb cheating
 - Workstations must have adequate space between them - students should not be able to see one another's screens
- Instructional materials must be removed or covered
- Have “Do not disturb – testing in progress” sign on testing room doors
 - Disturbances are kept to a minimum (no bells, PA announcements, etc.)
 - NO music during testing!
 - Avoid maintenance & grounds work during testing times to avoid disruption



During Online Testing

Test Examiner (TE) –

- Verify the security of the testing environment prior to beginning a test session.
- Ensure that students do not have access to prohibited devices and materials during testing.
- Adhere strictly to the script for administering the test - instructions can be found after the word “SAY” in the Examiner’s Manuals.
- Maintain a natural classroom atmosphere during the test administration.
- Before each test begins encourage students to do their best.
- Follow the script!!
- Once students have started, the TE should WALK through the room to ensure that all conditions of test security are maintained.



After Online Testing

- Upon completion
- Make sure there is a plan for students who finish early
- Check the room
 - Everything given to students has been collected
- Return materials to the STC
- For storage or to be securely destroyed
 - Test Tickets, Scratch paper, etc.
 - Calculators memory is erased
 - Computers have been logged off and tests turned in



Questions and Answers

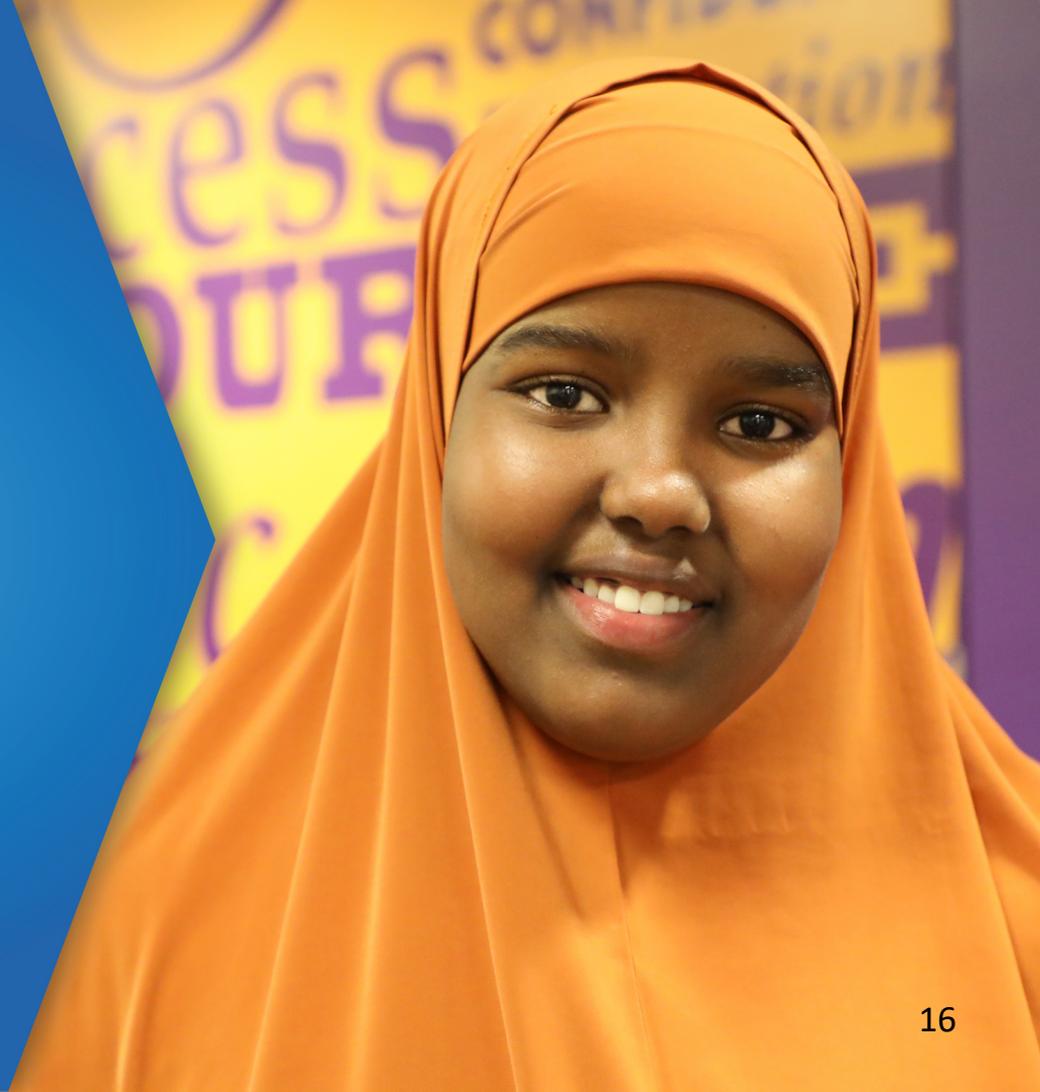


Academic Achievement & Staffing at Secondary Schools

Dr. Jennifer Collier

KANSAS CITY

PUBLIC SCHOOLS



Secondary School Staffing Report

	2018-2019 (beginning of year)	2018-2019 (end of year)	2019-2020 (as of 5-28-19)
Content Area	# of Vacancies	# of Vacancies	# of Vacancies
Math	3	2	0
Science	1	3	2
ELA	1	1	4

*Content Area Specialists
have been screening applicants

*100% of Reading Interventionist positions have been filled
3 Math Interventionist Vacancies (NEM, CM, SEHS)

Strategies for Filling Vacancies

- Early Hiring (KCPS Teacher Fair)
 - Math (2), ELA (3), Science (3)
- Utilization content-area specialists to assist with hiring
- Teach for America
 - Math (4), ELA (3), Science (1)
- Kansas City Teacher Residency
 - Math (1), ELA (4), Science (1)
- Continuous improvement of teacher salary schedule



KCPS vs. KCKPS Teacher Salary Schedule

Kansas City Public Schools

	BA	MA	EdD/ PhD
Step 1	38,755	40,550	42,825
Step 5	41,950	44,760	47,734
Step 10	46,932	50,641	54,668
Step 20	58,056	65,844	72,406

Kansas City Kansas Public Schools

	BA	MA	EdD/ PhD
Step 1	42,238	46,855	53,860
Step 5	43,953	48,758	56,048
Step 10	46,195	51,245	58,906
Step 20	51,027	56,606	65,070

Questions and Answers



Developing Comprehensive School Improvement Plans

Ms. Elizabeth Austin

KANSAS CITY

PUBLIC SCHOOLS



Every Student Succeeds Act

- ESSA – Every Student Succeeds Act
- Legislation which reauthorizes the Elementary and Secondary Education **Act** of 1965, and replaces the widely criticized **No Child Left Behind Act**
 - Signed by President Obama in 2015
 - Effects are beginning to be felt now and accountability measured
 - Federal Accountability
 - Comprehensive Schools



Every Student Succeeds Act

Indicators Determining Comprehensive Status

Academic Achievement	Combined ELA and mathematics MAP Performance Index (MAP MPI)
Academic Progress	For elementary and middle schools, MO-DESE uses the Normal Curve Equivalent (NCE) derived from the growth calculation associated with MAP Grade Level assessments in ELA and mathematics
English Language Acquisition	MO-DESE will employ an English Acquisition Index (EAI) crediting schools for a percentage of students attaining AEP and growth on WIDA Access
School Quality or Student Success	The percentage of students attending school 90% of the time
Graduation Rate	Four year graduation rate

Comprehensive Schools

KCPS Elementary Schools

	English Language Arts (MPI 2018)	Math (MPI 2018)	% of regular attendance 2018
Banneker	277.9	205.5	75.9%
King	207.0	158.1	63.4%
Troost	234.6	159.2	68.0%

Comprehensive Schools

KCPS Secondary Schools

	English Language Arts (MPI 2018)	Math (MPI 2018)	Graduation Rate % 4 yr – cohort 2018	% of regular attendance 2018
Central Middle	211.8	155.3	n/a	42.7%
Central High	251.5	168.4	59.4%	39.7%
Northeast High	231.0	168.9	67.4%	48.8%
Paseo Academy	261.1	187.1	91.7%	73.8%
Southeast High	236.1	146.9	54.0%	68.4%

District and School Collaboration

- What will CIPD and school leadership do together?
- What are the dates?
- September, November, March
- Baseline, Mid-year, Summative school-wide review to determine growth toward goals



Timeline of Support

- 3/11/19 – Initial State Meeting
- 3/28/19 – Group meeting with individual data profiles, getting started improvement guide review, needs assessment template, prioritization of needs, root cause – “fish bone” protocol, “5 Why” protocol
- 3/28/19 – Needs Assessments – individual conferences with each school

Timeline of Support

4/1 – 4/11/19 - Individual conferences supporting needs assessments, needs prioritization, and root cause analysis

4/11/19 - Group check-in, share progress and successes

4/15 – 4/26/19 - Individualized support conferences

4/29 – 5/9/19 - Individual writing workshops

5/10/19 – Group check-in, group feedback

5/13 – 5/24/19 – Individual writing support conferences

5/24/19 - Final Plan to Assistant Superintendent



Goal Selection

- Goals are developed according to needs assessment and prioritization of needs
 - Principals worked with all school stakeholders: Site Leadership Team, Staff, Parents, and Students to determine needs
 - Explicit engagement was done to prioritize needs and determine root causes
- All schools have a leadership goal in alignment with district initiatives
 - All schools have a focus on school improvement utilizing Professional Learning Communities, Problem Solving Teams, Response to Intervention, District- Walk Through Tool and Missouri Leadership Development System

Goal Selection

- All goals are in alignment with the KCPS Strategic Plan and DESEs Comprehensive School Improvement Plan requirements:
 - Leadership (mandatory MLDS)
 - Collaborative Culture and Climate
 - Effective Teaching and Learning
 - Data-Based Decision Making
 - Alignment of Standards, Curriculum and Assessment



District Support

- School Leadership will provide Regular Monitoring: Scheduled and Drop-In
- Scheduled visits will occur at 30-day intervals
- Review of goal and goal progress through:

Artifacts
Data
Meeting Agendas
Observations
Focused Walk-Throughs
Professional Development Implementation
Instructional Rounds/Problems of Practice (modifications to goals)



District Support

- School Leadership will work directly with Principals to:
 - Measure implementation of plan, outcomes at specific intervals, and monitor budget alignment
 - Provide instructional support
 - Work with Principal, Leadership Teams, Professional Learning Communities, Problem Solving Teams, and other Stakeholders to effectively implement their site plan
 - Organize three KCPS district team site visits with Curriculum and Instruction and Professional Development Coordinators and School Personnel to collect relevant data and plan specific support

Questions and Answers



RTI and Professional Development

Dr. Christy
Harrison

Dr. Lateshja
Woodley

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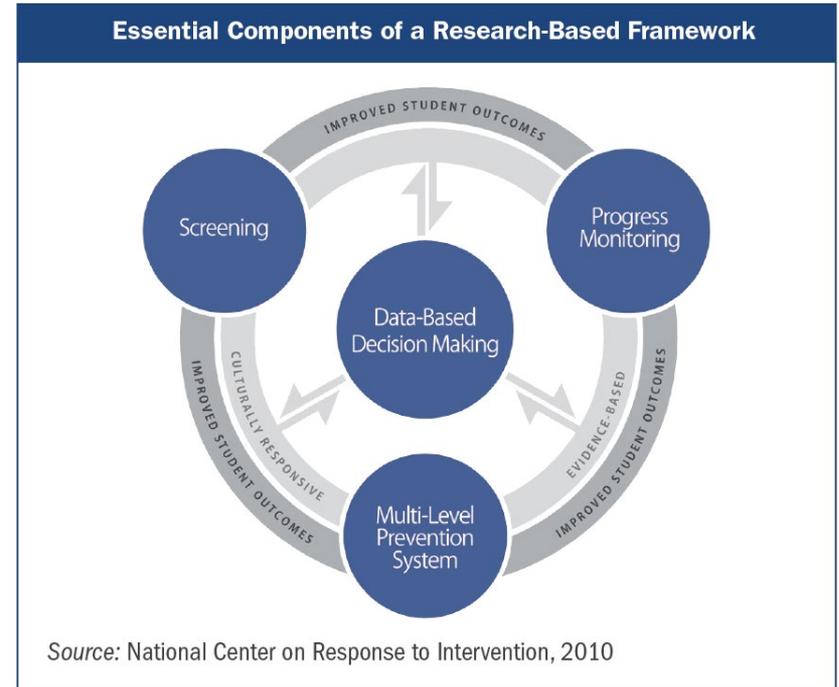
KCPS RTI Handbook Process

- Developed during 2018-2019 School Year
- May 15 and 16 Elementary Principals Trained in KCPS handbook & process
- August 2019 Teachers Trained in KCPS handbook & process



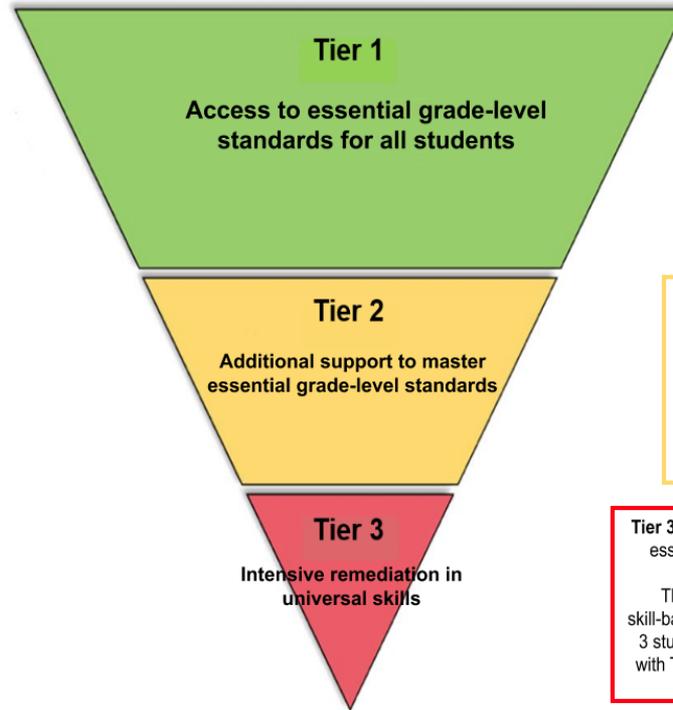
Essential Components of the Handbook

- Data Based Decisions
- Continual and ongoing process
- RTI Review Form
- ELA/Math Flow Charts



KCPS RTI Model

KCPS RtI Model



ALL students receive grade-level standards-driven instruction from a culturally responsive curriculum. Student proficiency is measured through a variety of assessments.

Tier 2 students do not consistently show adequate proficiency from Tier 1 instruction (grade-level standards).

Tier 2 students receive additional support in essential grade-level standards in addition to Tier 1 instruction. Student progress is consistently monitored.

Tier 3 students need intensive help in learning essential skills from previous grade levels.

Thus, Tier 3 students receive intensive, skill-based interventions on universal skills. Tier 3 students receive this support in conjunction with Tier 1 instruction and Tier 2 interventions.



Flow Charts

1st - 6th grade teachers will use the universal screener (i-Ready) to initially tier students.
Kindergarten teachers will use the Kindergarten Readiness Assessment to initially tier students.

Tier 1 (Instruction on essential grade level standards to <u>ALL</u> students)	Tier 2 (Additional support in essential grade level standards)	Tier 3 (Remediation in Universal Skills: foundational skills from prior grade levels)
<p>Actions: Continue Tier 1 whole group instruction with “workshop” small group differentiation. These students do not need additional Tier 2 and Tier 3 intervention.</p> <p>Consistent Classroom Assessment: Utilize daily exit tickets, quick checks, and formative assessments to determine whether a Tier 1 student needs extra support in Tier 2.</p>	<p>Actions: Students will receive Tier 1 instruction along with:</p> <ul style="list-style-type: none">• an additional 20-30 minutes of small group intervention (at least 3 times a week) on essential grade level standards <p>Tier 2 Progress Monitoring: Utilize daily whole-group and intervention group exit tickets, quick checks, and formative assessments to determine whether a Tier 2 student needs extra support in Tier 3 or should transition to only receive Tier 1.</p>	<p>Actions: Students will receive Tier 1 instruction & Tier 2 intervention along with:</p> <ul style="list-style-type: none">• an additional 15-30 minutes of individualized intervention support on foundational skills from prior grade levels. <p>Tier 3 Progress Monitoring: Utilize daily whole-group and intervention group exit tickets, quick checks, and formative assessments to determine whether a student needs continued support in Tier 3 or should transition to only receive Tier 1 instruction & Tier 2 intervention.</p>
<p>After consistent instruction and assessment, determine whether students need more or less support, and adjust tier groups as needed. Follow the process below for the appropriate tiers. Repeat after each progress monitor administration.</p>		

PLC Data Review Teams

KCPS RTI Review Form

Step 1: Problem Identification

Students Names:	

Problem:

Examples: Phonemic Awareness / Phonics / Comprehension / Number and Operations / Geometry

Step 2: Analysis of the problem

Critical questions to ask as you analyze the data:

- What about the skill(s) does the student understand? What about the skill(s) does the student not understand?
- What misconceptions are displayed in the student's class work?
- What foundational or preliminary skills are missing or misunderstood that impact the understanding of a larger skill/concept/standard?
- What instructional or intervention strategies have been used in the past or as part of Tier 1 instruction? Which were effective and why? Which were not effective and why?
- What learning strategies work well for the student (e.g., working with a partner, using manipulatives, talking out his/her ideas before starting to write, outlining, chunking amount of work, setting time limits, etc.)?

Supporting Data:

KCPS RTI Review Form

Step 3: Intervention Planning

Critical questions to ask as you plan:

- How will you modify instruction to address the areas of need?
- What research-based strategies will be used?
- What resources are available (e.g., time, materials, human resources)?

Intervention:

Time:	Resources:	Delivery Method:
Start Williams Fry Feb 19 Burnside Feb 21	You Tube Videos Close Reading Passages	Small group instruction

Step 4: Skill-Specific Progress Monitoring

Create a plan to monitor and review data to determine student progress on skill(s). This plan should include which data will be reviewed, when it will be reviewed, and by whom.

Based on the data, ask questions to determine if the student is making progress on the skill(s) taught.

Standard-Tracking Scores:			Did it work?
Pre: Notes:	Mid: Notes:	Post: Notes:	

Next steps



Response to Intervention



Professional Development Focus 2018 – 2019:

Professional Learning Communities

Problem Solving Teams

Next Steps:

Implementation of Tiered Systems of Support –

Response to Intervention





April - Principal Professional Development

- 4/11/19 – Mike Mattos provided full-day of professional development for principals – Developing and defining the “why”
- Goal – Professional Learning Communities as a tool to build common foundation for implementation of Tiered Systems of Support using Response to Intervention
- Common vocabulary and understanding of RtI
- Develop clear systems of support



Principals Institute – June 26, 27, 28



Implementing Tiered Systems of Support Rtl and Effectively using PLCs to Improve Teacher Practice

Day 1: Principals and Leadership Teams
Rtl: Tier 1, Effective Core Instruction,
Teach Behavioral Expectations,
Team Planning Time

Day 2: Principals and Leadership Teams
Rtl: and PLC, Theory into Practice,
Common Formative Assessments,
Principals Present Best Practices,
Team Planning Time

Day 3: Goal Setting for 2019-2020 and
Team Building

Questions and Answers





Dr. Christy Harrison and
Sharon Ahuna



Quest Summer School Overview

- Quest is an innovative summer experience for students entering grades K-12.
- Quest is designed to allow students to explore, create, and design their own learning through personalized learning experiences.
- Elementary and Middle school students will have opportunities to engage in hands on curriculum that challenges them to investigate, question, and discover the world around them.



Target Audience

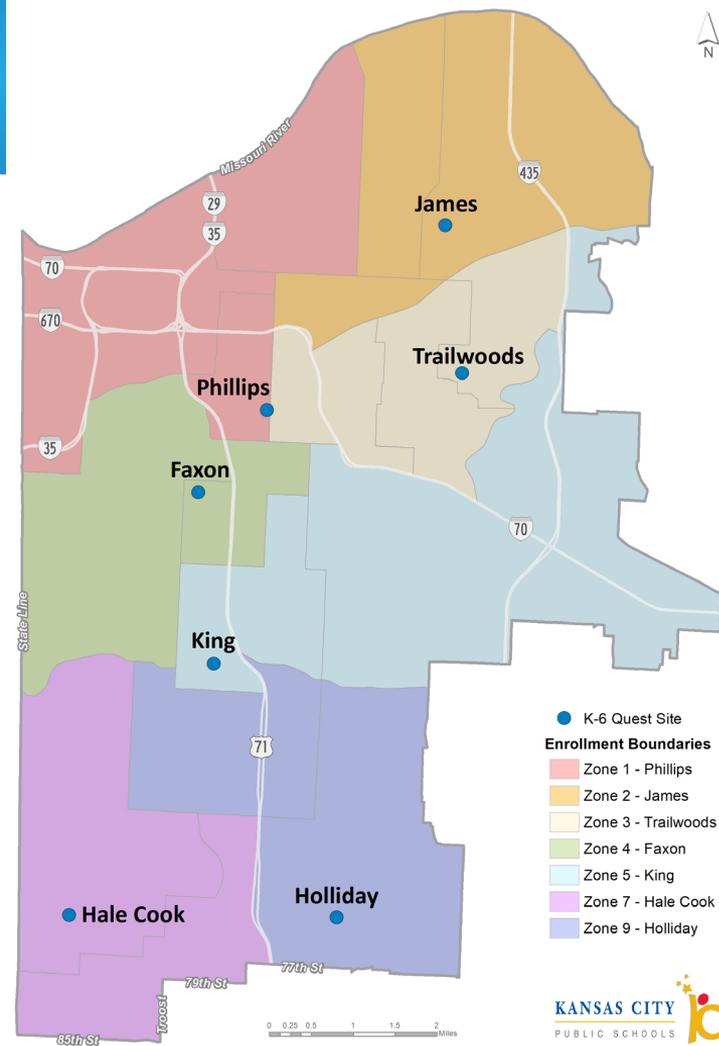
- Any student in the Kansas City area wanting to attend a summer school program K-12
- Students needing credit recovery
- Students wanting to earn original credits



Locations

Elementary

- Faxon
- James
- Wendell Phillips
- Harold Holliday
- Trailwoods
- Hale Cook
- Martin Luther King Jr.
- Foreign Language Academy



Secondary Locations

Secondary

Northeast High School 7-12th grade

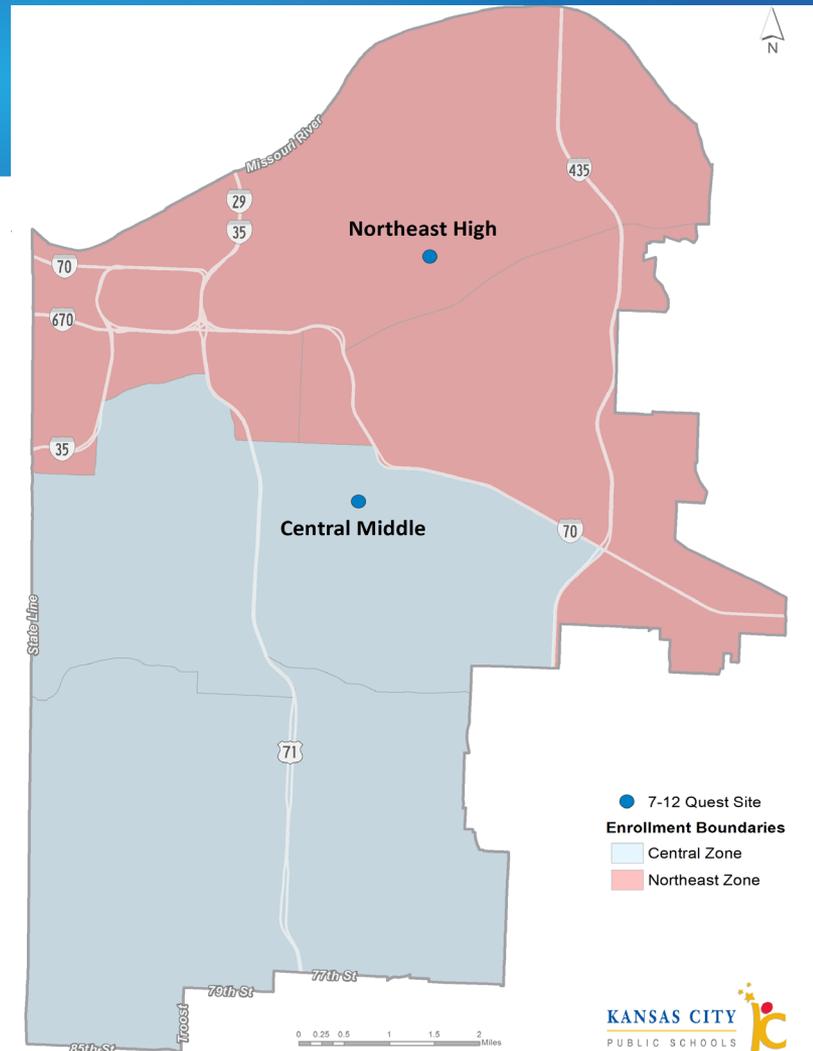
Central Middle School 7-12th grade

Alternative

Success at Anderson

Middle College Program @MCC Penn

Valley Campus



Enrollment

Online applications opened March 4, 2019

Paper applications week of March 11, 2019

About Quest

Elementary

Middle

High

Transportation Zone Search

Enroll (Online Application)

Quest Teaching Positions

Enroll Now

FAQs
When is Quest?
 June 6-28
How to enroll?
 Thank you for your interest in Quest! The online application will be available starting on Monday, March 4. Students must enroll by May 7 to secure transportation and technology for the first day of class.
Will before and aftercare be available?
 All KCPS elementary school programs will provide before and aftercare through LINC. Before care starts at 7 am and after care ends at 6 pm. Sign-up with the LINC personnel at your child's school.
What meals will be provided?
 Breakfast and lunch will be served at all KCPS summer sites
What is the dress code?
 Students should dress in the same manner that is approved by KCPS during the regular school year. Students do not have to wear uniforms. Please refrain from wearing: **flip flops, shirts without straps, low-**

About Quest

Quest is an innovative summer experience for students entering grades K-12. Quest is designed to allow students to explore, create, and design their own learning through personalized learning experiences. Elementary and Middle school students will have opportunities to engage in a hands-on curriculum that challenges them to investigate, question, and discover the world around them

Elementary

Designing their own adventure, enabling them to explore interests and passions most meaningful to them. The quest will be so much fun they won't even realize they are gaining relevant knowledge and skills when they attend these exciting courses.

- Blended Project Based Learning
- Field experience created in conjunction with community partners.

Quest hours: 8:20 am - 3:50 pm.

KANSAS CITY
PUBLIC SCHOOLS

QUEST
CHART YOUR PATH

FOR OFFICE USE ONLY:

School _____

Grade _____

Retained _____

MIDDLE SCHOOL Enrichment/Credit Recovery
DEADLINE TO ENROLL - MAY 7, 2019 **2019 APPLICATION**

Student Information:			
Legal Name: _____		Student's Language: _____	
First	Middle	Last	
Student ID #: _____		Current Grade: _____	
Current School: _____		2019-20 Grade: _____	
Summer Student Home Address _____	City _____	State _____	Zip _____
Parent/Guardian Name _____			Relationship to Student _____
Home Phone _____	Cell Phone _____	Work Phone _____	
Parent E-Mail Address _____			
Emergency Contact _____		Phone _____	
		Relationship to Student _____	
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female			
D.O.B.: / /			
IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No			
504 Plan: <input type="checkbox"/> Yes <input type="checkbox"/> No			
KCPS/KCNA employee? <input type="checkbox"/> Yes <input type="checkbox"/> No			

KCPS Middle School Sites (Rising Grades 7-8): June 6 - 28, 2019 *No transportation for students living within the KCPS boundary.

All sites 7:20AM - 2:50PM

Central Middle School, 3611 E. Linwood Blvd • Grades 7 - 8

Northeast High School, 415 Van Brunt Blvd • Grades 7 - 8

Mark courses with choices 1, 2, 3, 4, and 5 **Language support available at Northeast only.

	Will you need bus transportation? <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Field Trips: Are you passionate about making a change in the world? Do you want to meet young people who feel the same way? This summer at KCPS, you can create a digital story, use artistic concepts, or fashion and styling. Do computer science your way using Google CS First.	<input type="checkbox"/> Mysteries at the Museum: Become the lead curator of a new art museum. In this course you will create masterpieces to display in your museum's exhibits, restore ancient artifacts, solve mysteries of famous artworks that have been stolen, and fight against your rival museum at art auctions as you collect magnificent works of art for your museum.
<input type="checkbox"/> Nature Unchained: Nature that are almost biblical, real events that don't end, conditions that exist in tonight's weather—there's been a change in the weather lately and it's only getting worse. In this Quest, student will learn the destructive power of nature and how we can continue to prepare. Are you ready for "Nature Unchained"?	<input type="checkbox"/> Forensic Science: Be a real life Sherlock Holmes... Learning how to compare fingerprints, analyze blood spatter patterns, collect evidence, and identify missing people in this experience you will develop your critical thinking skills by working through topics on experiences that scientists use to solve different types of crimes every day!
<input type="checkbox"/> Google CS Discoveries: Personalize your computer science experience, make music, design video games, create a digital story, use artistic concepts, or fashion and styling. Do computer science your way using Google CS First.	<input type="checkbox"/> Olympic Champion: Compete to be the Middle School Olympic Champion as you learn about different Olympic events, learn and play volleyball, understand history and bowling to see who is crowned the champion!
<input type="checkbox"/> Financial Literacy Make Money Move: Ever play the Game of Life? In this Quest we will look at how the money you make and the money you keep depends on life choices. We will use the "Game of Life" to show how life choices and experiences affect your quality of life.	<input type="checkbox"/> Food Truck Junkie: If you like to eat, then this course is for you! Work with a team to build a mobile food truck from the ground up by developing your logo and slogan, jugs, commercial, menu and much more. Cook the food from your menu for a panel of judges as you compete to be the best food truck to town.

Boys & Girls Clubs of Greater Kansas City (Rising Grades 7-8): June 6 - August 2, 2019

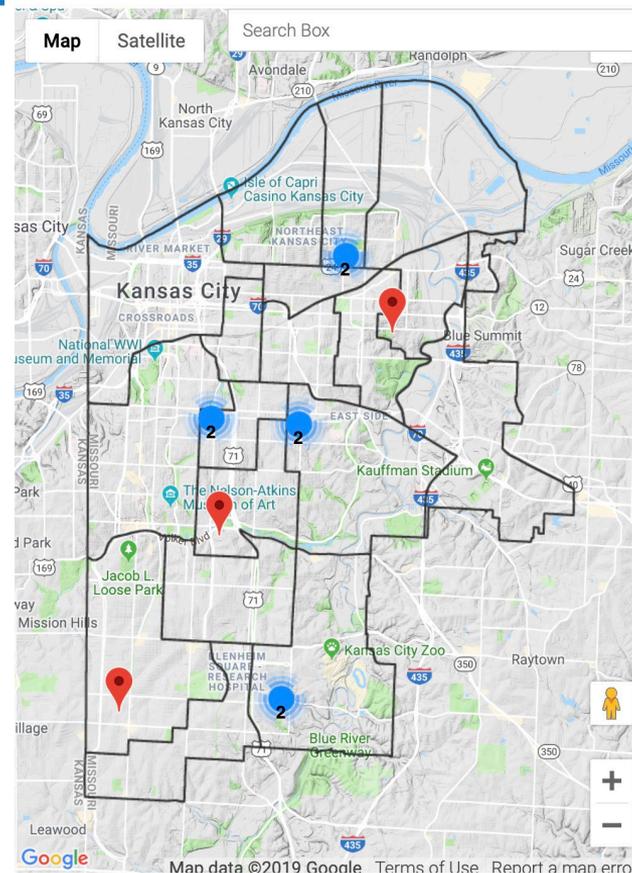
Before School Care: 7:00 - 8:00 AM - After School Care: 3:30 - 6:00 PM *Must complete additional Boys & Girls Club Summer Application

J&D Wagner - Elementary, 2405 Elmwood Ave - 8:00 AM - 3:30 PM ***Parents Must Provide Transportation***

Thornberry Unit - Elementary, 3831 E. 43rd St. - 8:00 AM - 3:30 PM



Interactive Transportation Zone Maps



Quest

Transportation

School Result:



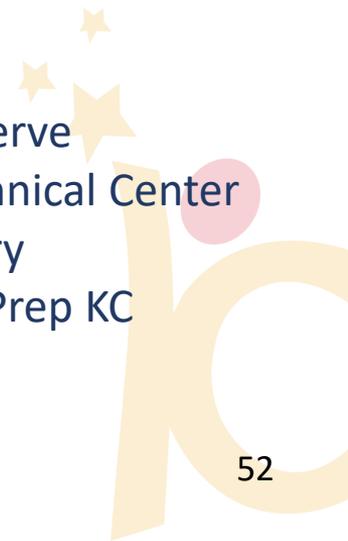
Partnerships

Partner Providers

- Ailey--Paseo
- Boys and Girls--2 locations
- LINC will provide before and after care at all KCPS elementary summer school sites

Partner Experiences

- Kansas City Zoo
- Nelson Adkins
- KC Water
- AIA Kansas City
- School of Economics
- Kansas City Federal Reserve
- Manual Career and Technical Center
- Kansas City Public Library
- Nepris Connector with Prep KC
- KC Stem Alliance
- And many more...



Marketing

- Save the Date Cards
- Social Media Campaign
- School Based Campaign
- Focusing on Innovative ways to draw students to our programs

SUMMER SCHOOL 2019
QUEST
CHART YOUR PATH

Go on a QUEST with KCPS this summer!

An innovative summer experience, Quest is for all KCPS students entering grades K-12. Designed to allow students to explore, create and design their own summer school adventure, the Quest program gives students the opportunity to learn through personalized, hands-on experiences.

BREAKFAST & LUNCH:
All Summer School students may enjoy free breakfast and lunch at all KCPS summer sites.

TRANSPORTATION:
Students will receive free transportation to your summer zoned school. Not sure which school to attend this summer? Visit the Summer School website to learn more.

DRESS CODE:
Students should dress in the same manner that is approved by KCPS during the regular school year. Students do not have to wear uniforms. Please refrain from wearing flip flops, shorts without straps, low level shorts (short shorts), sagging pants and inappropriate words on clothing.

STUDYING:
Summer school courses cover a great deal of material in a short time. Students must study both during the school day and outside of school time.

MIDDLE SCHOOL LOCATIONS:
Central Middle School
3011 E. Linwood Blvd.
Northeast High School
415 Van Brunt Blvd.

CITIZENSHIP:
Students are in summer school voluntarily. They are expected to maintain a positive attitude toward learning.

SUMMER SCHOOL STARTS JUNE 6, 2019
Learn more at KCPublicSchools.org/Summer

HIGH SCHOOL OFFERINGS

CREDIT RECOVERY (Current 9 - 12 Grades who need credit recovery)

English 9 (EN2900) - In school	English 10 (EN1000) - In school
English 11 (EN1100) - Online	English 12 (EN1200) - Online
Algebra 1 (MA0910) - In school	Algebra 2 (MA1010) - Prerequisite: Algebra 1 - Online
Geometry (MA0912) - Prerequisite: Algebra 1 - Online	Biology (SC0914) - Online
Health* (PE0915) - No Prerequisite - Online	American Government (CS11150) - Online
Physical Education (PE0911) - No Prerequisite - In school	

HIGH SCHOOL (Rising Grades 9 - 12)

English 9 (EN0900) - In school	ESL Algebra 1A** - In school
English 11 (EN1100) - Online	Geometry (MA0912) - Prerequisite: Algebra 1 - Online
English 12 (EN1200) - Online	Pre-Calculus (MA1212) - Prerequisite: Algebra 2 and Geometry - In school
ESL 1** - In school	Physics First** (SC0913) - Prerequisite: 8th Grade Science - In school
ESL 2** - In school	Economics/Personal Finance** (CS11102) - No Prerequisite - Online
Chemistry (SC1013) - Prerequisite: Physics 1st - Online	World History** (CS0910) - Prerequisite: Early American History - In school
American History (CS1010) - Prerequisite: World History - Online	Health* (PE0915) - No Prerequisite - Online
Physical Education (PE0911) - No Prerequisite - In school	Speech (CP0910) - No Prerequisite - Online
College Admissions (MA0912) - No Prerequisite - Online	KCPS Digital Arts can be used as a Practical Art

SUMMER DANCE (Whim Alley)
Summer Dance (Whim Alley)

SUMMER SCHOOL 2019
QUEST
CHART YOUR PATH

*Health and Economics is 50 credit
**Language support available at Northeast High School only

High School Blended Virtual Courses

- **Opportunities for students to...**
 - get ahead in 16 courses(health, speech, physical education, digital art, college admissions, personal finance, and many more)
 - recover credit in 11 designated courses as well as a host of other offerings as determined by student needs



K-8 Curriculum and Assessment

K-6: Project based course: ELA, Math, and Science

- 1 Course throughout the Quest Session
- Alpha Kids/QRI and rubric based assessment

7-8: Project based course: ELA, Math, and Science

- 4 Course throughout the Quest Session
- Student portfolio and rubric based assessments



2nd Grade Curriculum

Nailed it! I can build that!

<u>Scope and Sequences</u>				
Daily Lesson Plans <i>(Click on the links below)</i>				
<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
<u>Session 6</u>	<u>Session 7</u>	<u>Session 8</u>	<u>Session 9</u>	<u>Session 10</u>
<u>Session 11</u>	<u>Session 12</u>	<u>Session 13</u>	<u>Session 14</u>	<u>Session 15</u>
<u>Session 16</u>	<u>Session 17</u>	<u>Session 18</u>	<u>Session 19</u>	<u>Session 20</u>
Assessment				
<u>Assessment Checklist</u>	<u>Data Tracking Sheet</u>	<u>Data Submission</u>		



Session 1

Meeting Meeting	<p>Greeting</p> <ul style="list-style-type: none"> Children greet each other by name. Provides sense of recognition and belonging. <ul style="list-style-type: none"> Greeting Ideas <p>Share</p> <ul style="list-style-type: none"> Children share news or information, and respond to each other in a meaningful and respectful way. Develops skills of communication. <ul style="list-style-type: none"> Sharing Ideas <p>Activity</p> <ul style="list-style-type: none"> The whole class participates in an activity together. Activities should be fun and encourage inclusion and cooperation. Builds positive class culture. Examples include a read aloud, song, or quick game. <ul style="list-style-type: none"> Brain Break activities Short Group Activities Ideas <p>News and Announcements</p> <ul style="list-style-type: none"> Share what the day will include to set purpose for learning. Eases transition into the day. <ul style="list-style-type: none"> Morning Message Ideas 														
Writer's Workshop	<p>Getting Ideas and Writing Stories:</p> <p>Focus:</p> <ul style="list-style-type: none"> Drawing to inspire writing Contributing to a shared story Drawing a picture and writing a story about it 														
Literacy Stations	<p>In the first week of summer school introduce one literacy station each day. Suggestion:</p> <ul style="list-style-type: none"> Each time you open a new literacy station create an "Expectations" chart. Include visuals. Add pictures of the actual students in the station. Expectations Chart Order to introducing stations: <ul style="list-style-type: none"> Writing Buddy Reading Poetry (Poem taught whole group beforehand) Classroom Library (Book handing discussion beforehand) Word Work (Teach activity whole group beforehand) <p>While the teacher is meeting with a small group, students who are not at the teacher table should enjoy these literacy stations:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Classroom Library</th> <th style="width: 20%;">Buddy Reading</th> <th style="width: 20%;">Writing Station</th> <th style="width: 20%;">Poetry</th> <th style="width: 20%;">Word Work</th> </tr> </thead> <tbody> <tr> <td>Students read independently.</td> <td>Students read in pairs. Wordless Books</td> <td>Provide students with several types of writing utensils and blank paper.</td> <td>Choose a short poem. Copy the poem onto sentence strips.</td> <td>Compound Word Concentration Finish the Story</td> </tr> </tbody> </table>					Classroom Library	Buddy Reading	Writing Station	Poetry	Word Work	Students read independently.	Students read in pairs. Wordless Books	Provide students with several types of writing utensils and blank paper.	Choose a short poem. Copy the poem onto sentence strips.	Compound Word Concentration Finish the Story
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Questions and Answers



RSIT Breakout Discussion



Feedback/Requests



Thank you



Next RSIT meeting is scheduled for September, 2019