

South High School

Building In-Service

August 6, 2024

7:15-11:15



Welcome New Staff

Gavin Blehm	Asst. Band
Cody Casey	Math
Chris Delay	Speech
Jessica Hakoda	Vocal Music
Noah Hopkins	Business
Breanna Kuhlman	SRO
Christien Ozores	PE
Sondra Palen	Math
Tatiana Pugh	Asst. Attendance Admin. Assistant
Bradley Robinson	Kitchen Manager
David Weir	Student Support
Mary Weis	Activities Admin. Assistant



Staff Changing Roles

Jacob Andres	Orchestra
Orlando Carmona	Math & Teen Builders
Kristen Fox	MTSS
Amanda Hanchett	Financial Admin. Asst.
Janelle Lillard	Special Education
Cameron Magnall	Counselor in Training (Freshmen)
Katie Snyder	Special Education
Charlotte Springer	Special Education
Jeremiah Thornton	MTSS
Julie Work	Principal's Admin. Asst./Office Manager



Celebrations

SHS Celebrations



Brain Break

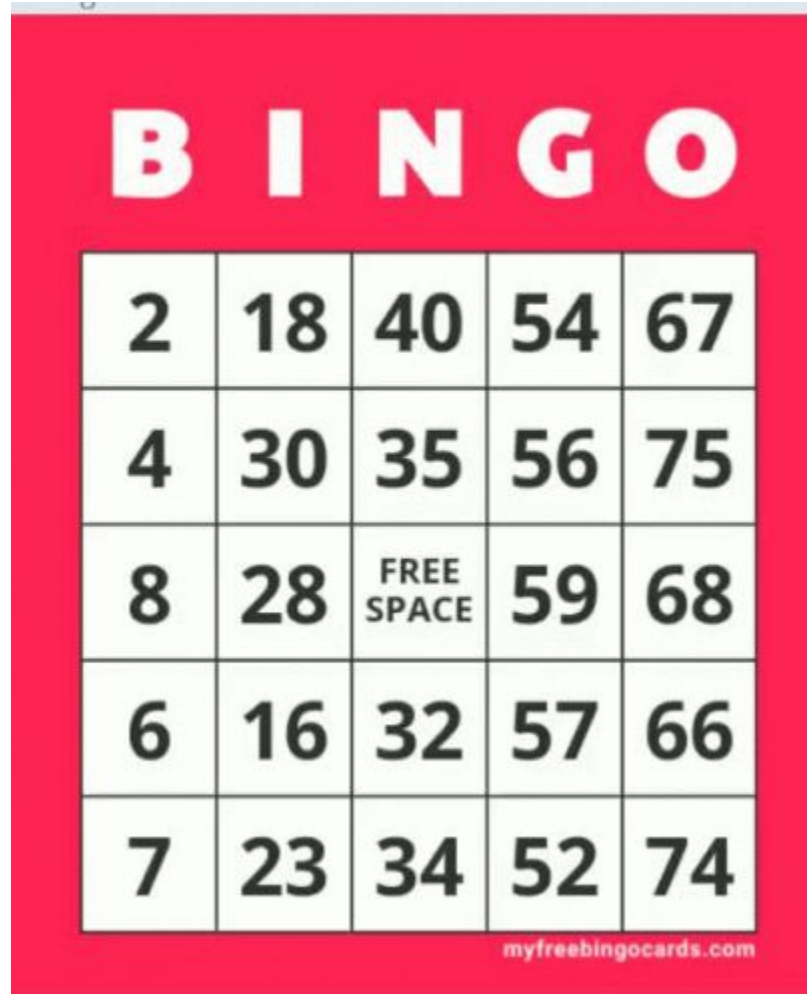
Go for a black out!

When timer sounds,
return to your seat.

No prizes claimed
until time is up!

Prizes for

- blackout
- multiple lines



We are Visible Learners

Learning Intentions

1. Teachers will know and understand building expectations.
2. Teachers will know and understand their role in meeting building goals.

Success Criteria

1. I can leverage a full teaching block for student learning.
2. I can explain the requirements of the building handbook.
3. I can explain why the ELO block is critically important for South High students.
4. I can explain our building goals and why they were each chosen.
5. I can explain the run-hide-fight model and understand my role.

Schedule

2024-2025 BELL SCHEDULE

GREEN DAYS

(1) 7:45 – 9:10

(3) 9:15 – 10:40

(5) 10:45 – 12:40

Lunch Shifts

1st: 10:45 - 11:10

2nd: 11:15 - 11:40

3rd: 11:45 - 12:10

4th: 12:15 - 12:40

(7) 12:45 – 2:10

(ELO) 2:15 – 2:55

GOLD DAYS

(2) 7:45 – 9:10

(4) 9:15 – 10:40

(6) 10:45 – 12:40

Lunch Shifts

1st: 10:45 - 11:10

2nd: 11:15 - 11:40

3rd: 11:45 - 12:10

4th: 12:15 - 12:40

(8) 12:45 – 2:10

(ELO) 2:15 – 2:55

Changes:

*Contract time:
7:10-3:10

*Student time:
7:45-2:55

*6 less school days

*5 minutes added
to each block



Utilizing a Block Schedule

Making the Extra 5 Minutes Meaningful

- **Warm Ups**
 - Start with review questions or preview questions
- **Exit Tickets**
 - One-Minute written summary
 - Question or Confusion?
- **Reflection and Feedback**
 - Reflective Journals
 - Two Stars and a Wish
- **Deepening Understanding**
 - Opportunities to Respond: say something, write something, do something

Implementing Visible Learning

***Learning Intentions and Success Criteria**

***Feedback**

***Student Voice**



Utilizing a Block Schedule - Differentiation

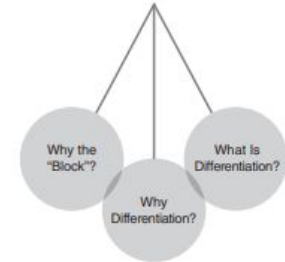
Differentiation in a Block Schedule

- Please work with the [article](#) while completing your role:
 - Key Information
 - Discussion
 - Connections
 - Visual Representation
 - Educational Jargon
- Please use the provided sticky notes for your thoughts/annotations.

“You cannot differentiate “everything, every day, in every way.” However, you can become more responsive over time. Celebrate successes along the way. Just get started, and you will find you are doing more each week, month, and year. Start small and think big!”

1

Introduction



Block scheduling, simply defined, creates large segments of instructional time for staff and students. These longer-than-usual periods provide several opportunities. Many teachers have used this extended time as a resource to integrate the curriculum, providing enriched student learning experiences. Others have used the additional minutes of instructional time to afford students the chance to delve deeper into subject areas, enhancing student understandings. Schools have used block scheduling to increase the number of credits that students may take in a given year. Many schools report several benefits derived from longer periods of instructional time: fewer discipline referrals, better student attendance, enhanced staff-student relationships, and more students on the honor roll. Students report that block scheduling has prepared them for college and is “less stressful” than a traditional schedule. Block scheduling success relies heavily on how instructional time is used. It is also well known that every learner is unique. This book is devoted to these two factors.



Building Handbook



- Securly Pass
 - Our electronic student tracker for all out-of-class occasions
 - How to use?
 - STUDENTS request a pass, staff approve/end
 - Why?
 - Monitoring student movement for MTSS concerns
 - Managing the hallways to deter safety issues
 - Increase classroom instruction time
 - Hard data to share during parent meetings



Building Handbook



- For the 2023-2024 school year:
 - 96,975 passes approved
 - 12051:26.36 time out-of-class
- **NEW** - Using to check-in morning tardies
 - We need everyone's help in using the program with fidelity and structuring all out-of-class circumstances around the electronic tracker
 - *Especially important for ELO*



Building Handbook



- Supervision
 - Why?
 - Relationship building—greeting students at the door
 - Reducing tardies and other discipline issues
 - Where? Supervision Schedule— Zone 1, Zone 2
 - Teamwork
 - What will the admin be doing differently? (Zones)



Our Commitment

<u>Stem Hallway</u>		<u>Stem Hallway Floor 2</u>
Week 1	Krista	Ginger
Week 2	Ryan	Tim
Week 3	Ginger	Krista
Week 4	Tim	Ryan
<u>Humanities</u>		<u>Humanities Floor 2</u>
Week 1	Ryan	Tim
Week 2	Krista	Ginger
Week 3	Tim	Ryan
Week 4	Ginger	Krista



Philosophy of ELO

- Its history
 - ELO was implemented to remove the responsibility and time commitment of necessary, but not content-related, programming from the classroom teacher to a regular, common time distributed amongst all faculty members.
- Its possibility
 - ELO has the opportunity to be the leverage point to build the culture and relationships necessary to achieve our building and district goals.



Expectations of ELO

- Leverage the time
 - SEL District/Building Goals
 - Student engagement/Building Goal



- Calendar
 - Use Daily
- Tracking Assets
 - New 2028 Grad Year Requirements
- Accountability
 - This is your time to make a difference with your unique group of students
- PAW
 - This is the time to build the culture of South High



ELO Passing

Passing Protocol:

No Passing:

- First Two Weeks of School
- Tuesdays
- Fridays
- First 10 minutes of ELO
 - Passing begins at 2:25 and ends at 2:30



ELO Passing Schedule

Salina South High School

**Tuesdays and
Fridays**

There is **NO PASSING**
on Tuesdays and
Fridays.

Students remain in
ELO. Teachers guide
students with
completing assigned ELO
activities from the
calendar.

**Monday, Wednesday,
Thursday**

NO FLY ZONE:
2:15 to 2:25

Use this time to complete
the required ELO activities
for the day.

Passing begins at 2:25 (if ELO
activity is done) and ends at 2:30.
Students need to be at their final
location by 2:30.

**Reminder: The ELO calendar activities are required for all
students and all teachers.**

Implementation of ELO Programming Each Day

MONDAY
Aug-12
NO PASSING
Check In: Summer 2024
All Students Watch: Concussion/Heat Illness Video
Student Expectations & Tech tips from Mrs. Burke

NEW: Daily Slides and Printable Xello Tracker

What's on the calendar?

- Passing or No Passing?
- Lessons/Activities
 - the blue underlined items are clickable links
 - a **black triangle** in the upper right corner indicates a facilitation note. Hover over the cell to read.



Building Handbook

- Grades

- Weekly updates
- Communication with parents & students
 - Scripts for beginning conversations
 - Mrs. Fox can offer support
 - Colleague support
 - Email-Tone. If it takes more than two emails, pick up the phone.



Make-Up Work

- When is it due?
 - Little Johnny was absent Monday through Wednesday. He comes back to school on Thursday. Johnny was supposed to be in your class on Monday and Wednesday.
 - When is his late work due?

Make-Up Work

Little Johnny was absent Monday through Wednesday. He comes back to school on Thursday. Johnny was supposed to be in your class on Monday and Wednesday.

- When is his late work due?
 - a. 2 days = Friday
 - b. Monday's work is due the following Tuesday, Tuesday's work is due Wednesday, Wednesday's work is due Thursday.
 - c. Talk with Johnny and develop a plan for makeup that is reasonable to both of you.
 - d. both b and c are correct
 - e. none of the above, it doesn't matter, Johnny won't do the work anyway.

Make-Up Work

- Using it as a teaching tool for PAW
 - Perseverance
 - Accountability
 - Willingness

Building Handbook

- Dress Code
 - Spirit days
 - Other days



Fridays



Spirit Days



Building Changes

Counseling Domains

Academic Counselors

Ms. Smith (11th)
Mrs. Wagner (10th)
Mr. Magnall (9th)

College & Career Counselor

Mr. Allen (12th)

Social-Emotional Counselor

Mrs. Potocnik

PBD Coordinator

Mrs. Goodrich

- Cougar Academy

- Purpose
- Criteria
- Who is involved?
- Schedule





COUNSELING DEPARTMENT



There is a new look in the SHS Counseling Department.
For general information or support, please feel free to contact our
Counseling Secretary, Mrs. Carlson, at (785) 309-3715.

Academic Counselors

Our Academic Counselors work with students and families regarding academic concerns and class scheduling.

- Mr. Magnall - Grade 9
- Mrs. Wagner - Grade 10
- Ms. Smith - Grade 11

College & Career Counselor

Mr. Allen

Our College & Career Counselor works with students and families on college and career planning, support enrollment in college-level courses, and Grade 12 student scheduling.

Performance-Based Diploma (PBD) Counselor

Mrs. Goodrich

Our PBD Counselor works with credit deficient students and families in meeting academic goals.

Social-Emotional Counselor

Mrs. Potocnik

Our Social-Emotional Counselor works with students and families to help support social-emotional needs and student emergencies.

School Social Workers

Ms. Bruce

Mrs. Harvin

Our School Social Workers provide social-emotional support and resources to students and families.

School Registrar

Mrs. Froome

Our Registrar manages the academic records of all current and former SHS students.

Counseling Department Secretary

Mrs. Carlson

Our Counseling Secretary provides general information and support to all students and families and is the first contact within the Counseling Department.

Brain Break



TIMER



Administrative Building Goals

1. Safety
2. Instruction
3. Recognition
 - a. Achieved through Visibility



Building Goals

- Increase student engagement at SHSS by 5% on May 22, 2024 as measured by the ELO student survey.

<u>2022-2023 Engagement (October Participation Survey)</u>	<u>2023-2024 End-of-Year Engagement Data</u>
593 Y / 1053 Enrolled = 56.32%	616 Y / 1035 Enrolled = 59.52%

- What does it mean to be engaged?



Building Goals

- Increase the number of passed courses by 3% on December 19, 2023 and May 22, 2024.

	<u>December 2022</u>	<u>May 2023</u>	<u>December 2023</u>	<u>May 2024</u>
Grades Issued	8244	7961	8301	8225
Courses Passed	7462	7151	7526	7447
Courses Failed	782	810	775	778
Percentage Passed	90.51%	89.83%	90.66%	90.54%

- Why is this information important?



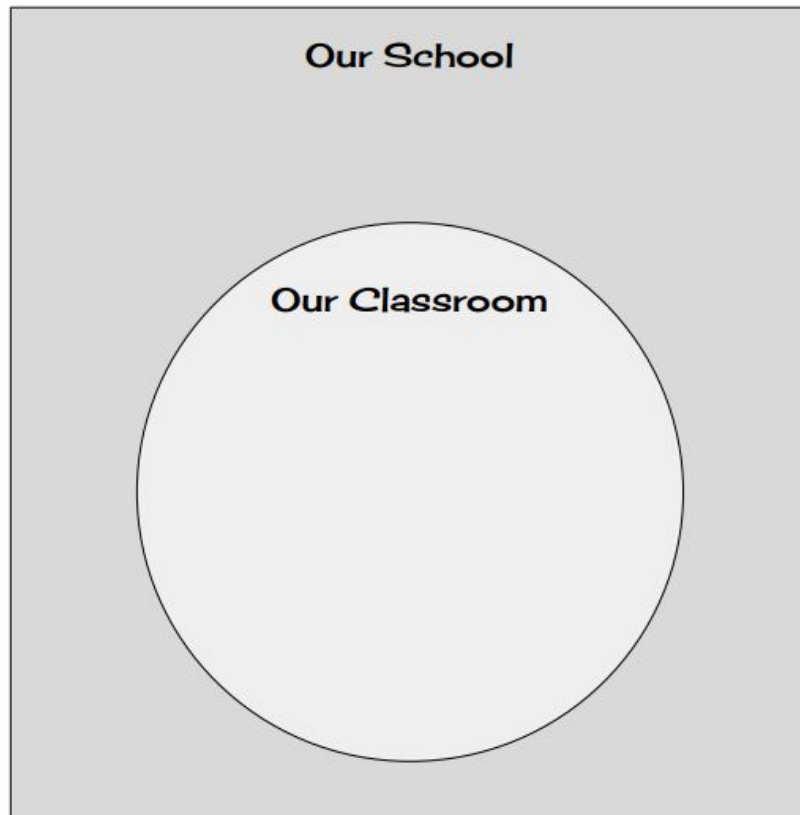
Building Goals

- Teacher dashboard
- 2024-25 Building Goals
 - BLT- Input on building goals
 - Department goals?
- Graphic organizer



Graphic Organizer Share Out

What's in Our Control?



- Increase student engagement at SHSS by 5% on May 22, 2024 as measured by the ELO student survey.
- Increase the number of passed courses by 3% on December 19, 2023 and May 22, 2024.

District Communication Goals

- Students will have the communication skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a level 3 or 4 on the Kansas Reading Assessment by 2027.
- Students will have the communication skills to achieve postsecondary success as measured by a 13% decrease in the number of students performing at a Level 1 on the Kansas Reading Assessment by 2027.
- [ELA Assessment Data](#)



District Critical Thinking Goals

- Students will have the critical thinking skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a Level 3 or 4 on the Kansas Math Assessment by 2027.
- Students will have the critical thinking skills to achieve postsecondary success as measured by a 12% decrease in the number of students performing at a Level 1 on the Kansas Math Assessment by 2027.
- [Math Assessment Data](#)



District Critical Thinking Goals

- Students will have the critical thinking skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a Level 3 or 4 on the Kansas Science Assessment by 2027.
- Students will have the critical thinking skills to achieve postsecondary success as measured by an 11% decrease in the number of students performing at a Level 1 on the Kansas Science Assessment by 2027.
- Science Assessment Data



District Social-Emotional Goal

Students will have the social-emotional skills to achieve postsecondary success as measured by a 15% decrease in the number of students who are chronically absent by 2027.

- SHS Chronic Absenteeism Data

23-24	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12	WK13	WK 14	WK 15	WK 16	WK 17	WK 18	WK 19	
SHS	9.52%	18.86%	20.29%	22.95%	17.71%	20.48%	21.90%	21.52%	20.57%	23.05%	25.05%	27.90%	29.62%	28.38%	28.19%	28.67%	28.57%	28.67%	28.76%	
	SHS 22-23				22.47%	21.91%	24.17%	26.44%	30.88%	30.12%	32.58%	30.69%	33.24%	34.56%	31.44%	32.48%	33.43%	33.24%	34.66%	
District	10.99%	17.21%	16.11%	17.94%	13.87%	15.78%	15.64%	16.09%	15.32%	16.32%	18.11%	19.16%	19.98%	19.18%	19.44%	19.55%	19.96%	20.66%	20.63%	
	District 22-23				16.24%	15.52%	16.52%	18.33%	21.61%	20.67%	21.78%	21.13%	23.48%	24.62%	23.16%	24.31%	25.08%	25.10%	27.62%	
	WK 20	WK 21	WK 22	WK 23	WK 24	WK 25	WK 26	WK 27	WK 28	WK 29	WK 30	WK 31	WK 32	WK 33	WK 34	WK 35	WK 36	WK 37	WK 38	WK 39
SHS	27.43%	28.76%	28.19%	27.62%	28.00%	28.19%	28.86%	29.43%	29.81%	30.95%	31.14%	30.57%	31.33%	31.81%	32.10%	31.14%	31.71%	31.71%	31.43%	30.76%
	0	34.66%	33.99%	32.67%	33.62%	32.48%	32.39%	32.39%	31.82%	31.82%	31.54%	31.44%	31.35%	31.92%	32.20%	32.01%	32.58%	32.77%	32.11%	0.00%
District	19.76%	21.11%	20.40%	20.88%	20.96%	20.63%	20.73%	21.32%	22.12%	22.91%	22.88%	22.64%	23.33%	22.91%	22.79%	22.29%	22.12%	22.16%	22.32%	22.15%
	0	28.61%	26.65%	26.85%	26.96%	25.73%	25.60%	25.60%	25.14%	25.14%	24.83%	24.73%	24.60%	24.68%	24.36%	24.02%	23.53%	24.01%	24.05%	0.00%

District Social-Emotional Goal

Students will have the social-emotional skills to achieve postsecondary success as measured by a 15% decrease in the number of social-emotional behavior offenses by 2027.

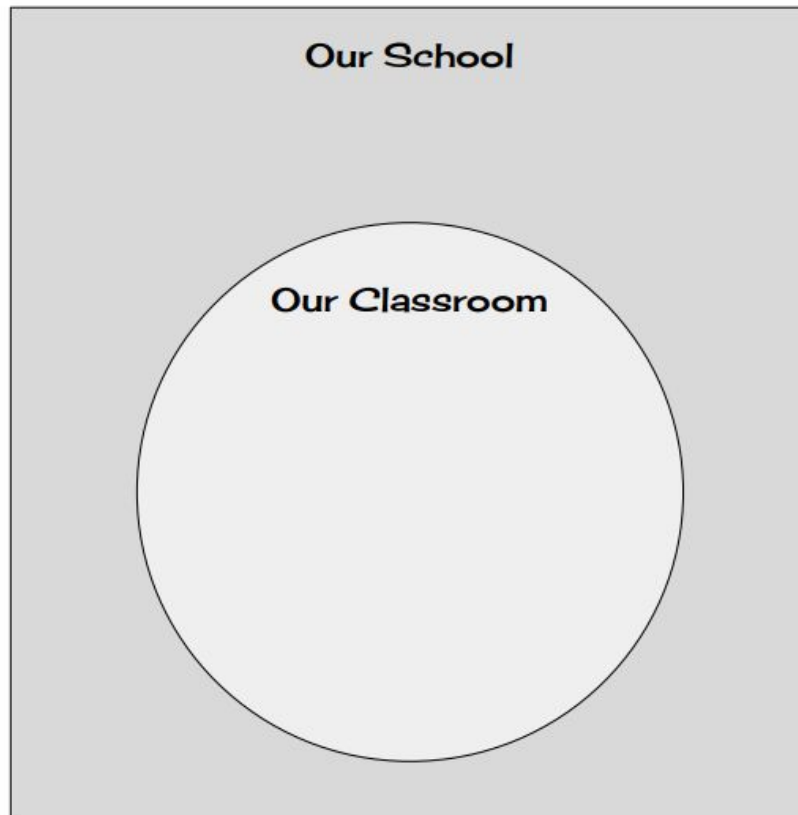
SY 2021-2022	SY 2022-2023	SY 2023-2024
2131 Total Referrals	2421 Total Referrals	1656 Total Referrals
259 SEL Referrals	218 SEL Referrals	275 SEL Referrals
12.15% of Total Referrals were SEL	9.00% of Total Referrals were SEL	16.61% of Total Referrals were SEL

2023-2024 SHS Discipline Data

9th Grade Referrals	505	Tardies	797
10th Grade Referrals	428	Cuts	412
11th Grade Referrals	356	Attendance Referral Total	1209
12th Grade Referrals	353	Attendance Referral Percentage	~73%
Total Referrals	1652	Students on Referral	347 (~33% of population)

Graphic Organizer Share Out

What's in Our Control?



- State Assessment Goals
- Students will have the social-emotional skills to achieve postsecondary success as measured by a 15% decrease in the number of students who are chronically absent by 2027.
- Students will have the social-emotional skills to achieve postsecondary success as measured by a 15% decrease in the number of social-emotional behavior offenses by 2027.



Safety

- Community Forum
 - Kansas has best location services
- Run-Hide-Fight
 - Run-Hide- Fight Protocol
 - ([Show Video](#))
- Threat Assessment Team
 - Resources
- Crisis Scenario
- [Crisis Table Top Activity](#)
 - Debrief
 - QR Code
 - Upcoming Drills



Crisis Scenario Room Assignments

ELA – 2110
Business– 2118
Science– 2216
Math– 2303
Special Education– 1221
PE & Industrial Arts– Upper Gym
FACS– 1236
World Language– 1106
Social Studies & Speech– 1116
Fine Arts– 1103
Performing Arts– 604
Counseling & Student Support– OCR B

 <p>Run</p> <ul style="list-style-type: none">• Have an escape route and plan in mind.• Leave your belongings behind.• Keep your hands visible.	 <p>Hide</p> <ul style="list-style-type: none">• Your second option should be to hide.• Do not huddle together, because it makes an easy target.• Lock and barricade doors and shut off lights.	 <p>Fight</p> <ul style="list-style-type: none">• Fighting is a last resort to be used only when your life is in imminent danger.• Attempt to incapacitate the attacker.• Find an object to use as a weapon, such as a fire extinguisher or chair.

Other

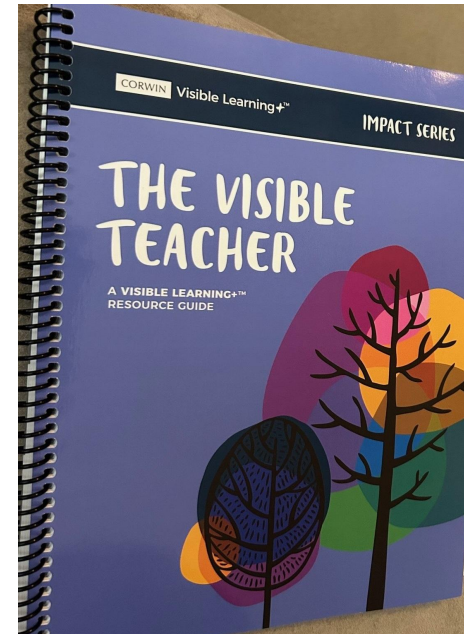
- Beginning of the year [checklist](#)
- Freshmen Orientation (Mann & Massey)
- Tomorrow
- First Aid Kits—one per room

Questions



Other

- Visible Learning Training August 7
CHS
Time: 7:15-3:00
Bring:



Questions



