

South High School

In-Service

August 8



Tournament



TeamBuilder–Rock, Paper, Scissors Tournament

****Best 2 out of 3****

1st Round: Table

2nd Round: Green vs. Gold

3rd Round: 1 v. 2, 3 v. 4, 5 v. 6, 7 v. Admin

4th Round: Pair & Play

5th Round: Pair & Play

Finals



Darcy Brown

Facilities Manager



We are Visible Learners— Check for Understanding

Learning Intentions

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

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

Success Criteria

1. I can leverage a full teaching block for student learning.
2. I understand 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.

Learning Intentions

Learning Intentions

Teachers will understand the MTSS and student support processes at South High.

Success Criteria

I can explain the impact I have on students by implementing Tier 1 Behavior and Academic strategies.

I know how to request additional support for students.

I can implement PAW Characteristics in my classroom.

I know how to make an office referral.



What is MTSS

The Kansas MTSS builds a system of prevention, early intervention, and support to ensure that all students are learning from the instruction. It establishes a system that intentionally focuses on leadership, professional development, and an empowering culture.

Kansas MTSS incorporates a continuum of assessment, curriculum, and instruction. This systemic approach supports both struggling and advanced learners through the selection and implementation of increasingly intense evidence-based interventions in response to both academic and behavioral needs. The system establishes a self-correcting feedback loop that includes ongoing monitoring of the effectiveness of instruction to ensure that each Kansas student achieves high standards.

MTSS

• Mr. Thornton

- Testing coordinator
- Behavior groups
- Drug/alcohol/vape prevention
- Cougar Academy
- Behavior support
 - Tardies
 - Attendance
 - Communication
- PBIS
- Securly Pass
- ELO Committee

• Mrs. Fox

- Academic Student Support
- Small Group Tutoring
- Co-Teaching
- Cougar Academy
- First Year Teacher Support
- Math Center
- Peer Support/Modeling Strategies
 - Instructional Strategies
 - Help contacting families
- ELO Committee



Tier 1 Behaviors

During Day Tardies

- Data didn't match perception
- New Plan for AM Tardies
 - Securly Pass
 - Jeremiah
- You need a system for blocks 3-ELO
 - Poland, Carlson

Students tardy to blocks 1 & 2

Record Keeping: Classroom teacher responsible for accurate attendance. Attendance office updates Skyward when students sign in.

Consequences: Office Referral consequences per policy– Referral Issued by Office

<p><u>Tardy Policy</u> 6-10 Tardies = After School Detention >10 Tardies = ISS 1 day AND Attendance Support Meeting Monitor for Improvement - 20 School Days</p>	
<p>Improvement: Student in Good Standing Continue to monitor</p>	<p>Lack of Improvement: Student <u>Not</u> in Good Standing Refer to TIER 2 Supports</p>

Students tardy to blocks 3 - ELO

Record Keeping: Classroom teacher responsible for accurate attendance. Classroom teacher responsible for record keeping/ updates in Skyward and communication with parents. *(Freebies during 1st full week of school, count starts after first week).*

Consequences: Classroom teacher responsible for assigning consequences per policy.

Tardies (blocks 3-ELO)	Freebies	Teacher Consequences	Referral= Admin Conference (1x) 6-10	Referral = Detention (1x) >10	?
	1-2	3-5*			Then What?

**If a student fails to fulfill a teacher assigned consequence it becomes a referral for failure to serve.*

Process

1st Tardy- warning

2nd tardy- warning

3rd tardy- hold after class, review tardy policy

4th tardy- conference with teacher, written plan

5th tardy- contact home

6th tardy - office referral

1. What is the biggest reason for my continued tardiness:
2. What are 2 strategies I can use to make it to class on time?
 - a.
 - 2.
3. I have reviewed the information above and understand the next tardy will require a contact home to my parent/guardian and that following tardies will result in a referral.

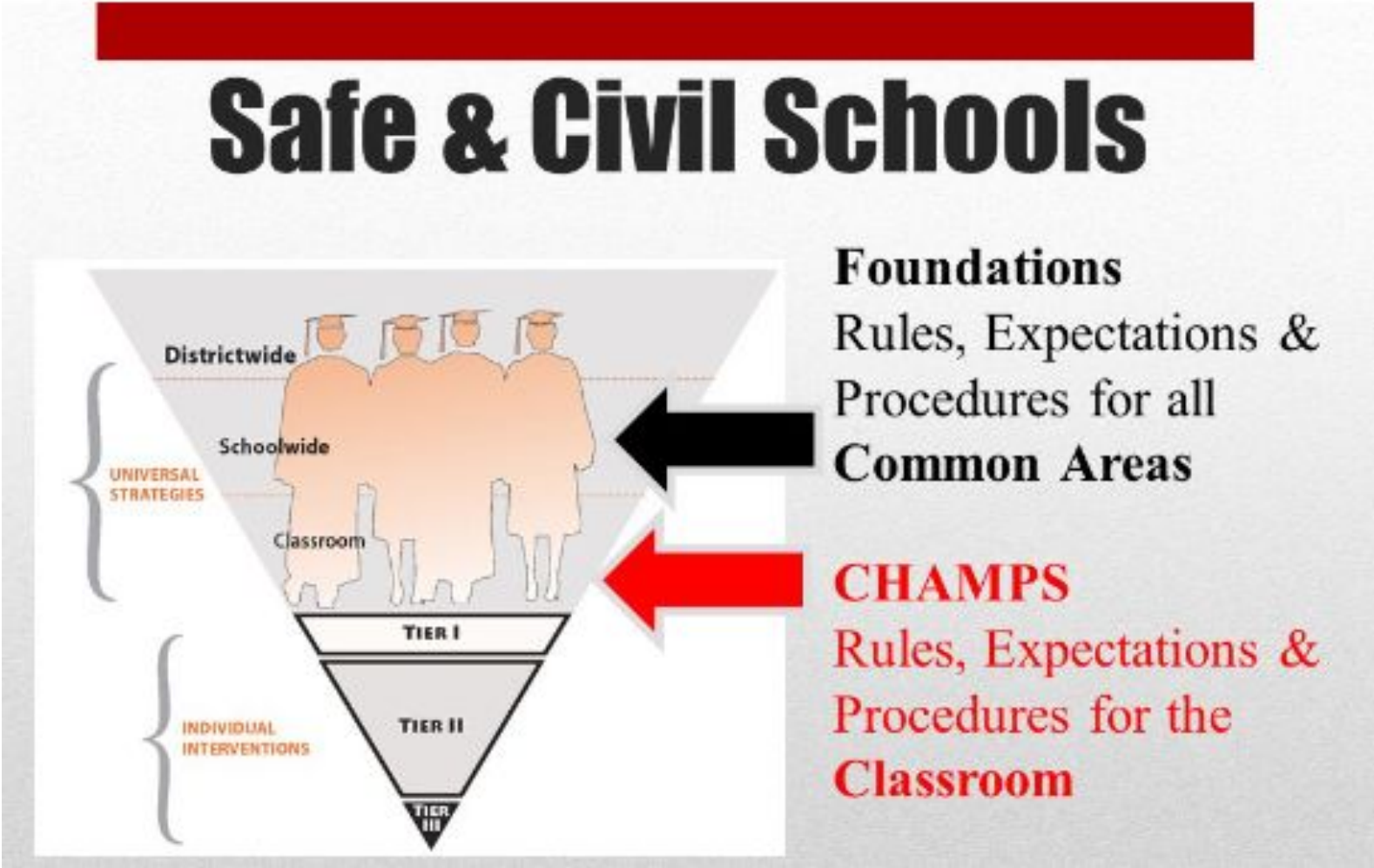
Student signature: _____

Date: _____

Tier 1 Behaviors

CHAMPS :

N
Drive–Template
Drive



Tier 1 Behaviors

Major/minors

Veterans at tables:
Share examples of minor behavior issues that you've effectively addressed at the classroom level.

Let's problem solve together!

Behavior Definitions

Behavior	Major (Office Referral)	Minor (Handle in Classroom)
Inappropriate Language	Directing profanity towards a specific student or staff member.	Inappropriate language used in casual conversation and not directed toward others.
Fighting	When physical contact escalates to an unsafe environment.	Play fighting, posturing, or horseplay
Defiance	Blatant or repeated refusal of a reasonable request	Initial refusal but becomes compliant in a private conversation
Plagiarism/Cheating	See handbook (by offense) "office referral; parent contact; no credit for assignment."	A situation where you believe the student was unclear of expectations--you could require student to resubmit the assignment w/o an office referral.
Threats / Harassment	Any kind of threat, bullying, intimidation, name calling, verbal assault.	Making fun, put downs, inappropriate jokes in a playful manner that are not recurring.
Disruption	A disorderly outburst, physical or verbal, which results in a disruption to the learning environment.	A brief disruption that stops when addressed by the teacher.
Property Damage/Vandalism	Permanent or intentional damage to any property that does not belong to the individual.	Unintentional or accidental damage or damage that can easily be reversed or repaired.
Forgery/ Theft	Student in possession of or is responsible for removing someone else's property or has signed a person's name without that person's permission.	Taken, but not harmed. Promptly returned when requested.
Sexual Contact	Inappropriate bodily contact of a sexual nature; failure to comply with a request to discontinue PDA.	Public display of affection that ends when requested. Example: kissing
Dress Code Violation	Per handbook "Students must dress in a manner that is not obscene, offensive, or substantially or materially disruptive to the learning environment. Apparel that is sexually suggestive, promotes violence, illegal activities, drugs, alcohol, and/or tobacco, or is determined to be gang related is prohibited." Only send to office if student will not comply with teacher's request to cover up or change.	Please address concerns with the student. We do not want dress code concerns to keep students from receiving instruction if possible. If student covers up or changes from the offensive item there is no need to send to the office.
Misuse of Technology	Inappropriate use of technology and any violation of the Technology Use Agreement.	Use of permissible technology without permission.

Behavior Definitions

Behavior	Major (Office Referral)	Minor (Handle in Classroom)
Tardy	AM Tardies- Take accurate attendance! AM Tardy referrals are generated by the office. During the day tardies- (blocks 3-ELO) Teachers assign consequences for 3-5* May write a referral at numbers 6 & 10	Address tardies with students ASAP. Make clear the importance of arriving on time. Create a process and policy that is manageable for you to address tardies 3-5.
Cut	Cut referrals will be written by the attendance office. Be diligent with communication regarding student absences. Cuts will be considered unexcused for grading purposes. Full-day cuts will count toward truancy.	Communicate the importance of attending class from day 1.
Cell Phone Violation	PERSONAL ELECTRONIC DEVICES ARE NOT TO BE TURNED ON OR VISIBLE DURING CLASS TIMES. Students may use personal electronic devices before school, during lunch, and during passing periods. Personal electronic devices may be allowed during class time for instructional purposes at the discretion of the classroom teacher. Cell Phone Violation Cards	May give a warning prior to sending to the office with a cell phone violation card. Please be consistent.
Tobacco/ Vape	Possession or use of.	
Alcohol or Other Drugs	Possession or use of.	
Combustibles	Possession or use of.	
Bomb Threat/ False Alarm	Student delivers a message suggesting a threat on/near campus.	
Weapons	A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon at school, on school property, or a school event.	
Arson	Student plans and/or participates in malicious burning of property.	

Tier 1 Behaviors

- Expectations
 - Positive interactions
 - This may take practice!
 - Goal is 5:1 ratios of interaction
 - Every student has strengths
 - Team effort
 - Every interaction, every day makes a difference to a student
 - Relentless correction
 - Maintain Student Dignity
 - Students may need Tier 2 or Tier 3 supports, but that does NOT define or label them
- How do you need help?
 - Seating
 - Management tool



Tier 1 Strategies

- As educators, we must teach behaviors like academics
 - Teaching expectations is not a “one-and-done”
 - Explicit *behavioral* expectations, not just *academic* expectations
- Behavior problems are often the result of unmet academic needs
 - Address skill deficits in the classroom
 - Mindset shift: we don’t “fix” behaviors expecting to “fix” academics
- Positive Greetings at the Door
 - Welcome every student to your classroom by acknowledging their presence
- Attention Signals
 - Quiet and ready to listen in (5) seconds or less



Behavior Interventions SHS

- Counselor observation of behavior to conference with student, teacher, or parent
- Pull out/Push in support
- Alternate passing time
- Administrator Conference
- ELO referral for reteaching
- Readmit meetings
- Small groups
- Quiet room
- Teen Builders
- P4S
- PRTF Meeting
- Teacher restorative meeting with student
- SIT

02 Interventions

Tier 3

- Behavioral specialist observation
- Behavior contracts
- Student check-in with SW, counselor, admin
- CKMH referral
- Greenbush Consultants
-

Interventions 03

Tier 2

- Classroom Management
- Consistent implementation of expectations
- Student contact
- Parent contact
- PD over major and minor behaviors
- Counselor support -break for student or teacher
- Ratio of positive to negative interactions
- Champs
- BIP implement with fidelity
- Consistent use of Ehall pass

Interventions 01

Tier 1
All Students



MTSS

- Mr. Thornton

- Testing coordinator
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- ELO Committee

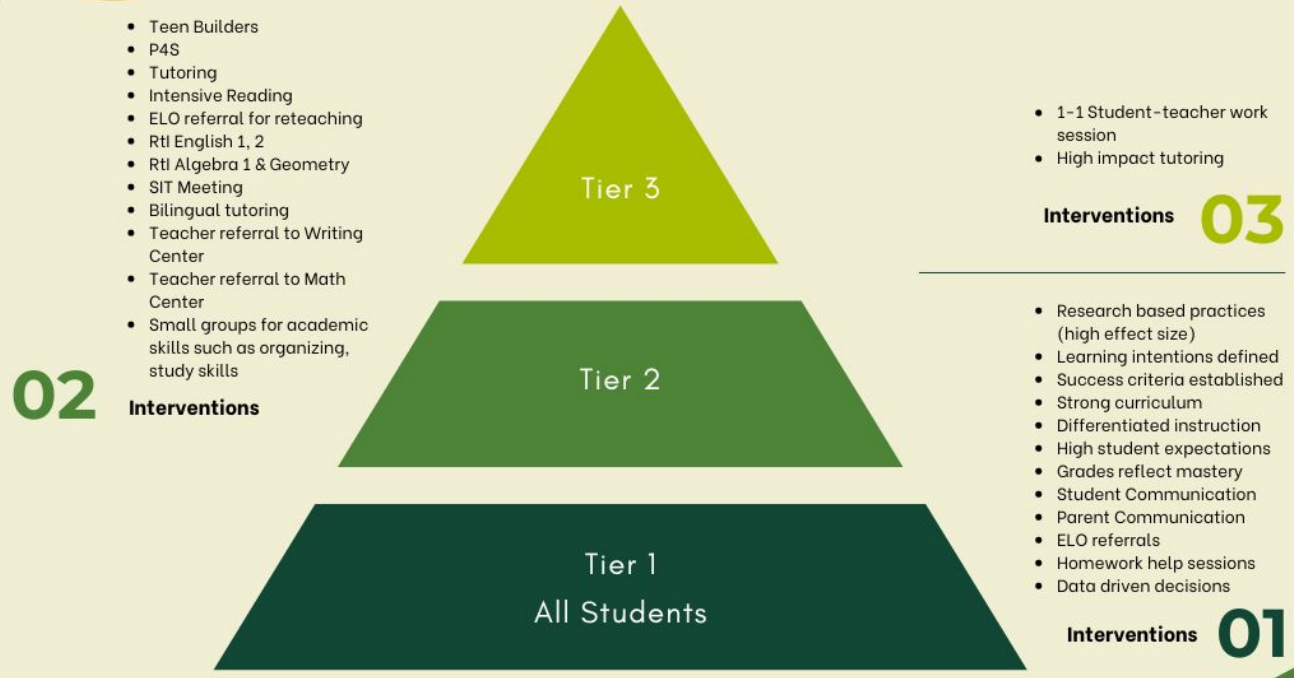
- **Mrs. Fox**

- Academic Student Support
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Academic Interventions

SHS



Student Support Team

Function: to problem solve Tier 2 and Tier 3 student needs & next steps

Members:

Counselors—Mr. Allen, Mrs. Potocnik, Mrs. Goodrich, Mrs. Wagner,
Mrs. Smith, Mr. Magnall

Social Workers—Ms. Bruce, Mrs. Harvin

Student Support—Mr. Weir & Mr. Carmona

MTSS— Mr. Thornton, Mrs. Fox

Admin— Dr. Jones, Mrs. DeVoe, Mr. Quinn



Student Support Process

Request to Meet (RTM) Form

Teachers role in the process

How do students move between tiers of support?

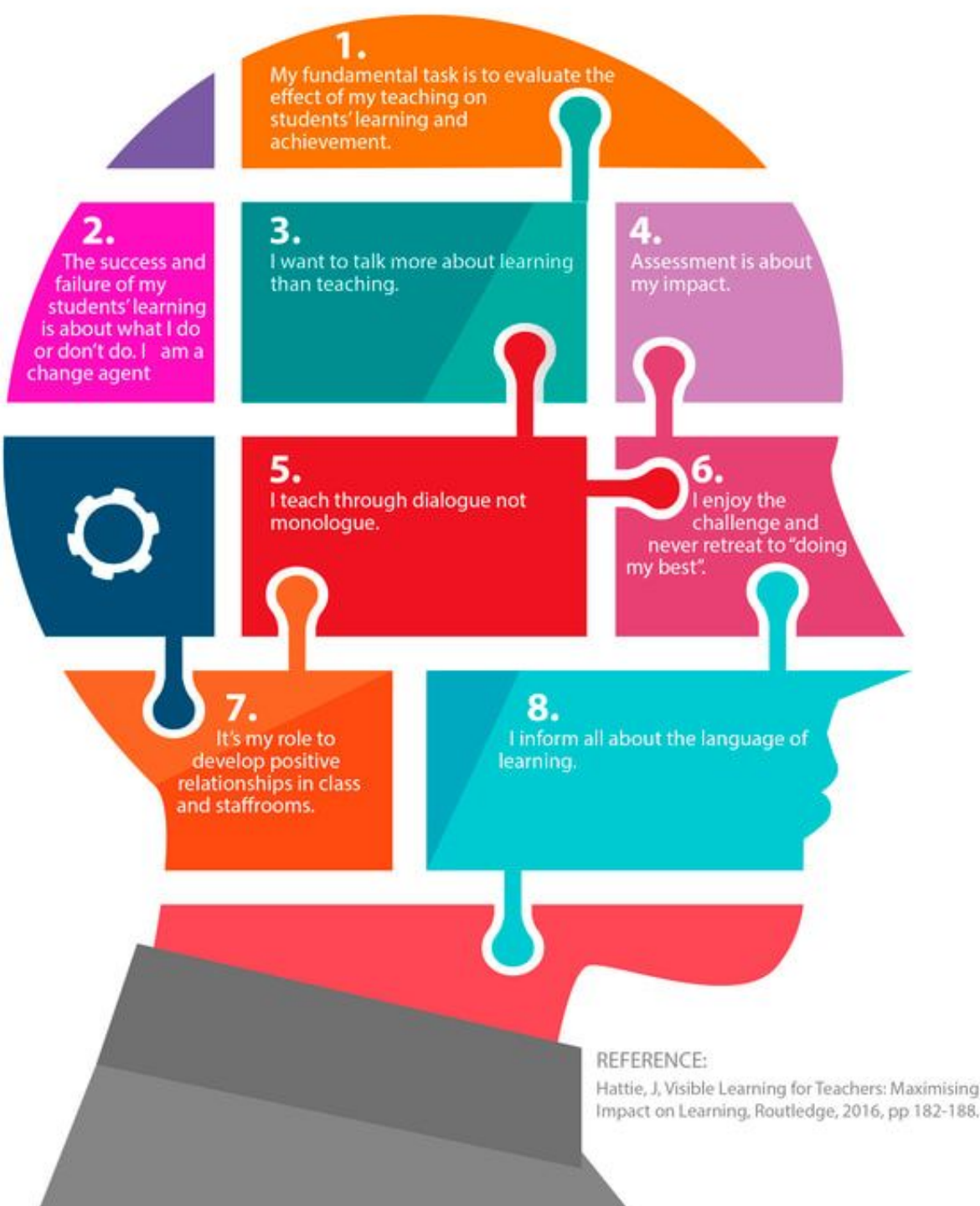
Student Action Template



Hattie's 8 Mindframes and Vulnerability

John Hattie's Eight Mindframes encourage vulnerability by promoting openness, self-reflection, and collaboration. These mindframes emphasize the importance of:

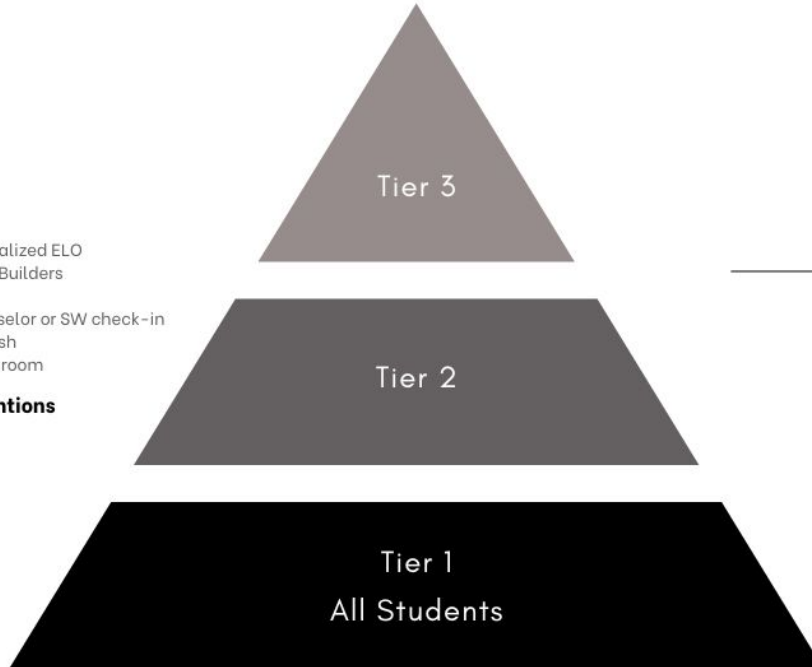
- acknowledging one's impact
- seeking and acting on feedback
- being open to change.



SEL Interventions SHS

02 Interventions

- Specialized ELO
- Teen Builders
- P4S
- Counselor or SW check-in
- Starfish
- Quiet room



- 2X10
- Daily check-in with student (Counselor, SW, Admin, trusted adult)

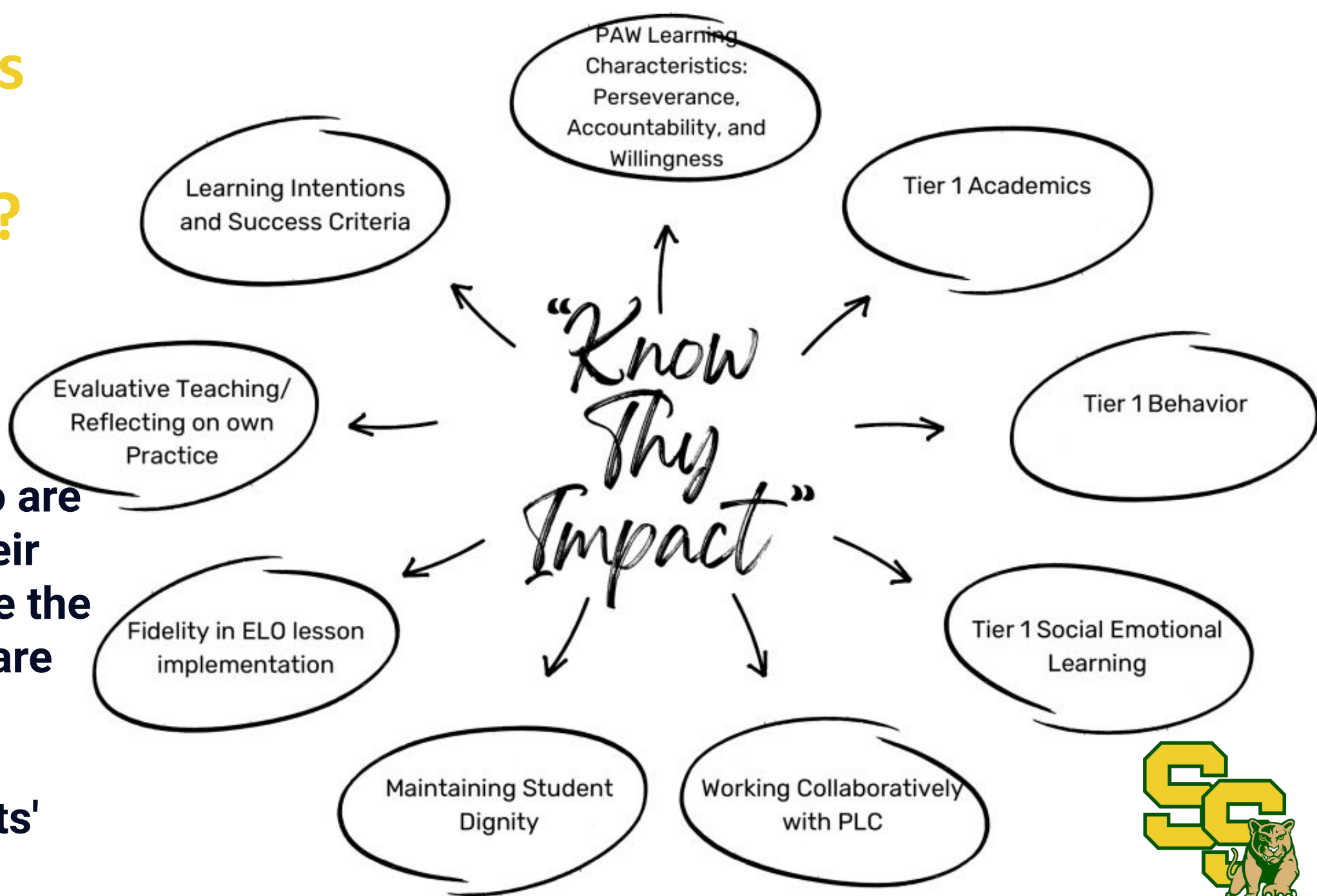
Interventions 03

- Connection list
- PBIS matrix
- ELO lessons
- Learning characteristics (PAW) within classes
- Xello
- Counselor grade level visit
- Belonging

Interventions 01



How does it all tie together?

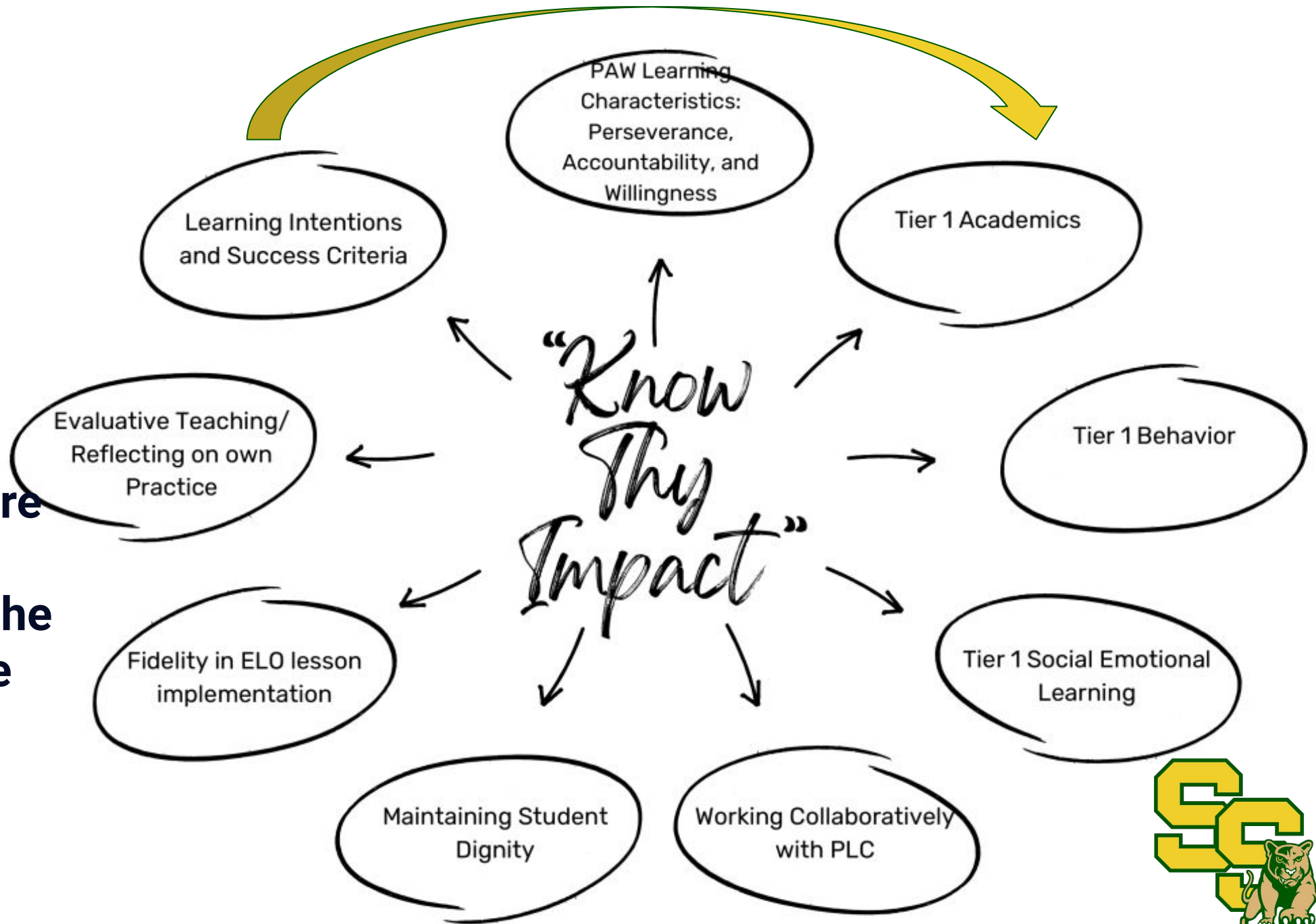


“Teachers who are students of their own impact are the teachers who are the most influential in raising students' achievement.”



How does it all tie together?

“Teachers who are students of their own impact are the teachers who are the most influential in raising students' achievement.”



Learning Characteristics

I HAVE...

PERSEVERANCE

I don't give up when things get hard.



I SHOW...

ACCOUNTABILITY

I take ownership of what I can control.



I SHOW...

WILLINGNESS

TO LEARN.

I keep an open-mind and try.



Link to

Brainstorming PAW Strategies

Each group will spend 3 minutes brainstorming and writing down effective strategies they have used or could use for teaching one of the learning characteristics, based on the color of paper that you have at the time.

Pink Paper: Perseverance

Blue Paper: Accountability

Yellow Paper: Willingness

After 3 minutes, we will rotate by passing our paper. Your group will spend 3 minutes with the next sheet. We will repeat this one more time until each group has had all 3 characteristics.

We will link a document with a list of all the strategies [here](#).



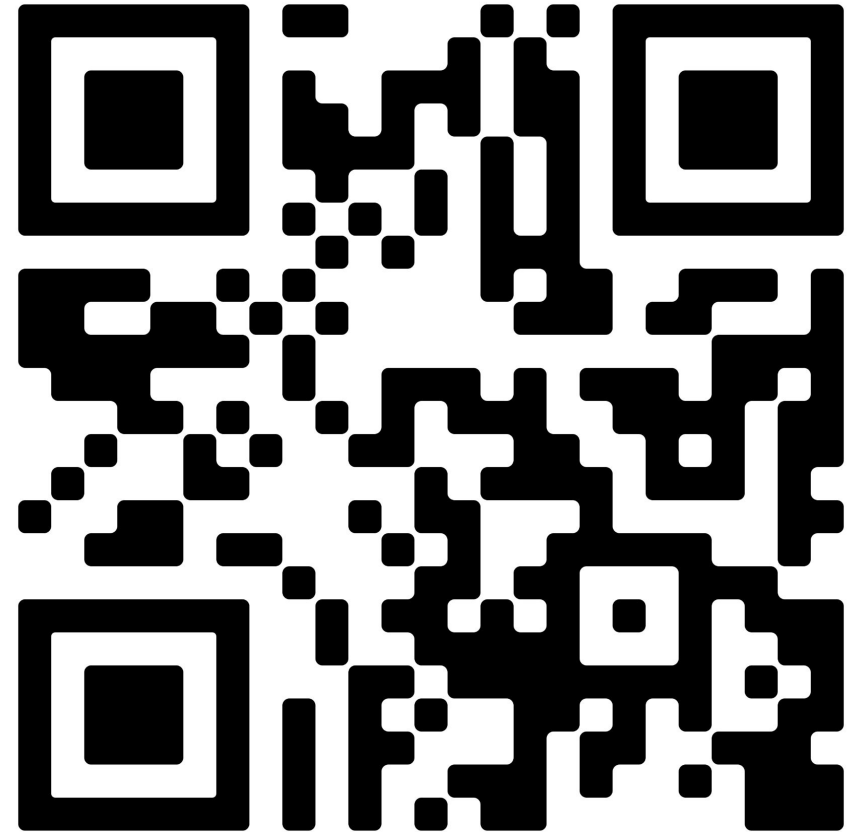
Skills & Approaches for Teaching PAW

- 1) Modeling PAW Behavior
- 2) Setting and Enforcing Clear Expectations
- 3) Encouraging a Growth Mindset
- 4) Providing Constructive Feedback
- 5) Promoting Goal Setting
- 6) Creating a Supportive Environment
- 7) Teaching Self-Regulation Skills
- 8) Encouraging Reflection
- 9) Incorporating Real-World Challenges
- 10) Building Relationships
- 11) Promoting Resilience



Skills & Approaches for Teaching PAW Teacher Self-Assessment

<https://tinyurl.com/PAW2425>



Visible Learning Team

Elizabeth Burke

Ericka Cain

Collin Carlson

Sarah Cradduck

Trey Crow

Krista DeVoe

Kristen Fox

Ginger Jones

Elise Potocnik

Tim Quinn

Caleb Stewart

Shilind Wheaton

Seth White

Impact Coaches

Elizabeth Burke

Nikki Chamberlain

Kevin Poland

Dawn Sheforngen

Tyler Smith

Unit 6, Lessons 10 and 11

Standard:

F.IF.7.a: Graph linear, quadratic and absolute value functions and show intercepts, maxima, minima and end behavior.

<u>Skills (Verbs)</u>	<u>Concepts (nouns/noun phrases)</u>	<u>Learning Intention</u>	<u>Success Criteria</u>
Graph	*linear * quadratic *absolute value functions	We are showing where x- and y-intercepts are on a quadratic graph.	I can distinguish between an x and y intercept.
Show	<ul style="list-style-type: none">● Intercepts● Maxima● Minima● End behavior		I can identify x- and y-intercepts on a quadratic graph.

Name: _____

Block: _____

Unit 6, Lessons 8 - 11

Lesson	Learning Intention	Success Criteria	Self - Assessment 0 = I need HELP! 3 = I am a PRO!			
U6, Lesson 8 - 9	We are learning how to rewrite expressions into different forms.	I can rewrite an expression as a diagram.	0	1	2	3
		I can rewrite an expression from factored form to standard form with a diagram.	0	1	2	3
		I can rewrite an expression from factored form to standard form using symbolic manipulation.	0	1	2	3
		I can determine if expressions of different structures are equivalent.	0	1	2	3
U6, Lessons 10 and 11	We are showing where x- and y-intercepts are on a quadratic graph.	I can distinguish between an x and y intercept.	0	1	2	3
		I can identify x- and y-intercepts on a quadratic graph.	0	1	2	3

This is an example of a progress monitoring tool used in Algebra 1 classrooms.

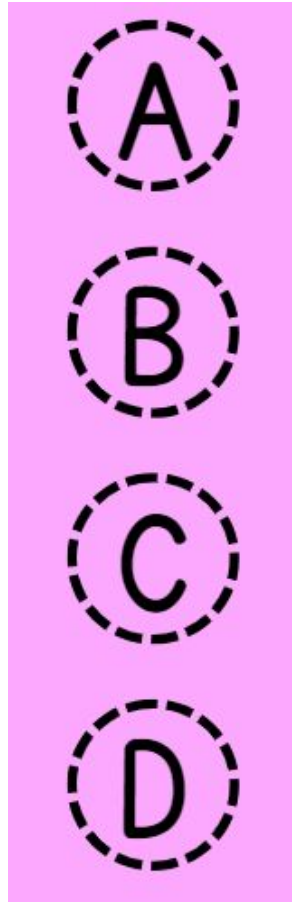
This supports teacher and student clarity.

Pinch Cards

Multiple Choice:

What are the 3 learning characteristics for SHS?

- a) Perseverance, Acceptance, Willingness
- b) Power, Accountability, Willingness
- c) Perseverance, Action, Willpower
- d) Perseverance, Accountability, Willingness



Number Scale:

How confident do you feel implementing P.A.W. strategies with your students?

1: I need serious help!

4: I am a seasoned professional!



[Link to Template](#)



Skyward

- Discipline referrals
 - Don't use other student names!
 - This is an academic record. Stick to facts. Don't get us in trouble!
 - Benefits
 - Speed
 - Resolution
 - TODAY– Erin and Michelle will be here from 1-2 pm in the coffee bar if you have any questions about Skyward
 - New to Skyward
 - Questions about electronic referrals



Learning Intentions– Check for Understanding

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Teachers will understand the MTSS and student support processes at South High.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

Success Criteria

I can explain the impact I have on students by implementing Tier 1 Behavior and Academic strategies.

I know how to request additional support for students.

I can implement PAW Characteristics in my classroom.

I know how to make an office referral.



Other

- [Walk through expectations](#)
- [Chromebook Checkout on 8/12](#)
- Calendar dates:
 - Open House: August 15, 5:30-7:00 PM
 - Parent Teacher Conferences
 - Fall: September 11 & 12
 - Spring: February 5 & 6
 - Graduation–May 18 @ 2:00 PM



Social Committee

Goals:

Bring back quarterly potlucks, host the silent auction, secret friends in the spring semester, cookie exchange in December, celebrating birthdays, soup cook-offs, Sonic Fridays **and more!**

What's your sonic order? Tell us at:

<https://tinyurl.com/CougarFavs>



venmo

Other

- Daily announcements
- IEP attendance/IEP Days
 - Wednesday
 - Floating Subs
- Cougar Pride Award
- Branding
- Frontline Central
- Subbing on Plan Time Notification
- Collaborative Passes



