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
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.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Trainer (STC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Attendees</th>
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<tr>
<td>X.</td>
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<tr>
<td>X.</td>
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<tr>
<td>X.</td>
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</tr>
</tbody>
</table>
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
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
Academic Achievement & Staffing at Secondary Schools

Dr. Jennifer Collier
# Secondary School Staffing Report

<table>
<thead>
<tr>
<th>Content Area</th>
<th>2018-2019 (beginning of year)</th>
<th>2018-2019 (end of year)</th>
<th>2019-2020 (as of 5-28-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ELA</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

*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

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

### Kansas City Kansas Public Schools

<table>
<thead>
<tr>
<th>Step</th>
<th>BA</th>
<th>MA</th>
<th>EdD/ PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>42,238</td>
<td>46,855</td>
<td>53,860</td>
</tr>
<tr>
<td>Step 5</td>
<td>43,953</td>
<td>48,758</td>
<td>56,048</td>
</tr>
<tr>
<td>Step 10</td>
<td>46,195</td>
<td>51,245</td>
<td>58,906</td>
</tr>
<tr>
<td>Step 20</td>
<td>51,027</td>
<td>56,606</td>
<td>65,070</td>
</tr>
</tbody>
</table>
Questions and Answers
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
## Indicators Determining Comprehensive Status

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Combined ELA and mathematics MAP Performance Index (MAP MPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Progress</td>
<td>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</td>
</tr>
<tr>
<td>English Language Acquisition</td>
<td>MO-DESE will employ an English Acquisition Index (EAI) crediting schools for a percentage of students attaining AEP and growth on WIDA Access</td>
</tr>
<tr>
<td>School Quality or Student Success</td>
<td>The percentage of students attending school 90% of the time</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Four year graduation rate</td>
</tr>
</tbody>
</table>
### KCPS Elementary Schools

<table>
<thead>
<tr>
<th>School</th>
<th>English Language Arts (MPI 2018)</th>
<th>Math (MPI 2018)</th>
<th>% of regular attendance 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banneker</td>
<td>277.9</td>
<td>205.5</td>
<td>75.9%</td>
</tr>
<tr>
<td>King</td>
<td>207.0</td>
<td>158.1</td>
<td>63.4%</td>
</tr>
<tr>
<td>Troost</td>
<td>234.6</td>
<td>159.2</td>
<td>68.0%</td>
</tr>
</tbody>
</table>
## KCPS Secondary Schools

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

<table>
<thead>
<tr>
<th>Artifacts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td></td>
</tr>
<tr>
<td>Meeting Agendas</td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td></td>
</tr>
<tr>
<td>Focused Walk-Throughs</td>
<td></td>
</tr>
<tr>
<td>Professional Development Implementation</td>
<td></td>
</tr>
<tr>
<td>Instructional Rounds/Problems of Practice (modifications to goals)</td>
<td></td>
</tr>
</tbody>
</table>
- 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. Lateshia Woodley

KANSAS CITY PUBLIC SCHOOLS
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

Source: National Center on Response to Intervention, 2010
KCPS RTI Model

Tier 1
Access to essential grade-level standards for all students

Tier 2
Additional support to master essential grade-level standards

Tier 3
Intensive remediation in universal skills

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.
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.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Instruction on essential grade level standards to ALL students)</td>
<td>(Additional support in essential grade level standards)</td>
<td>(Remediation in Universal Skills: foundational skills from prior grade levels)</td>
</tr>
<tr>
<td>Actions: Continue Tier 1 whole group instruction with “workshop” small group differentiation. These students do not need additional Tier 2 and Tier 3 intervention.</td>
<td>Actions: Students will receive Tier 1 instruction along with:</td>
<td>Actions: Students will receive Tier 1 instruction &amp; Tier 2 intervention along with:</td>
</tr>
<tr>
<td></td>
<td>● an additional 20-30 minutes of small group intervention (at least 3 times a week) on essential grade level standards</td>
<td>● an additional 15-30 minutes of individualized intervention support on foundational skills from prior grade levels.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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 &amp; Tier 2 intervention.</td>
</tr>
</tbody>
</table>

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.
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
No Holds Barred.

Mobility

ATTENDANCE

Gender

Poverty

RACE

Preparedness

Learning Without Limits

NO EXCUSES!
Implementing Tiered Systems of Support RtI and Effectively using PLCs to Improve Teacher Practice

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

Day 2: Principals and Leadership Teams RtI: 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
Dr. Christy Harrison and Sharon Ahuna

KANSAS CITY PUBLIC SCHOOLS
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

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.

- 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
Interactive Transportation Zone Maps
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
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!

<table>
<thead>
<tr>
<th>Scope and Sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Lesson Plans</td>
</tr>
<tr>
<td>(Click on the links below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 6</td>
<td>Session 7</td>
<td>Session 8</td>
<td>Session 9</td>
<td>Session 10</td>
</tr>
<tr>
<td>Session 11</td>
<td>Session 12</td>
<td>Session 13</td>
<td>Session 14</td>
<td>Session 15</td>
</tr>
<tr>
<td>Session 16</td>
<td>Session 17</td>
<td>Session 18</td>
<td>Session 19</td>
<td>Session 20</td>
</tr>
</tbody>
</table>

### Assessment

- [Assessment Checklist](#)
- [Data Tracking Sheet](#)
- [Data Submission](#)
Session 1

Meeting Meeting

Greeting
- Children greet each other by name. Provides sense of recognition and belonging.
  - Greeting Ideas

Share
- Children share news or information, and respond to each other in a meaningful and respectful way. Develops skills of communication.
  - Sharing Ideas

Activity
- 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.
  - Brain Break activities
  - Short Group Activities Ideas

News and Announcements
- Share what the day will include to set purpose for learning. Eases transition into the day.
  - Morning Message Ideas

Writer’s Workshop

Getting Ideas and Writing Stories:

Focus:
- Drawing to inspire writing
- Contributing to a shared story
- Drawing a picture and writing a story about it

Literacy Stations

In the first week of summer school introduce one literacy station each day. Suggestion:
- 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:
  - Writing
  - Buddy Reading
  - Poetry (Poem taught whole group beforehand)
  - Classroom Library (Book handing discussion beforehand)
  - Word Work (Teach activity whole group beforehand)

While the teacher is meeting with a small group, students who are not at the teacher table should enjoy these literacy stations:

<table>
<thead>
<tr>
<th>Classroom Library</th>
<th>Buddy Reading</th>
<th>Writing Station</th>
<th>Poetry</th>
<th>Word Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read independently.</td>
<td>Students read in pairs.</td>
<td>Provide students with several types of writing prompts and blank paper.</td>
<td>Choose a short poem. Copy the poem onto sentence strips.</td>
<td>Compound Word Concentration</td>
</tr>
<tr>
<td>ELA</td>
<td>Science</td>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alpha Kids (Pre)</td>
<td>Alpha Kids (Post)</td>
<td>2.PS1.A.1</td>
<td>2.PS1.A.2</td>
<td>GM.D.12</td>
</tr>
<tr>
<td>Students will classify the materials properly in the Student Lab #1</td>
<td>Students will classify the materials properly in the Student Lab #2</td>
<td>Student will show a clear understanding of the best property for a particular purpose either in the Penguin lab or additional student labs. Opportunity #1</td>
<td>Student will show a clear understanding of the best property for a particular purpose either in the Penguin lab or additional student labs. Opportunity #2</td>
<td>Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using $ and ¢ appropriately.</td>
</tr>
</tbody>
</table>

**Last Name, First Name (Student)** (0-24) (0-24) Enter a ✓ for Mastered, leave blank if not mastered.
Questions and Answers
RSIT Breakout Discussion
Feedback/Requests
Next RSIT meeting is scheduled for September, 2019