

South High School

Building In-Service

August 11, 2025

7:10



Welcome New Staff

Danielle Jackson	Science
Jordan Martin	Orchestra
Kate Ozores	Science
Kati Rivera	English
Kayla Peck	English
Chris Vankooten	PE



Staff Changing Roles

Liz Deatherage	FLC
Allie Grant	FLC



Back

**Choose 1 to 3
items that
represent how you
are feeling today.**

Be ready to share — why
did you choose these
items, and how do they
connect to how you are
feeling today?



Celebrations

SHS Celebrations



What are We Looking Forward To?

- In the next few weeks?
- In first quarter?
- Personally?
- With students?
- Celebration check-in



Belonging - Brave Space Norms

- ▶ **Empathy:** As a staff we will build relationships by intentionally seeking to understand students' needs.
- ▶ **Patience:** As a staff we will consider the whole person and the context of the situation without being reactive. Stop. Reflect. Respond.
- ▶ **Openness:** As a staff we will create a climate where others feel safe to express themselves without fear of judgment.
- ▶ **Listening:** As a staff we will listen to understand, reflect, & affirm.



Professional Norms

As we begin this year's in-service, I want to set a clear expectation: the same standards we hold for our students apply to us as educators. Come with an open mind, ready to learn, to question, and to grow. Be willing to challenge yourself, to embrace change, and to step outside of your comfort zone. Be fully present—engaged in the moment—because the time we spend together is an investment in our students' success. This is not just a meeting; it's an opportunity to sharpen our craft and strengthen our impact.



LISC

Learning Intentions

Teachers will understand their active role in implementing Tier 1 academic, behavioral, and social-emotional strategies to support all students and advance our building and district goals.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

Success Criteria

I can describe what Tier 1 academic strategies look like in my classroom.

I can describe what Tier 1 behavioral strategies look like in my classroom.

I can describe what Tier 1 social-emotional strategies look like in my classroom.

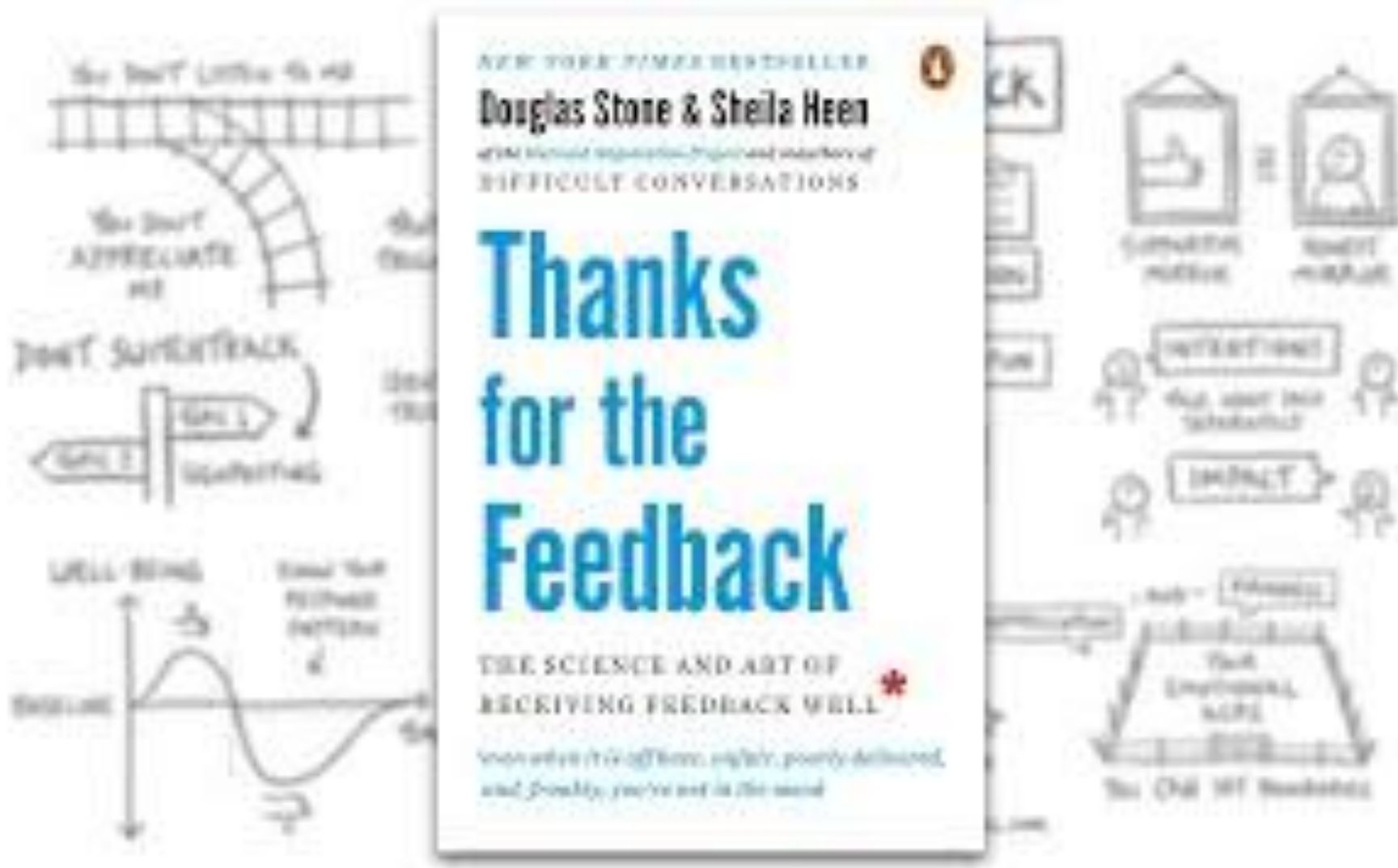
I can explain how MTSS relates to our building and district goals.

I understand my role and the expectations of ELO programming to meet building goals

I am able to reflect on my current practice and use feedback to guide goal-setting and actions.



Thanks for the Feedback Video



Thanks for the Feedback Visual



1-1 Staff Interview Results: What's Working?

ELO Improvements:

- ELO Bells
- Slideshow with consistent messaging
- “No passing” days help structure time

Relationships & Culture:

- Staff-student relationships, greeting students
- Positive, helpful colleagues
- Staff willingness to support each other (e.g., subbing)

Support & Communication:

- Principal visibility and informal interactions
- Email updates from admin appreciated

Initiatives & Recognition:

- Cougar Pride Award
- Student-Led Pledge
- Highlighting staff and student successes



1-1 Staff Interview Results: Concerns

Student Apathy & Behavior:

- Lack of student engagement, buy-in, and ownership
- Apathy toward grades, behavior, and school in general
- Disrespect and lack of consequences
- Students not completing homework or making up work

Technology & Classroom Management:

- Inconsistent use of Securly across staff
- Cell phone policy enforcement is uneven

Staff Support & Burnout:

- Lack of sub coverage; teachers unwilling to sub
- Paras underpaid and lacking support/training
- Lack of consistent implementation of IEPs and accommodations

Communication Gaps:

- Inconsistent messaging to staff and families
- Lack of notice for meetings or changes
- Delayed communication about students in crisis or absent

Equity & Representation:

- Disconnect between departments and underrepresented groups (e.g., FLC, fine arts, business, special ed)
- Disparity between Central and South programming
- Lack of vertical/horizontal curriculum alignment

Logistical & Facility Issues:

- Students hiding in restrooms, cutting class
- Traffic flow issues, safety concerns, locker room needs
- Schedule is a barrier for collaboration

1-1 Staff Interview Results: Ideas

ELO & Student Engagement:

- PBIS Competitions and Incentives
- High Impact Tutoring for Struggling Students

Academic & Behavior Support:

- Reimagine PBIS rewards
- More Tier 1 strategies & Visible Learning focus
- Literacy coach or reading support

Teacher Incentives & Morale:

- Staff shoutouts, social events, appreciation
- Recognitions

Student Voice & Leadership:

- More opportunities for student responsibility
- Student-led announcements or events
- Develop student mentor or leadership programs

Parent & Community Involvement:

- Host parent support nights
- Transportation for families to attend events
- Boost communication methods (texting, weekly updates)

Communication & Systems:

- Use text for Skylert, ELO scripts, counselor QR codes
- Central list of blocked/approved websites
- Central calendar, walkthrough notes, and BLT/PAC summaries

Equity & Access:

- Spanish for native speakers
- More bilingual and para support
- Native language communication with families

Student Feedback from ELO Visits: Positives

- Teachers are helpful, kind, and accommodating
- Clean building and nice janitorial staff
- Clubs & activities
- Friendly, welcoming environment
- Access to college classes / SATC / dual credit
- Wide variety of classes and the ability to choose electives from both schools
- Cougar Connect, spirit events, recognition (e.g. Renaissance)
- New Cougar statue is exciting
- Students appreciate school spirit events like pep rallies, dress-up days



Student Feedback from ELO Visits: Concerns

- School lunch quality and portion size
- Cost to attend games and events
- Vape detectors going off randomly
- Teachers not updating grades or ending passes in Securly
- Crowded hallways during passing periods
- Students don't know about announcements or ELO slides
- Lack of hands-on class options
- Limited recognition for arts, clubs, and non-athletes
- Counselors not checking in often enough
- Lack of hallway decoration or school culture visuals
- Traffic issues in parking lots



Student Feedback from ELO Visits: Ideas

- More fun activities during school, especially in ELO
- Club fair or club promotion events
- Pass every day during ELO or more flexible ELO pass rules
- Incentives: for attending events, good behavior, earning rewards like skipping ELO or parking perks
- More spirit weeks, door decorating, pep rallies
- Offer more hands-on electives: photography, cosmetology, sign language
- Upgrade vending options and coffee bar
- Culture day with food to celebrate diversity
- Recognize non-athletic achievements more
- Add brain breaks or "go outside" time
- Improve building signage and hallway labeling
- Better promotion of school events during announcements and games
- Courtyard space for outdoor lunch
- More communication from counselors and career info
- Link Crew / freshman mentor program
- Option to paint senior parking spots
- More art displayed in halls



Building Priorities for 2025 - 2026

Practicing proactive, research-based
Tier 1 strategies

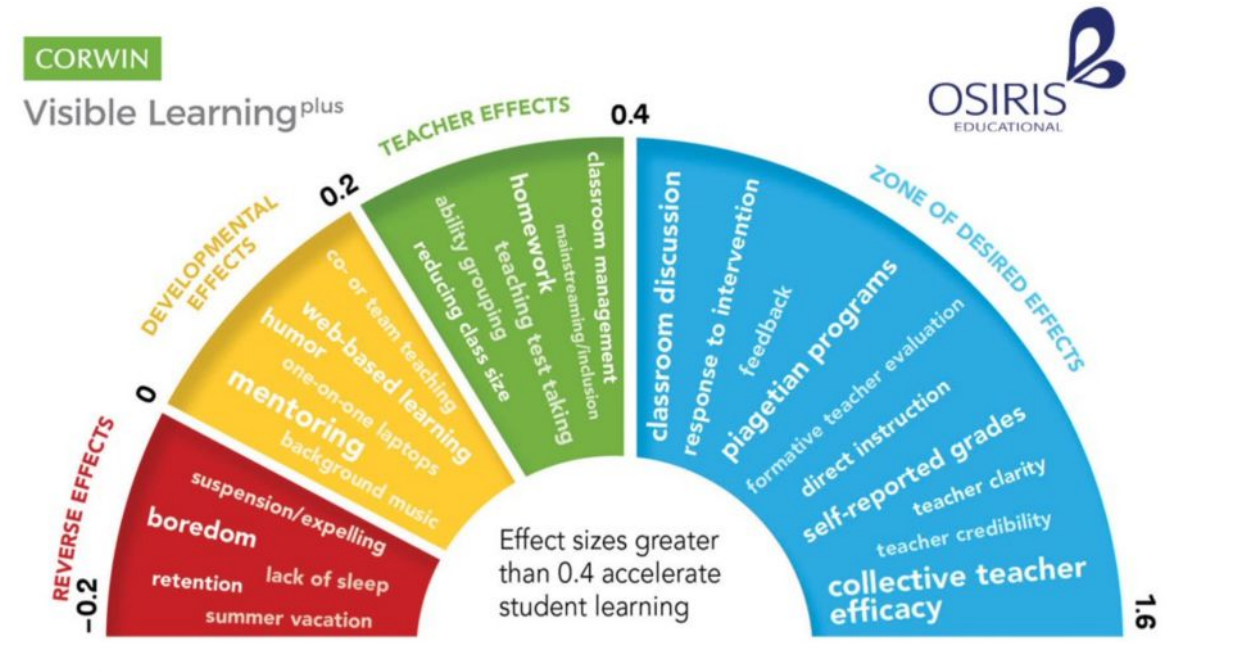
Communicating with students,
families, and school team

Proactive

[Script](#) for talking to parents about
academic issues

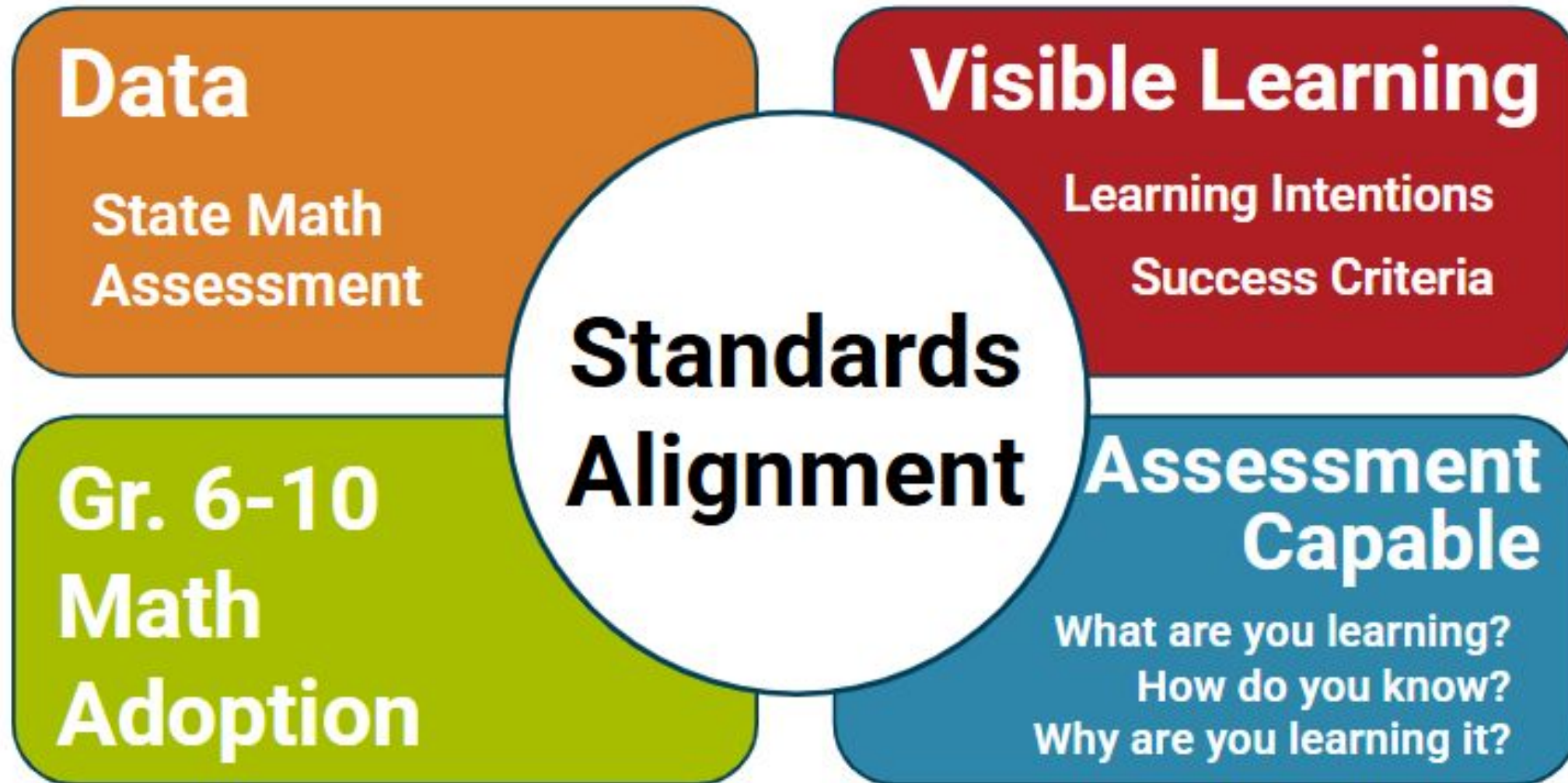
Script for talking to parents about
behavior concerns

Complete ALL requests for
information



0.59

KESA Goals



0.59

KESA Goals

KESA Action Plan Draft



Description of system action

- All grade 3-10 math teachers will collaborate to align their learning intentions and success criteria to the depth, breadth, and rigor of state standards.

Measures of Progress

- **6 month:** The district leadership team in collaboration with building principals will create expectations and a process to align learning intentions and success criteria that provide clarity on what students must know and be able to do to meet state standard expectations.
- **1 year:** All 3-10 math teachers will have aligned first semester learning intentions and success criteria to the state standards and will use KSDE minitests to gauge this alignment.



KESA Goals

- Curriculum Website
 - How are we all helping and why?
 - Using mini-test and interim data to inform instructional decisions
 - The process will impact everyone regarding a guaranteed & viable curriculum



We are Visible Learners

Building Goal 1

High-Impact Strategies:

By the end of the first semester, each PLC will collaboratively write a goal to select, integrate, and measure the success of a high-impact teaching strategy into unit(s) of instruction, as documented in unit plans and discussed during weekly PLC check-ins

Teacher Efficacy: 1.57

Building Goal 2

Integration of the LI/SC within the Lesson:

By the end of the first semester, all teachers will reference learning intentions and success criteria at least three times during each lesson—at the beginning, during the lesson, and at the end—as measured by teacher self-report surveys and administrator walk through data including student surveys indicating that their teachers regularly talk about what they are learning and how they will know they've been successful.

Cognitive Task Analysis: 1.29

Visible Learning Team

Elizabeth Burke

Ericka Cain

Collin Carlson

Sarah Cradduck

Trey Crow

Krista DeVoe

Kristen Fox

Ginger Jones

Elise Potocnik

Tim Quinn

Dawn Sheforngen

Caleb Stewart

Shilind Wheaton

Seth White



Walk Throughs

Teacher Clarity Learning Walk Form– South High School– Visible Learning Journey

Teacher Name: _____ Course: _____ Blk: _____ Date: _____

How often are LI/SC referenced during the block? Tally:	Learning Intentions and Success Criteria are not visible or referenced during WT.	Learning Intentions & Success Criteria are Visible &/or referenced at least once during WT. LI SC	Learning Intentions & Success Criteria are integrated throughout the lesson & provide T & S checks for understanding.	
Student Voice	1	2	3	Student summaries, quotes, notes..
What are you learning? (LI)	Student is unable to articulate what they are learning or only references a task or activity.	Student articulates what they are learning. (States the learning intention in the same or similar language).	Student articulates what they are learning and how it connects to the learning task or activity.	
Why are you learning it?	Student is unable to articulate a why for their learning or no response given.	Student articulates a why for their learning that is connected to their learning task.	Student articulates a why for their learning that is connected to a larger context than the current task.	
How will you know you've successfully learned it? (SC)	Student is unable to articulate how they will be successful, gives no response, or references the teacher telling them or a grade.	Student articulates how they will be successful by referring to or speaking to the success criteria.	Student articulates how they will be successful by speaking to the success criteria and linking it to their current learning task.	
Observed High-Impact Strategy:				



SHS Walkthrough Data

Prompt	Percentage of students answering the question prompt at a level 1, 2, or 3								
What are you learning? (Learning Intention)	Level 1 Response			Level 2 Response			Level 3 Response		
	Student is unable to articulate what they are learning or only reference a task or activity.			Student articulates what they are learning (articulates the learning intention)			Student articulates what they are learning and how it connects to the learning task or activity.		
	Baseline	3rd QTR	4th QTR	Baseline	3rd QTR	4th QTR	Baseline	3rd QTR	4th QTR
South High	19.0%	4.9%	13.1%	23.0%	64.8%	31.0%	50.6%	30.3%	56.0%
Why are you learning it?	Student is unable to articulate a why for their learning or gives no response.			Student articulates a why for their learning that is connected to their learning task.			Student articulates a why for their learning that is connected to a larger context than the current task.		
	Baseline	3rd QTR	4th QTR	Baseline	3rd QTR	4th QTR	Baseline	3rd QTR	4th QTR
South High	23.0%	15.6%	8.3%	46.6%	41.8%	50.0%	30.4%	42.6%	41.7%
How will you know you've learned it? (Success Criteria)	Student is unable to articulate how they will be successful, gives no responses, or references the teacher telling them or a grade.			Student articulates how they will be successful by referring or speaking to the success criteria.			Student articulates how they will be successful by referring or speaking to the success criteria and links it to their current learning task.		
	Baseline	3rd QTR	4th QTR	Baseline	3rd QTR	4th QTR	Baseline	3rd QTR	4th QTR
South High	50.6%	15.6%	33.7%	25.9%	48.4%	27.7%	23.5%	36.0%	38.6%

SHS Walkthrough Data

Teacher Clarity–Learning Intentions & Success Criteria Presence in Learning Walk Classrooms

	Baseline	Classrooms Visited	Student Responses	3rd QTR	Classrooms Visited	Student Responses	4th QTR	Classrooms Visited	Student Responses
Percentage of Classrooms with Learning Intentions Present									
South	80.4%	46	174	91.2%	34	122	80.0%	25	84
Percentage of Classrooms with Success Criteria Present									
South	76.1%			82.4%			84.0%		



Learning Dispositions - Feeder Schools

Coronado Elementary

- Collaborative
- Embrace mistakes
- Goal setters
- Inquisitive
- Persistent

Schilling Elementary

- Collaborative
- Curiosity
- Independent
- Perseverance



Learning Dispositions - Feeder Schools

Sunset Elementary

- Communication
- Cooperate
- Curious
- Embrace Challenges
- Independent
- Optimistic
- Persistent
- Reflective
- Take Ownership

Stewart Elementary

- Collaborate
- Reflective
- Embrace Challenges
- Wonder/Curious



Learning Dispositions - Feeder Schools

South Middle

- Curious
- Growth Mindset
- Ownership
- Self-control
- Understanding



0.92

SHS Learning Dispositions

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](#)

Learning Dispositions

May 2025 “What Makes a Good Learner?” Video Responses

Theme / Category	Fall 2024	%	May 2025	%	Change / Insight
Compliance	32	47.8%	11	18%	↓ Decreased significantly
Assignment Completion	27	40.3%	17	28%	↓ Decreased slightly
Behavior / Focus / Attention	28	41.8%	26	43%	↔ Consistent
Grades	6	9%	2	3%	↓ Decreased
Willingness	—	—	13	22%	↑ New/emerging theme
Accountability	—	—	16	27%	↑ New/emerging theme
Perseverance	—	—	6	10%	↑ New/emerging theme
Other (personality, care, humor, etc.)	11	16.4%	9	15%	↔ Fairly stable

Student Quotes

PAW + MTSS

In the Tier 1 section of your pyramids, write:

- How you model, teach, and reinforce PAW through your instruction and classroom management
- The universal strategies you use to support academic success, appropriate behavior, and emotional growth



MTSS (Multi-Tiered System of Supports)

1. Academic
2. Behavior
3. Social Emotional



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.

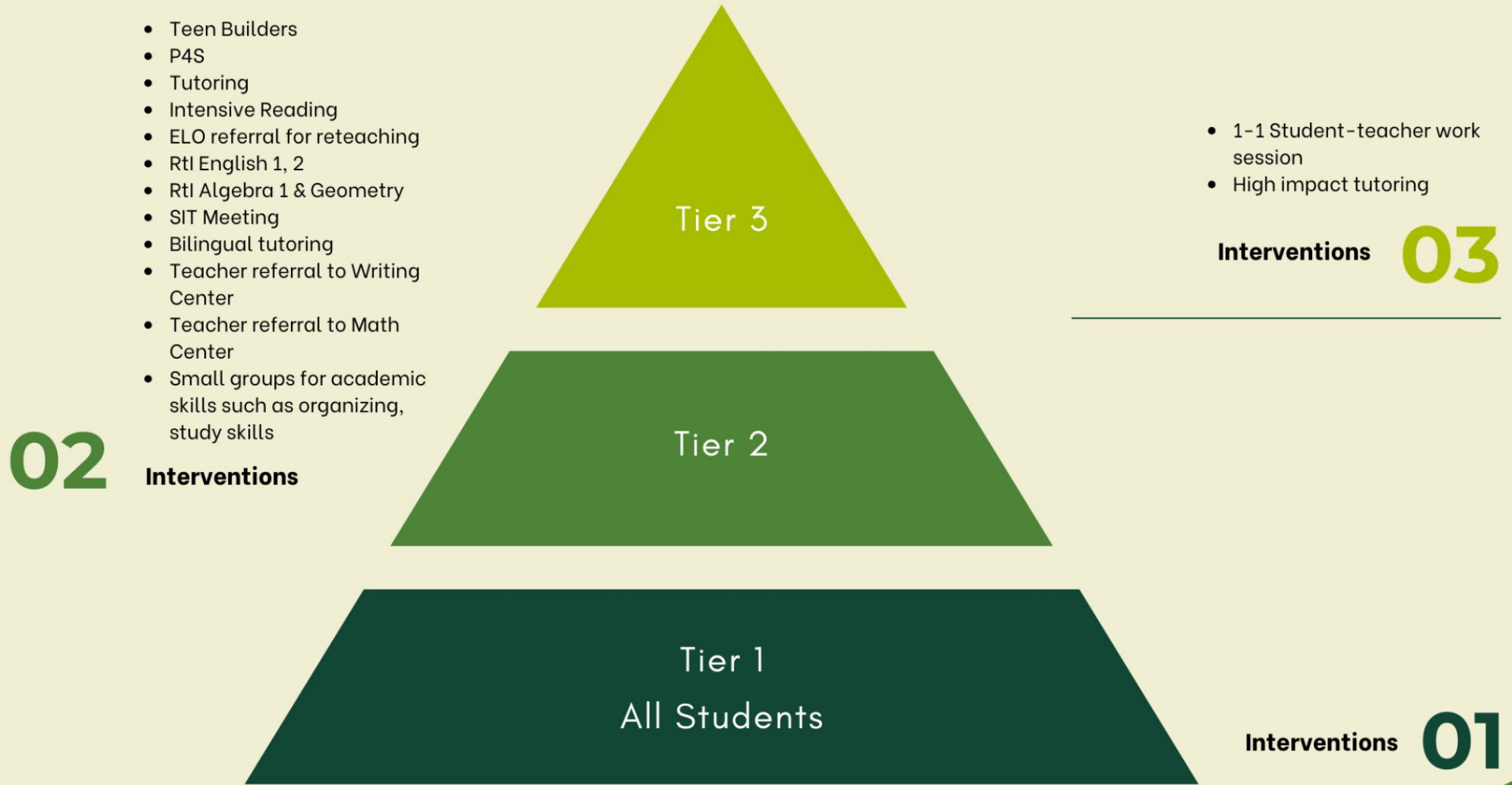
Kansas MTSS incorporates a continuum of assessment, curriculum, and instruction. This systemic approach supports both struggling and advanced learners through the selection and implementation of increasingly intense evidence-based interventions in response to both academic and behavioral needs. The system 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

Academic

Academic Interventions

SHS



Academic Tier 1

Questions to Consider:

- 1) Am I utilizing the full block of instruction?
- 2) Have I utilized all the tools at my disposal?
- 3) Am I using the same strategies for every block I teach?
- 4) Have I taken time to reflect on the effectiveness of my instruction?
- 5) Am I structuring my instruction so students need to be present?
 - a) Teacher Efficacy: Effect Size = 1.57



1.57

Academic Tier 1

Where do I fit into MTSS?

Planning & Executing

- Teaching to reach a minimum of 80% mastery.
- Differentiate for all learners.
- Use research based strategies with high effect sizes.

Monitoring

- Determine if students are ready to test.
 - Formative Assessments (Effect Size: 0.7)
- Small Groups (Effect Size: 0.46)
- Individual Conferences (Effect Size: 0.55)

Adjusting

- Re-teach or enrich.
- Dig into your toolbox of resources.
- Stay open to adjusting your approach when student needs call for it.

1.57

Academic Tier 1: From Coverage to Mastery

- Move beyond 'getting through' content to ensuring deep learning. You have permission to go back and re-teach.
 - Coverage $\neq$ Mastery
 - Assigning $\neq$ Teaching
- Design meaningful learning experiences, not just tasks.
- Equip students with the skills and understanding to apply learning in new situations.
- Visible Learning: Teacher Clarity (0.75) – Clearly defining learning intentions and success criteria to guide every student toward mastery.

1.57

Structuring an 80 Minute Block for Tier 1 Success

<u>LAUNCH</u> <u>(10 - 15 min)</u>	<u>CORE</u> <u>(25 - 30 min)</u>	<u>GUIDED PRACTICE</u> (20 - 25 min)	<u>INDEPENDENT PRACTICE</u> <u>(10 - 15 min)</u>	<u>CLOSURE</u> <u>(5 min)</u>
• Hook students & connect to prior learning (Effect Size: 0.93) • Share LISC • Brief skill review	• Model with think-alouds exemplars & visuals (Effect Size: 0.55 - 0.75) • Embed checks for understanding every 5-7 min • Vary modalities to reach all learners (Effect Size: 0.60)	• Small Groups (Effect Size: 0.49) • Differentiation (Effect Size: 0.46) • Circulate and give feedback • Adjust for different readiness levels	• Students apply learning and seek feedback • Formative Assessments (Effect Size 0.77) • Exit Tickets	• Revisit LISC (Effect Size: 1.29) • Students Self-Assess (Effect Size: 0.75) • Teacher notes next steps for learning

The Curve of Forgetting

Hermann Ebbinghaus

1st

Learning

Learning will be forgotten rapidly in the short term without review intervention.

1 Hour

Review 1

Learning is refreshed and the rate at which it is forgotten is reduced. This could be in the form of questioning during the lesson or exit tickets at the end

1 Day

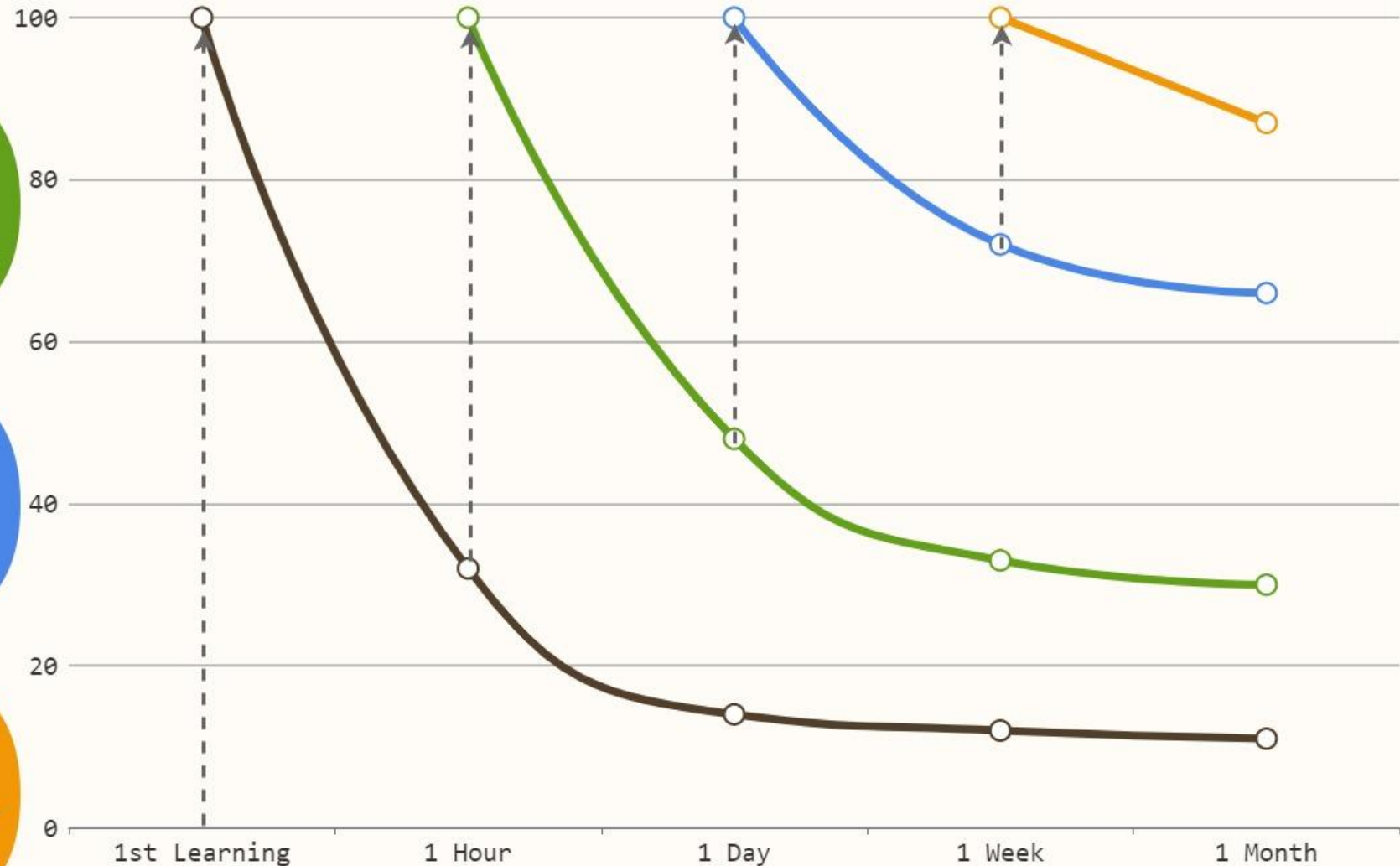
Review 2

Learning is refreshed and the rate at which it is forgotten is reduced. E.g. Summarizing the Key Points from last lesson using Cornell Notes

1 Week +

Review 3

This review should feed into a rolling cycle of periodic review to refresh the learning over time. E.g. Regular recall and retrieval practice



Reteaching and Moving Forward

DIAGNOSE THE GAP

Formative Evaluation
Effect Size = 0.68

- Pinpoint misunderstandings.
- Make learning visible: "Here's what you know, here's what's next."

MONITOR AND EVALUATE

Feedback
Effect Size = 0.75

- Give actionable feedback.
- Use micro-goals to track progress.

DIFFERENTIATE WHILE MOVING FORWARD

Differentiation
Effect Size = 0.59

- Mastered? Extend or apply.
- Increase student participation with peer tutoring.
- Not yet? Reteach in small groups during class/ELO.

ADJUST THE METHOD

Teacher Clarity
Effect Size = 0.75

- Restate learning intentions & success criteria.
- Change the model, example, or scaffold.

ENGAGE MULTIPLE MODALITIES

Multiple Representations
Effect Size = 0.60

- Visual: diagrams, graphic organizers
- Auditory: peer explanation
- Kinesthetic: manipulatives, movement
- Break skills into smaller steps for mastery. Slow down.



"The biggest effects occur when teachers become learners of their own teaching, and students become their own teachers."

– John Hattie



Differentiation Strategies – Quick Reference (Visible Learning)

Strategy & Examples	Visible Learning Alignment
<u>Adjust Content, Process, Product</u> - Tiered reading/problem sets - Choice boards or multiple product formats - Adjusted pacing	Teacher Clarity (0.75) – Define learning intentions & success criteria
<u>Tiered Instruction</u> - Vary complexity, pacing, and output - Scaffolded vs. independent work	Response to Intervention (1.29)
<u>Pre-Assessment & Formative Feedback</u> - Quick checks for readiness - Feedback to guide next steps	Feedback (0.70) – Improves teaching & learning
<u>Collaborative & Mixed-Ability Grouping</u> - Peer teaching - Structured discussion tasks	Classroom Discussion (0.82)
<u>Multiple Pathways & Choice</u> - Varied modalities for learning - Student choice in product	Motivation & Self-Regulation (0.52)
<u>Flexible Grouping & Small Groups</u> - Teacher-led reteach - Station rotations	Small Group Learning (0.49)

Source: Visible Learning (John Hattie) – Effect sizes in parentheses indicate potential impact on student achievement.

Table Talk

- How can we move on for some while reteaching others?
- How can we slow down to ensure mastery of skills?
- What's in our "re-teach toolbox" now and what's missing?

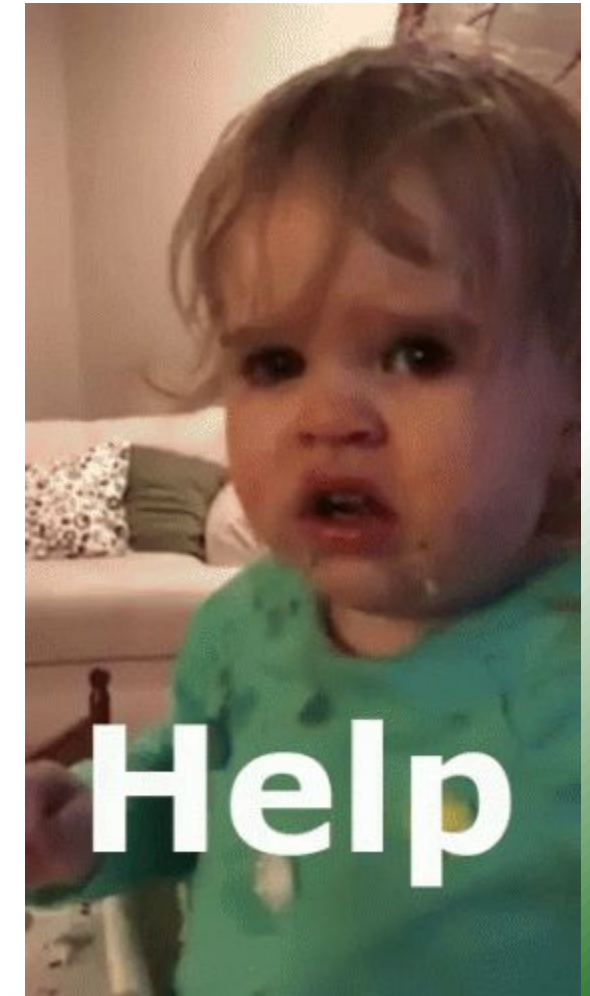


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Academic Tier 1

What Supports are Available?

1. Mrs. Fox
 - a. Brainstorm ideas with you
 - b. Watch you try a strategy
 - c. Help determine if 80%+ of students reach mastery
 - d. Be a part of your class
 - e. Providing coverage to watch a colleague
2. Invite a PLC member to brainstorm ideas
3. Invite a colleague to help you brainstorm
4. Watch a colleague
5. Have a colleague watch you
6. Feedback Loops



1.29

Tier 1 Instruction Self-Check

Area	Key Questions	Yes	No	Evidence and Notes / Action Steps
Student Success (Teacher Estimates of Achievement – 1.62)	Are ~80% of students successful during lessons?			
Pre-/Post-Lesson Checks (Formative Evaluation – 0.68)	Do I check for understanding before and after lessons?			
Active Engagement (Classroom Discussion – 0.82)	Are students responding actively (choral, group, partner)?			
Scaffolding / Modeling (Teacher Clarity – 0.75)	Do I use think-alouds, exemplars, visual models?			
Pacing (Direct Instruction – 0.59)	Is instruction brisk yet allows mastery?			
Feedback (Feedback – 0.70)	Do I provide immediate, specific feedback on performance?			
Guided & Independent Practice (Small Group Learning – 0.49 / Practice – 0.68)	Is guided practice followed by supported independent work?			
Distributed Practice (Spaced Practice – 0.65)	Are prior skills reviewed over time?			
Differentiation / Flexible Grouping (Differentiation – 0.46)	Do I adjust tasks for below-, on-, and above-grade students?			
Reteach or Enrich (Response to Intervention – 1.29)	If <80% mastery, is there a plan to reteach or enrich?			

[Link](#)



One Center. All the Help.

**The STEM Center + Writing Center are now ONE!
Request a pass at the start of ELO.**

NEW Tutoring Center – All Subjects, One Location!



1. What's New?

- The STEM Center and Writing Center are now one unified space.
- Get help with math, science, essays, research, and more.
- Peer tutors available during ELO time on days passing is allowed.

2. Why the Change?

- One-stop help for all subjects in one location.
- Supports all subjects, not just math or writing.
- Builds a stronger, collaborative tutoring team.
- Provides teacher support in both ELA and Math.

3. Where It Is

- Located in the former Writing Center.
- Near the library and coffee bar.

4. Teacher Actions

- Approve student passes in SecurlyPass during ELO.
- Only send students with an approved pass.
- Remind students they can get help in ALL subjects.

5. Arriving at the Tutoring Center

- Students enter a pass into SecurlyPass; ELO teacher approves it.
- If a pass cannot be created, the center is either full or the student has restrictions.
- Do NOT send students without a pass.

Table Talk

1) Take out your Academic Pyramid and add what Tier 1 Academics does or could look like in your classroom.

2) We have talked about several of the success criteria so far. Take a second to re-evaluate yourself on them.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

I can describe what Tier 1 academic strategies look like in my classroom.

I can explain how MTSS relates to our building and district goals.

I understand my role and the expectations of ELO programming to meet building goals

I am able to reflect on my current practice and use feedback to guide goal-setting and actions.

Break and Heartland



MTSS Behavior

Behavior Interventions SHS

02

Interventions

- 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

Tier 3

Tier 2

Tier 1

All Students

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

Interventions

03

Interventions

01

Behavior Matrix

Discipline Infraction Description and Disciplinary Action Chart

The chart below represents general infraction types and typical disciplinary actions. The discipline actions in the chart do not represent a progression of action; the level of disciplinary action will be based upon the circumstances of each individual case and district policy.

Discipline level: TA – Teacher Action; AC - Administrative Conference; D- Detention; ISS - In-School Suspension; OSS - Out-of-School Suspension; FH - Formal Hearing for Long-term Suspension or Expulsion

Shaded areas represent disciplinary actions that are usually bypassed for that type of infraction.

Infraction	Description	Disciplinary Action					
		T A	A C	De t	IS S	OS S	F H
Academic Dishonesty	Any act of misrepresentation of one's academic work.						
Assault/Battery	Deliberate act to cause bodily harm or create fear of imminent physical harm.						
Bullying - Cyber	Use of any electronic communication device through means, including, but not limited to, email, instant messaging, text messages, blogs, mobile phones, pagers, online games, and websites.						
Bullying - Physical	Involves hurting a person's body or possessions. Occurs when a person uses overt bodily acts to gain power over peers. Physical bullying includes: hitting/kicking/pinching, spitting, tripping/pushing/shoving, taking or breaking someone's personal property, making mean or rude hand gestures, and hazing.						
Bullying - Relational	Systematic diminishment of a targeted child's sense of self through the following that could lead to rejection and/or alienation. The behavior describes an individual, or group of individuals, who try to hurt peer, or sacrifice another's standing within their peer group. Examples include: ignoring, isolating, excluding, shunning, and gossiping.						
Bullying - Verbal	Involves saying or writing mean things. Verbal bullying occurs when someone uses language to gain power over his or her peers. Verbal bullying includes: teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, critical criticism, belittling, personal defamation, racist slurs, sexually suggestive and/or abusive remarks, and extortion.						
Combustibles/Incendiary Device	In possession of substances/objects capable of igniting and burning, or devices designed to start a fire.						
Cutting Class	Intentionally and without permission failing to attend class.						
Disruptive Behavior	Behavior which substantially disrupts the orderly learning environment. Does not involve violence, property damage, or obscenity.						
	Any act to manufacture, distribute, dispense, possess or use						



Behavior Matrix

Behavior Definitions

Behavior	Major (Office Referral)	Minor (Teacher Action in Classroom)
Academic Dishonesty/ 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 a student to resubmit the assignment w/o an office referral.
Obscenity/ Profanity	Directing profanity towards a specific student or staff member.	Inappropriate language used in casual conversation—not direct toward others.
Hands on Others/ Physical Aggression/ Fighting/ Assault	When physical contact escalates to an unsafe environment, intent to cause bodily harm or fear.	Play fighting, posturing, or horseplay
Insubordination	Blatant or repeated refusal of a reasonable request	Uncooperative, but becomes compliant in a private conversation
Bullying/ Threats / Harassment	Any kind of threat, bullying, intimidation, name calling, verbal, nonverbal, or physical assault.	Unkind or inappropriate comments that are not recurring. Take the learning opportunity about being a good human.
Disruptive Behavior	Behavior which substantially disrupts the orderly learning environment—continues after addressed.	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 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 (Disruptive Behavior OR Insubordination)	Inappropriate 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 (Insubordination)	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	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.

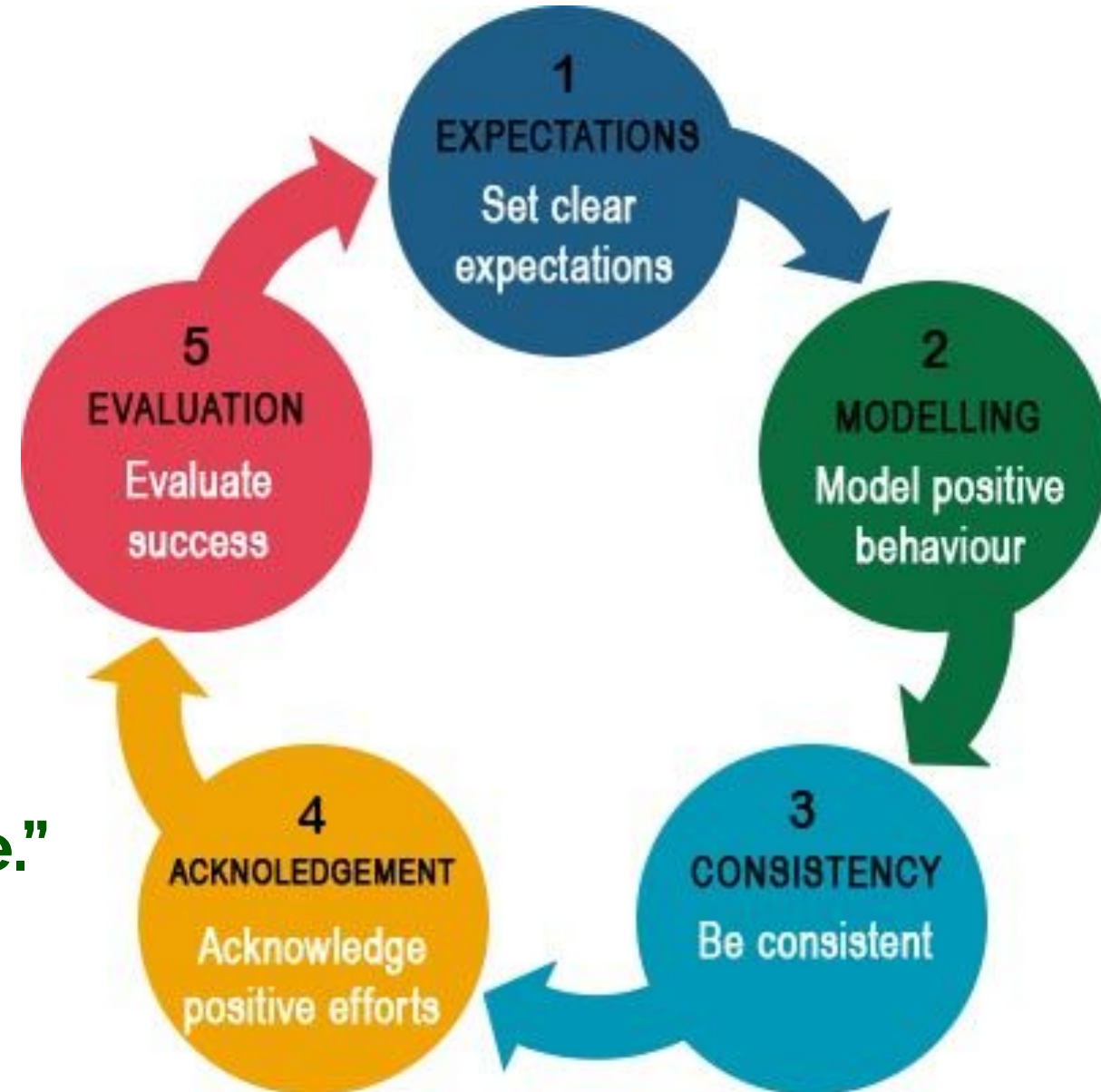
Minor
vs
Major
Behaviors
Chart

0.62

Behavior Tier 1

- Matrix
- Collaboration & problem-solving
 - Proactive
- Expectation
- Incentives

“Be consumed by being proactive.”
- Dr. Ross Greene



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.

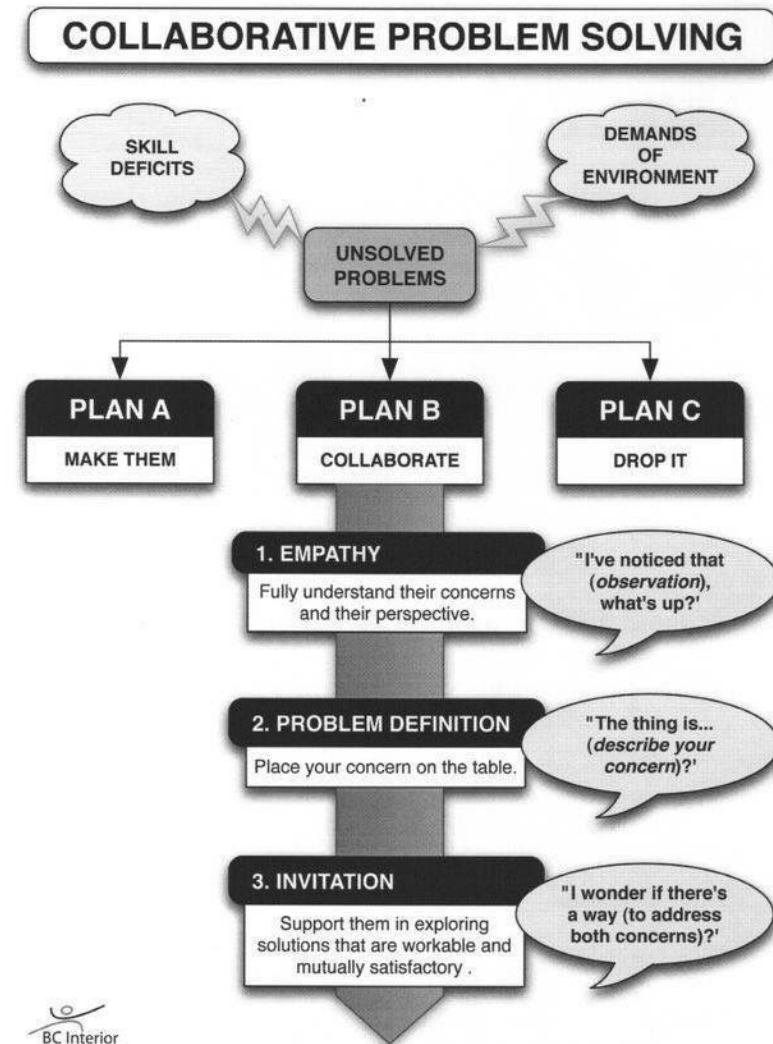
SY 2023-2024	SY 2024-2025	SY 2023-2024	SY 2024-2025
1656 Total Referrals	2144 Total Referrals	165 Detentions	605 Detentions
275 SEL Referrals	322 SEL Referrals	319 ISS Assignments	331 ISS Assignments
16.61% of Total SEL Referrals	15.02% of Total SEL Referrals	99 OSS Assignments	106 OSS Assignments

2024-2025 SHS Discipline Data

9th Grade Referrals	536	Tardies	1031
10th Grade Referrals	844	Cuts	567
11th Grade Referrals	414	Attendance Referral Total	1621
12th Grade Referrals	350	Attendance Referral Percentage	~76%
Total Referrals	2144	Students on Referral	477 (~48% of population)

Collaboration and Problem Solving

- Proactive
 - Expectations
 - Early addressing small behaviors
- Who can be a resource?
- How can we be early interventions?
 - Coverage for a student-teacher conversation
 - Address the class early



Collaboration and Problem Solving

- ASUP
- When should we ask to gather the team?
 - You've tried to solve a problem and need more help
 - i.e.- AM Tardies
 - Request to Meet (RTM) Form



Behavior Expectations

What do you expect in your classroom?

- Behavior Data
- CHAMPS
- Securly

What are the building expectations?

- Supervision Schedule
- Incentives

Are your expectations reasonable and achievable?

Students want to do well!

If a student cannot legitimately meet an expectation, then it cannot be considered reasonable.

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
- Reach out for help!



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, we solve problems
- 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





- Passes Approved (i.e. number of times students left the classroom):
 - 23-24 - 90,673
 - 24-25 - 99,294
- Time out-of-class (i.e. lost instructional time):
 - 23-24 - 502+ hours
 - 24-25 - 950+ hours
- What do these numbers mean?
 - We are using Securly for most out-of-class circumstances
 - There are still circumstances when passes are not getting ended
 - Passes will run for two hours before timing out!



- This IS classroom management and a part of everyone's daily routine
- Decide how this is implemented in your individual classroom and relentlessly communicate those expectations to students and leave expectations for subs
 - Are you using the online dashboard, app, PIN?
- Students should ALWAYS be the ones to make a pass
 - If they get a message stating passing is currently closed, DO NOT circumvent the system by simply allowing them to pass into the hallway, OR create a Teacher Pass for them
 - SAFETY: Contact control between students and limited passing is in place for several students and constantly updated throughout the year
 - If they have questions, tell them to contact Mr. Thornton

Table Talk

- 1) Take out your Behavior Pyramid and add what Tier 1 Behavior does or could look like in your classroom.

What proactive steps do you need to take?

What behaviors are you going to take the time to teach?

What expectations do you need to communicate?

2) We have talked about several of the success criteria so far. Take a second to re-evaluate yourself on them.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

I can describe what Tier 1 academic strategies look like in my classroom.

I can describe what Tier 1 behavioral strategies look like in my classroom.

I can explain how MTSS relates to our building and district goals.

I understand my role and the expectations of ELO programming to meet building goals

I am able to reflect on my current practice and use feedback to guide goal-setting and actions.

Harambee

[ah-rum-bay]

Harambee is a Swahili word that translates roughly to “we all pull together” or “let’s get together and push” and is the official motto of Kenya.

Answer Any (or All) of These Questions:

- 1.** *How do you connect to this word?*
- 2.** *Does a story come to mind related to this word?*
- 3.** *What is the opposite of this word in your mind?*

Incentives

Student & Staff Input

ELO Competitions

ELO Slides

Student Awareness

Short-term & achievable

Building specific needs/goals

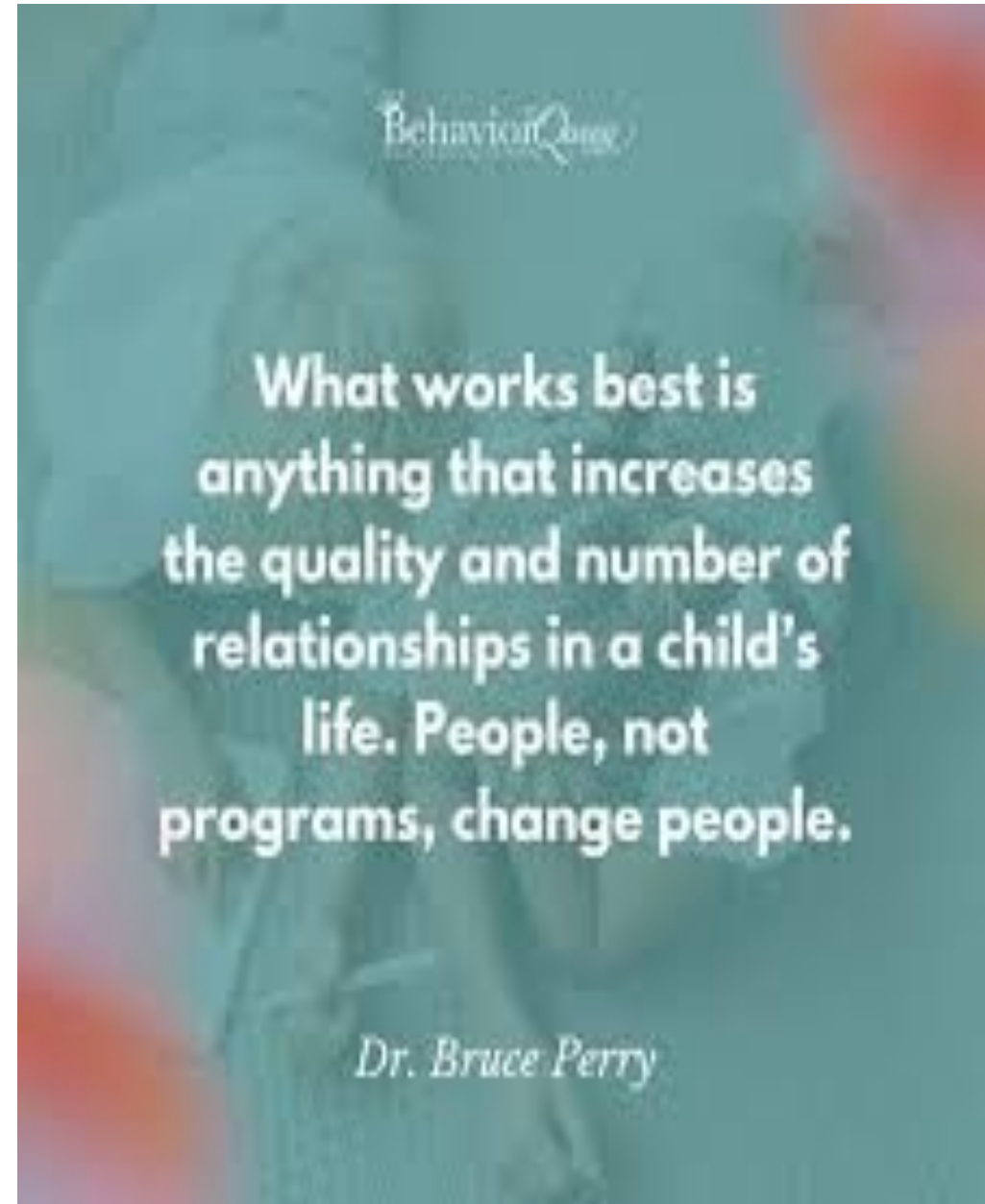


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Social Emotional

Relationships

- 1) Chronic Absenteeism
- 2) Graduation Rate
- 3) Academic Achievement



MTSS

Social Emotional Learning

SEL Interventions SHS

02

Interventions

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

Tier 3

Tier 2

Tier 1
All Students

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

Interventions

03

Interventions

01

Student Support Team

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

Members:

Counselors - Mr. Allen, Mrs. Potocnik, Mrs. Goodrich, Mrs. Wagner,
Ms. Smith, Mr. Magnall

School Psychologist - Mrs. DeWitt

Social Workers - Ms. Bruce, Mrs. Harvin

Teen Builders - Mr. Weir

MTSS - Mr. Thornton, Mrs. Fox

Administrators - Dr. Jones, Mrs. DeVoe, Mr. Quinn



Chronic Absenteeism

2024-2025 Data

Reported by District:

- 681 students >5% CA rate (~69% of student population)
- 345 students >10% CA rate (~35% of student population)
- 107 students >20% CA rate (~11% of student population)

Where do I fit into CA process?

Conversations with students when they are absent

- Blocks 1-8
- ELO

Early and often communication with parents/guardians



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

	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	
SHS 24-25	14.42%	16.44%	22.79%	26.83%	23.37%	24.71%	27.02%	28.56%	31.63%	
Dist 24-25	10.41%	12.56%	17.03%	19.30%	15.38%	16.59%	16.20%	16.05%	18.84%	
	WK 10	WK 11	WK 12	WK13	WK 14	WK 15	WK 16	WK 17	WK 18	
SHS 24-25	31.83%	30.67%	33.17%	34.42%	34.71%	34.04%	34.90%	35.19%	32.88%	
Dist 24-25	19.23%	18.90%	19.56%	20.47%	20.11%	20.79%	20.26%	20.73%	20.55%	
	WK 19	WK 20	WK 21	WK 22	WK 23	WK 24	WK 25	WK 26	WK 27	
SHS 24-25	32.40%	32.21%	31.15%	31.92%	32.40%	31.35%	31.54%	31.15%	32.21%	
Dist 24-25	19.72%	19.96%	19.91%	20.76%	21.09%	20.26%	21.21%	21.03%	21.72%	
	WK 28	WK 29	WK 30	WK 31	WK 32	WK 33	WK 34	WK 35	WK 36	WK 37
SHS 24-25	31.83%	31.73%	32.31%	32.79%	32.40%	32.21%	33.17%	33.08%	33.17%	32.60%
Dist 24-25	21.73%	21.61%	21.69%	21.72%	22.05%	21.81%	21.90%	21.45%	21.94%	21.36%

Graduation Rate

Historical Data:

2017-2018 - 91.3%
2018-2019 - 90.2%
2019-2020 - 91.4%
2020-2021 - 90.8%
2021-2022 - 90.1%
2022-2023 - 87.9%
2023-2024 - 86.4%

Where do I fit into the process?

- Identifying students with skill deficits
- Engaging in the MTSS process to meet student needs
- Fostering Belonging
- Inspiring hope



Table Talk

- 1) Take out your SEL Pyramid and add what Tier 1 SEL does or could look like in your classroom.

What proactive steps do you need to take?

What influence do you have?

What expectations do you need to communicate?

2) We have talked about several of the success criteria so far. Take a second to re-evaluate yourself on them.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

I can describe what Tier 1 academic, behavioral, and social-emotional strategies look like in my classroom.

I can explain how MTSS relates to our building and district goals.

I understand my role and the expectations of ELO programming to meet building goals

I am able to reflect on my current practice and use feedback to guide goal-setting and actions.

Character Strong

District Resource

Made by students & educators

Updated frequently

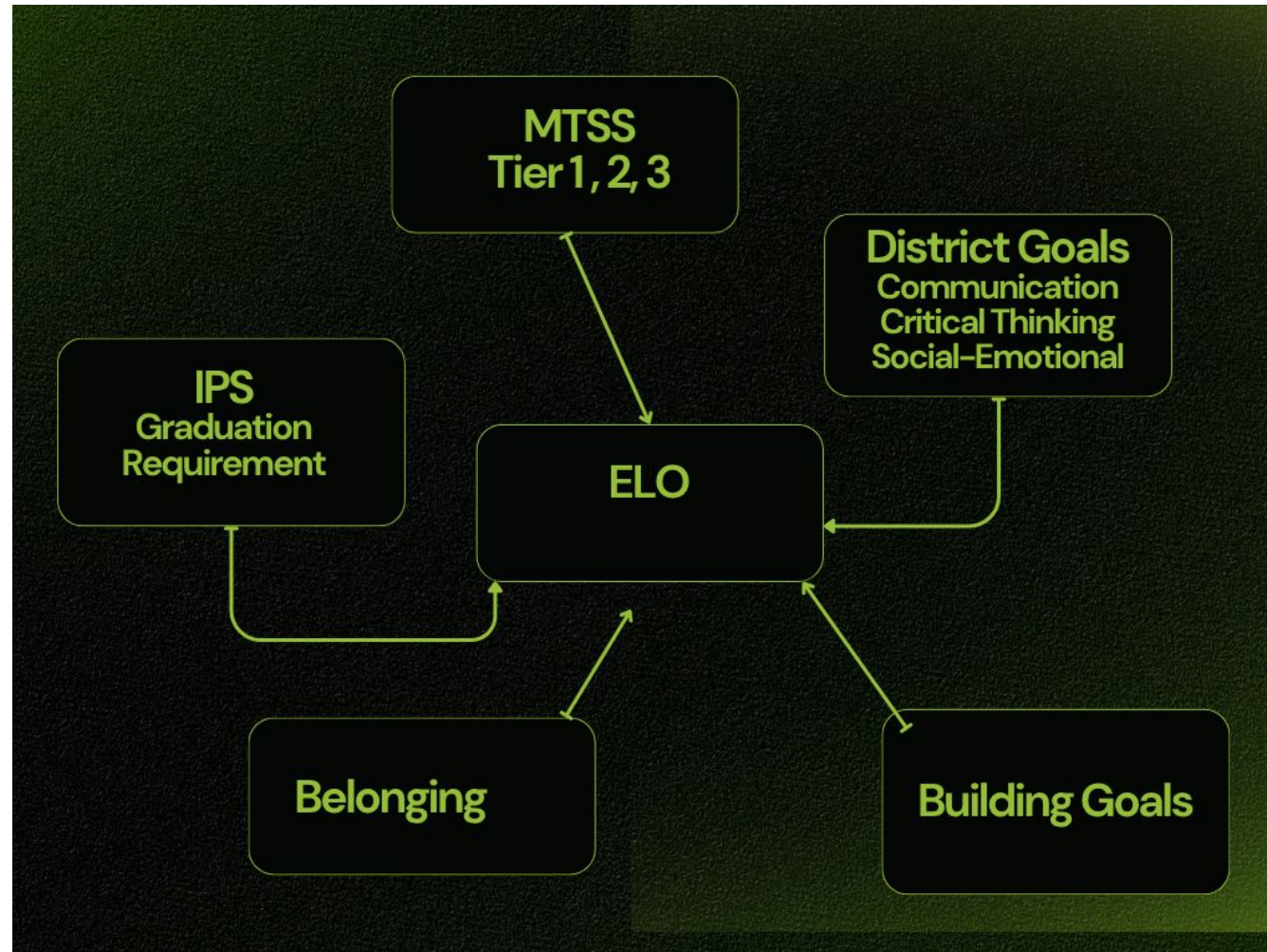
How we integrate into ELO?

Curriculum for TeenBuilder / P4S



Philosophy of ELO

ELO is the leverage point to build the culture and relationships necessary to achieve our building and district goals.



Purpose of ELO

ELO is a critical time for academic progress, SEL, and state/district/building goals. It is not enrichment; participation by staff and students is expected.

ELO is designed to support:

- Academic progress & early intervention
- Social Emotional Learning (SEL)
- IPS tasks & graduation asset tracking (classes of 2028 and 2029)
- Postsecondary planning
- School-wide initiatives
- Community building & leadership
- Building the culture of South High
- Accountability: this is your time to make a difference for your group of students



ELO Teacher Expectations

- Follow provided ELO slides daily
- Actively engage students — no grading or personal prep
- Enforce classroom norms consistently
- Students must participate in assigned activities
- Use SecurlyPass for all movement
- Follow majors/minors procedures for discipline concerns. Involve administrators if support is needed!
- Ensure ELO expectations/materials are in your sub plans.



ELO Passing

No Passing:

- First Two Weeks of School
- Tuesdays
- Fridays
- First 5 minutes of ELO
 - Passing begins at 2:20 and ends at 2:25
- Why?
 - Consistent Implementation of Programming with Fidelity
 - Class Meetings

ELO PASSING PROTOCOLS					2025 - 2026
MON Passing begins: 2:20. Students at final destination by 2:25.	TUE NO PASSING	WED Passing begins: 2:20. Students at final destination by 2:25.	THU Passing begins: 2:20. Students at final destination by 2:25.	FRI NO PASSING	

REMINDERS:

- UTILIZE THE ELO SLIDES EVERY DAY. THESE ARE REQUIRED FOR ALL TEACHERS AND STUDENTS.
- THERE IS A "NO-FLY ZONE" FROM 2:15 TO 2:20. PLEASE USE THIS TIME TO TAKE ATTENDANCE AND REVIEW SLIDES.
- DO NOT ALLOW STUDENTS TO PASS ON TUESDAYS AND FRIDAYS. WE WILL HAVE ADDITIONAL NO-PASSING DAYS AT THE START OF EACH SEMESTER.

Implementation of ELO Programming Each Day

Daily Slides

Xello

NEW Calendar

IPS Portfolios

Mini Conferencing

(Mock Data)



What is High Impact Tutoring?

Definition: Targeted, relationship-driven support that accelerates student learning by focusing on individual needs.

Key Features:

- Frequent & Consistent: At least 3 sessions per week
- Small Groups: 1–3 students for personalized attention
- Curriculum-Aligned: Directly connected to grade-level standards
- Data-Driven: Instruction informed by ongoing assessment
- Qualified Tutors: Trained educators or specialists
- Integrated: Works alongside regular classroom instruction

Goal: Close learning gaps and boost student achievement through intentional, evidence-based support.

Visible Learning Connection: Maximizes teacher clarity, feedback, and targeted intervention—three of the highest effect-size influences on student achievement (Hattie, 2018). **It has an effect size of 0.57.**

LISC

Learning Intentions

Teachers will understand their active role in implementing Tier 1 academic, behavioral, and social-emotional strategies to support all students and advance our building and district goals.

3 = I can do this.

2 = I need more practice.

1 = I am just getting started.

Success Criteria

I can describe what Tier 1 academic strategies look like in my classroom.

I can describe what Tier 1 behavioral strategies look like in my classroom.

I can describe what Tier 1 social-emotional strategies look like in my classroom.

I can explain how MTSS relates to our building and district goals.

I understand my role and the expectations of ELO programming to meet building goals

I am able to reflect on my current practice and use feedback to guide goal-setting and actions.

Personal Goal Setting

Write a goal for implementation of one Tier 1 strategy for each of the following areas:

- Academic
- Behavior
- Social Emotional

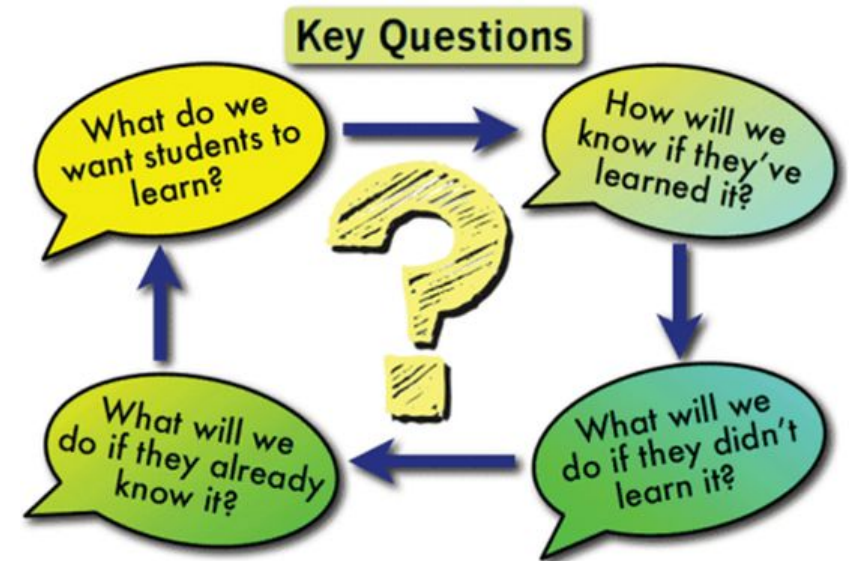


Wrapping Up

PLC 12:30-3:10

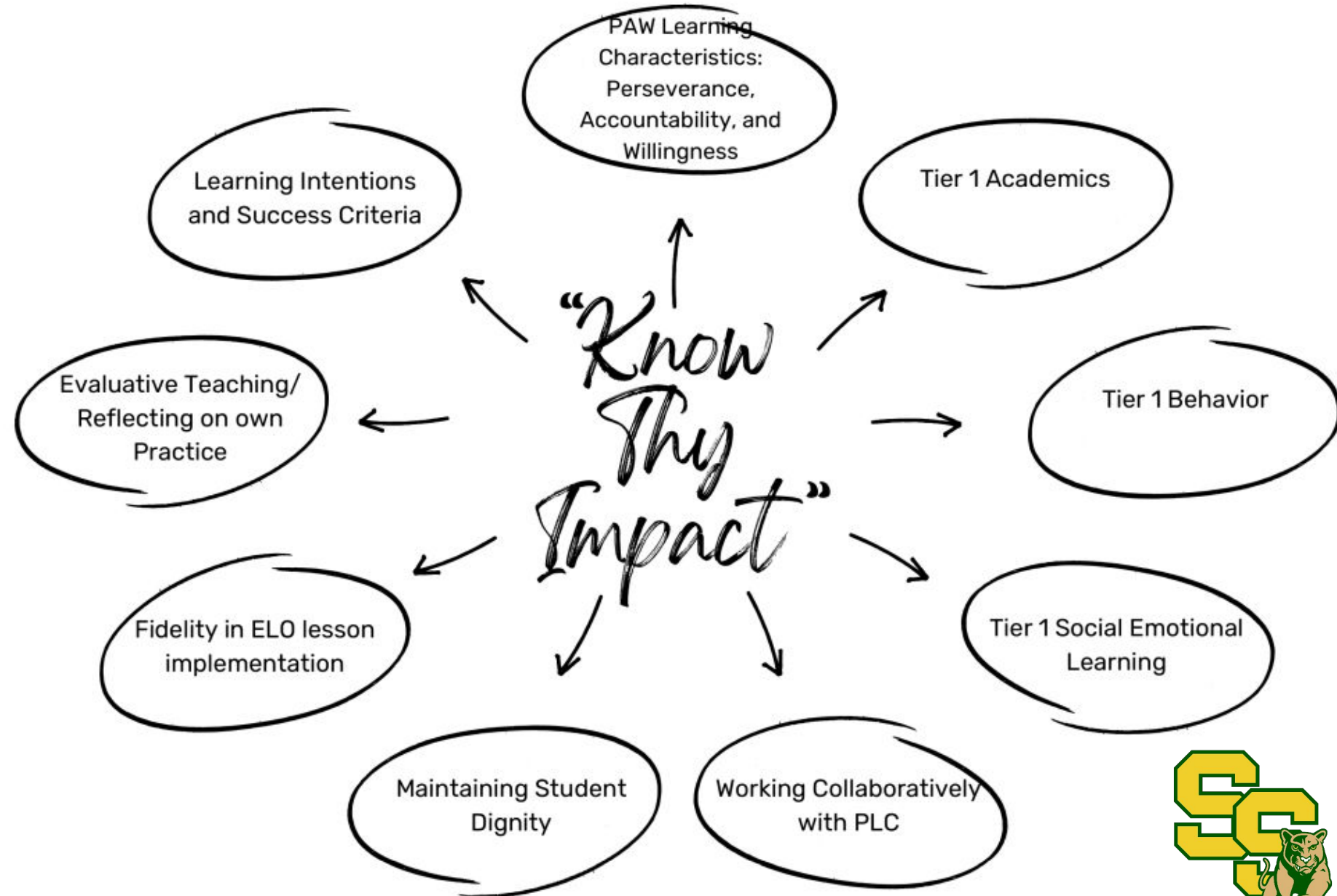
- Beginning of the year [checklist](#)
- Review building goals & how department/ PLC will support and facilitate
- Follow-up on visible learning presentation from district
- Reflect on how to ensure a healthy and productive PLC
- Reflect on Know Thy Impact Graphic and have department chairs email Dr. Jones how their department will use Tier 1 Strategies to meet building goals. This will be a BLT topic of our first meeting.
- Add reflection on Tier 1 practices to our PLC agenda on an ongoing basis.
- Cell phone enforcement

Questions



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.”



For Tomorrow

Please bring:

- your computer for Skyward session
- your pyramids for further reflection

Be prepared to discuss your commitment level to cell phone enforcement.



