

Wellington Middle School



What do we do
during Knight Time?

What is Quest?

Student Learning and Mentoring

QUEST - Students Come First!

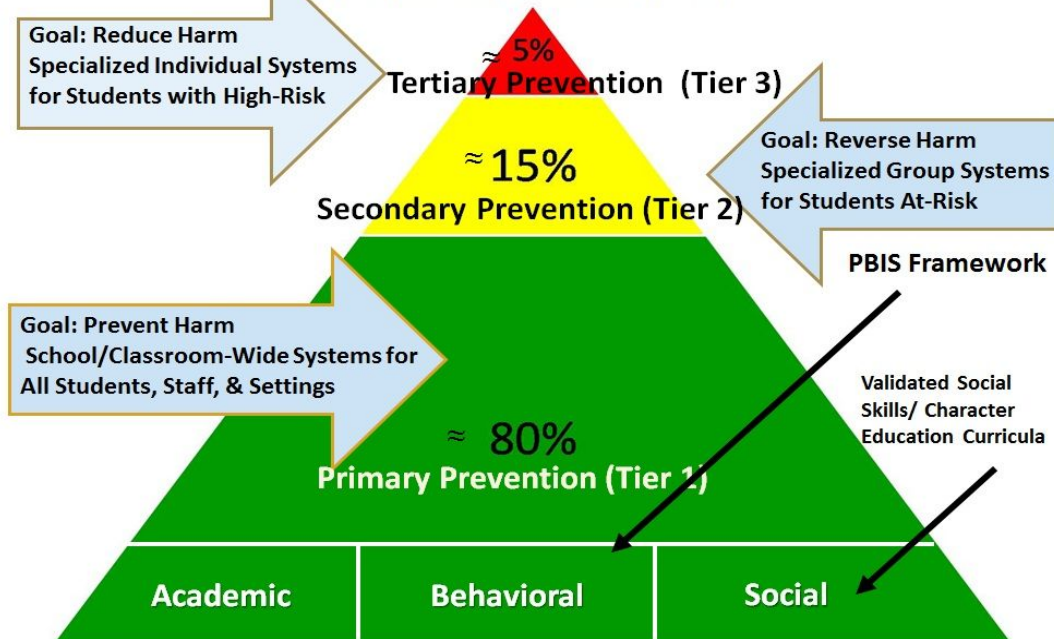
Quest is for student discovery, innovation and strengthening skills for success through exploration and intervention.

Differentiated instruction based on individual student data:

- Students are assessed often throughout the school year
- Students are taught based on their individual needs and areas for growth
- Intervention support is focused on Math and Reading
- Other areas for growth include
 - STEAM (Science, Technology, Engineering, Arts, Math)
 - Communication (Reading, Writing, Speaking, Listening)

Following Kansas and USD 353 Model - MTSS - Multi Tier System of Supports

Comprehensive, Integrated, Three-Tier Model of Prevention
(Lane, Kalberg, & Menzies, 2009)



What does this pyramid mean? It means we meet students where they are and provide focused and specific instruction to strengthen areas of weakness and enrich and stretch their talents and strengths!

The FastBridge is our universal screener - Test student needs

- All students are screened three times during the year to determine where students are academically.
- Quest is the scheduled class period which has been set up to deliver focused instruction depending on each student's individual need. Reading and Math interventions for those students that have been identified as needing them as well as exploration and enrichment for others.

QUEST

- Teaching interventions which allows for all students to have movement in and out of the three tier levels as needed based on their assessments results and goals.
 - Tier 1 support - 44 minutes Quest classes - STEAM/Communication
 - Tier 2 support - 44 minutes Quest classes in Math or Reading
 - Tier 3 support - 44 minutes Quest classes in Math or Reading

Students' Quest for innovative ideas through collaboration!



Leaders in Innovative, Future Focused, Real World Learning



Quest and Knight Time - Student Specific and Growth Mindset

Through the use of student data and positive mentoring relationships, we meet students where they are and provide focused and specific instruction and projects to strengthen areas of weakness and enrich and stretch their talents and strengths through:

- 16 Habits of Success
- 36 Cognitive Skills
- SMART Goals
- Weekly 1:1 Mentoring and review of progress on SMART goals

Students will discover and develop habits for success.

THE 16 HABITS OF SUCCESS

INDEPENDENCE AND
SUSTAINABILITY

Self-
Direction

Curiosity

Purpose

PERSEVERANCE

Resilience

Agency

Academic
Tenacity

MINDSETS FOR SELF
AND SCHOOL

Growth
Mindset

Self-
Efficacy

Sense of
Belonging

Relevance
of School

SCHOOL
READINESS

Self-Awareness

Empathy/
Relationship Skills

Executive
Function

HEALTHY
DEVELOPMENT

Attachment

Stress
Management

Self-Regulation



Habits of Success are the mindsets and behaviors that support academic achievement and well-being.

SUMMIT Learning™

Based on the Building Blocks for Learning Framework, Stafford-Birzeit, K. B. (2016). Turnaround for Children.

Focusing on skills to be college and career ready.

THE 36 COGNITIVE SKILLS ACROSS 7 KEY DOMAINS

USING SOURCES

- Selecting Relevant Sources
- Contextualizing Sources
- Synthesizing Multiple Sources

PRODUCTS & PRESENTATIONS

- Style and Language (Tone, Academic Language, Syntax)
- Oral Presentation
- Multimedia in Written Production
- Multimedia in Oral Presentation
- Conventions
- Precision

ANALYSIS & SYNTHESIS

- Identifying Patterns & Relationships
- Comparing/Contrasting
- Modeling
- Interpreting Data/Info
- Making Connections & Inferences
- Critiquing the Reasoning of Others
- Justifying/Constructing an Explanation

INQUIRY

- Asking Questions
- Hypothesizing
- Designing Processes & Procedures

SPEAKING & LISTENING

- Discussion/Contribution
- Preparation
- Norms/Active Listening

TEXTUAL ANALYSIS

- Theme/Central Idea
- Point of View/Purpose
- Development
- Structure
- Word Choice

COMPOSING & WRITING

- Argumentative Claim
- Informational/Explanatory Thesis
- Narrative
- Counterclaims
- Selection of Evidence
- Explanation of Evidence
- Integration of Evidence
- Organization (Transitions, Cohesion, Structure)
- Introduction & Conclusion

Students will set SMART Goals.

SMART Goal Setting!

S

Specific

* explained in detail.

Not Specific - I want to make good grades
Specific - I want to have a 95 average in science by May 27, 2014

M

Measurable

* can show evidence.

Not Measurable - I want to make a lot of free throws.
Measurable - I want to make 9/10 free throws in tonights game.

A

Attainable

* can be reached if you put forth the effort.

Not Attainable - I want to learn to speak Spanish by Friday.
Attainable - I want to learn 30 new spanish vocab words by the end of 2nd quarter.

R

Relevant

* it relates to the area you want to improve.

Not Relevant - I will dance for 20 minutes to become a better reader.
Relevant - I will read for 25 minutes per night for 1 month to build my reading stamina.

T

Time Bound

* has a date of completion.

No Time - I want to learn to play the piano.
Time - I to learn to play Chopsticks by June 3, 2014.

SETTING SMART GOALS

Rectangular Strip

S



SPECIFIC

What do I want to accomplish?

M



MEASURABLE

How will I measure the achievement of my goal?

A



ACHIEVABLE

What are the specific steps to reach my goal?

R



RELEVANT

How does this goal relate to my long-term goals and interests?

T



TIME-BASED

When do I want to complete my goal?

Knight Time

OVERVIEW & PURPOSE

The purpose of Knight Time at Wellington Middle School is to guide our students to be future-focused, real-world learners by making meaningful connections to each student so that they are successful at WMS and in their future.

- 9th hour on Mondays, Tuesdays, Thursdays & Fridays

Knight Time - 1 to 1 Mentoring

Knight Time is like the high school's Crusader Connection class

- All students have a Knight Time Class
- Students will keep their Knight Time mentoring teacher for the duration of their years at WMS
- Students will plan and conduct their student-led conference with their Knight Time mentor teacher and their parent/guardian
 - During fall and spring Parent/Teacher Conference days

Monday / Tuesday

1. Mentoring Days

- a. Check grades and individually conference with each student.
- b. Set and update SMART Goals
- c. SMART Goals shared with caring adult
- d. Silent Reading - WMS Library book or Tumble Books - free electronic resource through Wellington Public Library & USD353

Wednesday - NO Knight Time on Wednesdays due to Roundtable Collaboration Time

Thursday

1. SPIRIT Day/ Character Education
 - a. Pep Assembly Days or
 - b. Habits of Successful Students/Pillars of Success/Second Step or
 - c. visit teachers for help/makeup tests

Friday

1. College and Career Exploration
 - a. Clubs / career exploration
 - b. Start building Portfolio for student-led conferences

SPIRIT Day

S - Supporting

P - Peers

I - in being

R - Respectful, Responsible, and Resourceful

I - Individually and by

T - Teamwork

Bringing it all together - Quest and Knight Time

Use the Self-Directed Learning Cycle to set goals, develop a plan to achieve those goals, learn what you need to know, show evidence of what you have learned and reflect on the process.

