

South High School

In-Service

January 5, 2026



Learning Intention:

- We are learning how to plan, model, and facilitate high-quality classroom discussions, identify authentic student discussion and common participation barriers, and connect these strategies to the Visible Learning Influences.

Success Criteria:

I can...

- Explain the purpose and student-learning benefits of discussion strategies.
- Facilitate discussions using clear structures and teacher moves that promote safety, equity, and student-centered participation.
- Recognize what authentic student discussion looks like by identifying and overcoming barriers and incorporating PIPER components.



Visible Learning

Silent Discussion Strategy Led by Mr. Stewart and Mrs. Sheforgen

facilitating a
SILENT DISCUSSION



Student Discussion & Self Directed Learning Rubric

- ❑ How can I incorporate the Self Directed Learning Rubric into my classroom?
- ❑ How can we support students to achieve a Level 4?



SENTENCE & DISCUSSION STARTERS

WHEN YOU AGREE

I agree with ____ because ____

I agree with the idea that ____

To me, your evidence clearly shows that ____

I agree, and this raises a question about ____

Your statement about ____ helped clarify ____

DISAGREEMENT

Based on ____, I interpret this differently because ____

The evidence seems to suggest ____ instead.

I have a different perspective on ____ because ____.

I'm not sure I agree with ____ because of ____.

Another perspective is ____
in ____
I've seen something similar to this ____
What I notice in common is ____
& ____ because ____
I'm noticing a difference between ____
because of ____
This reminds me of ____

COMPARING & CONNECTING

Changing ____ might improve ____
Have you considered ____
It might be interesting to see ____
with ____
Trying ____ might help ____
What would happen if ____
One suggestion I have is ____

OFFERING SUGGESTIONS

SENTENCE & DISCUSSION STARTERS

Weekly Classroom Self-Check

Name: _____ Week of: _____

How to Use This Checklist

- Check each box **each day** as you work.
- At the end of the week, highlight the **level** that best describes you for each category.

1. Self-Regulation

This week, I...

- ☐ Set a goal for my work (with or without help)
- ☐ Started my work without putting it off
- ☐ Stayed focused until the task was finished
- ☐ Used strategies when I felt frustrated (deep breath, break, positive talk, asking for help)
- ☐ Used feedback to improve my work

My level this week (circle one):

Level 1 Level 2 Level 3 Level 4

Discussion Barriers Categories

From self-reported data collected at our October In-service



Student Engagement & Motivation:

- Lack of student interest
- Apathy
- Feeling discussions are "boring"
- Not seeing the value
- Fear of being wrong



Teacher Facilitation & Design

- Insufficient time allocated for deep, meaningful discussion
- Difficulty crafting effective, open-ended discussion prompts
- Lack of training or confidence in facilitating complex, student-centered discussions
- Feeling overwhelmed by the effort required to manage multiple perspectives and track participation
- Over-reliance on teacher-led instruction due to comfort or habit
- Struggles with effective wait time or redirecting conversations



Student Skills & Preparation

- Limited prior knowledge
- Underdeveloped critical thinking skills
- Difficulty articulating thoughts
- Lack of research skills
- Not knowing how to respectfully disagree



Curriculum & Content Constraints

- Intense pressure to "cover material" w/ deadlines.
- Heavy content load in the curriculum, leaving little time for extended activities.
- Focus on standardized testing metrics that prioritize rote memorization.
- Difficulty integrating discussion meaningfully into specific, content-heavy subject areas



Classroom Environment & Culture

- Fear of judgment or ridicule from peers.
- Lack of trust and psychological safety among others.
- A perceived competitive atmosphere.
- Established classroom norms that favor passive learning over open dialogue.
- Difficulty managing the balance between dominant voices and quiet/reserved students.
- Discomfort discussing sensitive or controversial topics openly.



Logistical & Practical Issues

- Large class sizes, making equitable participation challenging.
- Physical classroom setup (e.g., fixed desks) is not conducive to face-to-face discussion formats.
- Time constraints (school day/ block)
- Lack of dedicated flexible seating

P.I.P.E.R.: A Quick Guide for Teachers

A framework for making cooperative learning meaningful, structured, and high-impact.

What is P.I.P.E.R.?

P.I.P.E.R. is a simple structure used to strengthen cooperative learning and productive group work. It ensures students aren't just "working in groups," but actually learning from each other in ways that build discussion skills, academic ownership, and engagement. It also supports our Cougar dispositions: Perseverance, Accountability, and Willingness (PAW).

The Five Components:

P Promotive Interaction: Students exchange ideas, challenge thinking, and build on one another's responses. Students show willingness when they listen, share, and stay open to peers' ideas. Why it matters: Encourages productive talk and raises the quality of student thinking (Classroom Discussion, 0.82).

I Individual Accountability: Each student has a defined role and contribution. This prevents passengers and keeps students accountable for their thinking, effort, and follow-through, ensuring they understand the content (Teacher Clarity, 0.84).

P Positive Interdependence: Students rely on one another to reach a shared goal or product. Teams persevere toward the goal and keep each other accountable for contributing, which increases engagement and encourages teamwork over "divide and copy" (Cooperative Learning, 0.59).

E Explicitly Taught Social Skills: Students learn and practice skills like listening, turn-taking, asking clarifying questions, and disagreeing respectfully. Teaching these upfront helps students communicate effectively and keep each other accountable for how they interact, strengthening academic dialogue (Self-Regulation, 0.70).

R Reflection & Group Processing: Students analyze how well their group worked together and what supported their learning. This builds awareness of their thinking and helps them transfer skills to the next task (Metacognitive Strategies, 0.60). Students show perseverance as they work to improve and accountability for both the process and the product.

What P.I.P.E.R. Does For Your Classroom:

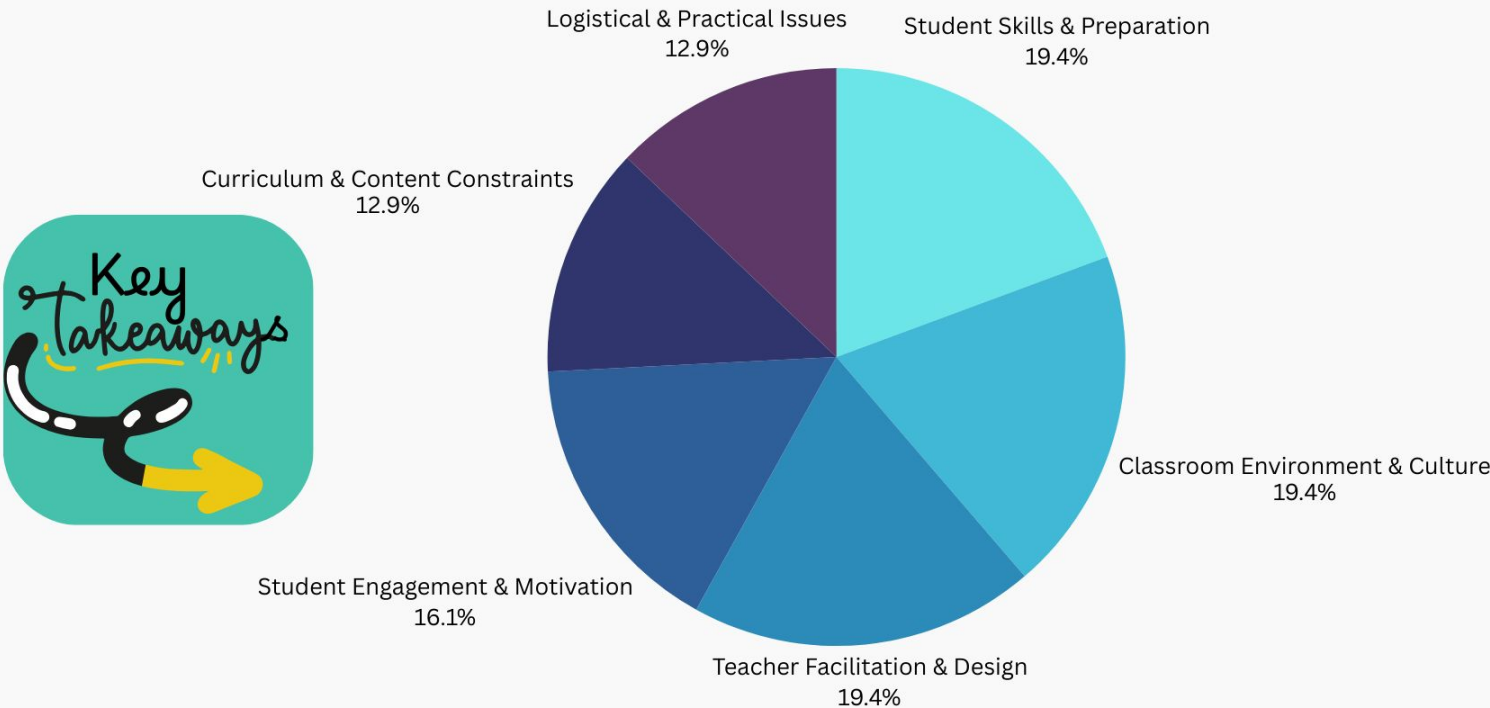
- Increases engagement and participation
- Makes group work purposeful
- Strengthens real-world communication skills
- Supports students who struggle to talk in whole-group settings
- Builds accountability and structure during collaborative tasks
- Reinforces PAW dispositions in authentic academic contexts



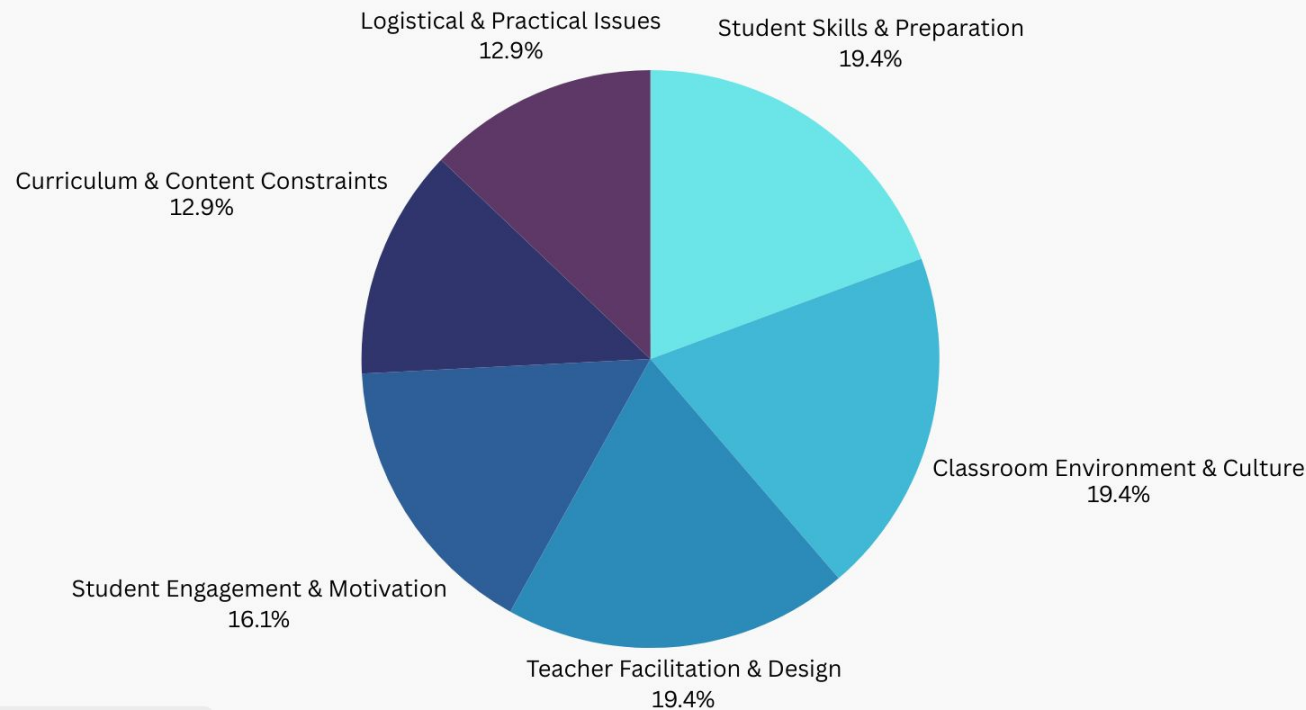
What's in my control

What's outside my control

Discussion Barrier Categories by Percentage



Discussion Barrier Categories by Percentage



Key Takeaways from the Percentages

- The highest proportion of barriers (over 58%) are related to areas teachers can directly influence: Student Skills & Preparation, Classroom Environment & Culture, and Teacher Facilitation & Design (all tied at 19.35%)
- Barriers related to Curriculum & Content Constraints and Logistical & Practical Issues represent the smallest proportions (tied at 12.9%)

Visible Learning		MTSS	ELO	IPS	Belonging	Effect Sizes: Discussion Strategies: 0.82
PIPER Acronym		Primary Barriers Addressed (from your data)		High-Impact Strategies to Overcome Barriers		
P Positive Interdependence I Individual Accountability P Promotive Interaction E Explicitly Taught Social Skills R Reflection/Group Processing		Classroom Environment & Culture: Fear of judgment, competitive atmosphere, lack of trust.Student Engagement: Apathy, feeling discussions are "boring."				
		Student Engagement: Not seeing the value, reluctance to participate if not directly graded.Student Skills: Limited prior knowledge, difficulty articulating thoughts.				
		Teacher Facilitation & Design: Difficulty managing dominant vs. quiet voices, insufficient time for deep discussion.Logistical Issues: Large class sizes, unhelpful physical setup.				
		Student Skills: Not knowing how to respectfully disagree, difficulty articulating thoughts, lack of preparation.Environment & Culture: Discomfort discussing controversial topics.				
		Teacher Facilitation & Design: Lack of training in facilitation, struggles with redirecting conversation.Curriculum Constraints: Pressure to "cover material" (skipping debrief).				

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P Positive Interdependence I Individual Accountability P Promotive Interaction E Explicitly Taught Social Skills R Reflection/Group Processing		Classroom Environment & Culture: Fear of judgment, competitive atmosphere, lack of trust.Student Engagement: Apathy, feeling discussions are "boring."		* Establish a shared goal: Use Jigsaw activities where each student has unique, essential information they must teach to the group. * Team Rewards: Grade the group process (e.g., how well they listen) as well as the content output. * Shared Resources: Limit materials (e.g., one text, one marker) so students must collaborate to succeed.		
		Student Engagement: Not seeing the value, reluctance to participate if not directly graded.Student Skills: Limited prior knowledge, difficulty articulating thoughts.		* Assign Roles: Use clear discussion roles (e.g., timekeeper, summarizer, devil's advocate) that rotate frequently. * Quick Writes/Exit Tickets: Require every student to individually summarize the key takeaway or their shift in thinking post-discussion. * Random Reporting: Use name sticks or digital tools to select students to speak or report for their group.		
		Teacher Facilitation & Design: Difficulty managing dominant vs. quiet voices, insufficient time for deep discussion.Logistical Issues: Large class sizes, unhelpful physical setup.		* Think-Pair-Share: Ensure pre-discussion processing time before public interaction. * Structured Dialogue Protocols: Implement Talk Moves (e.g., "I agree with X, but I would add...") to ensure constructive, substantive interactions. * Change the Configuration: Use rotating pairs/triads (e.g., Concentric Circles) to maximize airtime for everyone.		
		Student Skills: Not knowing how to respectfully disagree, difficulty articulating thoughts, lack of preparation.Environment & Culture: Discomfort discussing controversial topics.		* Teach Metacognition: Have students analyze models of effective and ineffective discussion transcripts. * Model and Practice: Directly teach and practice skills like paraphrasing, asking clarifying questions, and building on a peer's idea. * Norm Setting: Co-create and visibly post "Discussion Norms" that focus on respectful challenge and deep listening.		
		Teacher Facilitation & Design: Lack of training in facilitation, struggles with redirecting conversation.Curriculum Constraints: Pressure to "cover material" (skipping debrief).		* "2 Stars and a Wish": Groups spend 2 minutes at the end of the discussion to identify 2 things they did well and 1 thing to improve next time. * Facilitator Feedback: The teacher provides targeted feedback on the quality of the interaction (e.g., use of evidence, listening skills) rather than just the content. * Personal Goal Setting: Students set a specific, process-oriented goal for the next discussion (e.g., "I will ask two clarifying questions").		

3rd Quarter Goal



In your PLC,
*select an existing
strategy you currently
use that utilizes
aspects of PIPER.*

*Fold in ONE new
PIPER element*
to enhance that
existing
strategy.

PIPER Acronym



P
Positive Interdependence

I
Individual Accountability

P
Promotive Interaction

E
Explicitly Taught Social Skills

R
Reflection/Group Processing

4th Quarter Goal



Select *an existing strategy*, you currently use, that utilizes aspects of PIPER.

Fold in TWO new PIPER elements to enhance that strategy.

PIPER Acronym



P
Positive Interdependence

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Individual Accountability

P
Promotive Interaction

E
Explicitly Taught Social Skills

R
Reflection/Group Processing

NETFLIX



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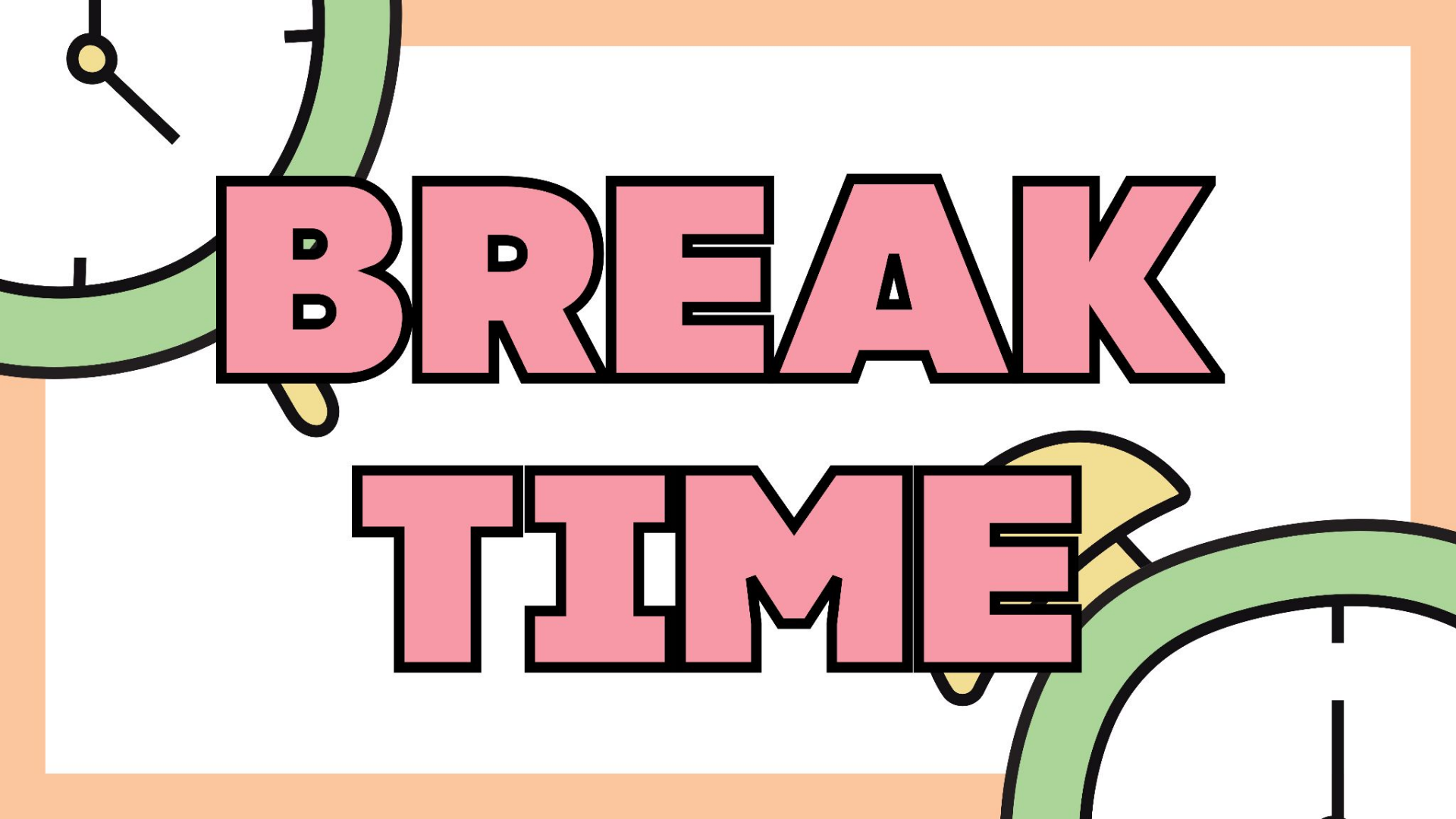


Check for Understanding

I can...

- Facilitate discussions using clear structures and teacher moves that promote safety, equity, and student-centered participation.
- Recognize what authentic student discussion looks like by identifying and overcoming barriers and incorporating PIPER components.



A stylized clock face is visible in the background, featuring a green arc and a yellow dot. The text "BREAK TIME" is prominently displayed in the center.

**BREAK
TIME**

Learning Intention:

- We are learning how our collective actions, relationships, and classroom practices contribute to student success, specifically graduation, attendance, and behavior, within the Ci3T framework.

Success Criteria:

I can...

- Explain how collective teacher efficacy and relationship-based practices impact graduation rates and chronic absenteeism.
- Identify at least one realistic, classroom-level action within my circle of control or influence that supports student attendance, engagement, or behavior.
- Describe how classroom practices connect to the broader Ci3T system, including tiered supports, behavior expectations, and shared responsibility across the building.



Graduation Rate

2025 - 87.2

2024 - 86.4

2023 - 87.9

2022 - 90.1

2021 - 90.8

2020 - 91.4

2019 - 90.2

2018 - 91.3

How is it calculated?

Percentage of students, adjusted for transfers into and out of the school (accredited only) who graduate with a regular high school diploma with four years of entering high school. Does not include GED or non-accredited schools. NOT the same as dropout rate.

Why?

KSDE has a “Kansas Can” goal of achieving a 95% high school graduation rate. 95% is the target benchmark for accreditation under KESA 2.0.



Visible Learning

MTSS

ELO

IPS

Belonging

Effect Sizes:

Collective Teacher Efficacy: 1.57

Discussion Strategies: 0.82

List, Group, Label

An Organizing + Discussion Strategy for Making Sense of Ideas

What is it?

List, Group, Label is a simple routine that helps students brain-dump ideas, sort them into meaningful categories, and name the categories to clarify thinking. It works especially well when students feel overwhelmed by information or need structure before writing, discussing, or problem-solving.

Why it Works:

This routine supports high-impact influences such as:

Classroom Discussion (≈0.82)

Metacognitive Strategies (≈0.60)

Teacher Clarity (stronger when paired with a clear question/purpose, ≈0.75)

The structure reduces “random lists” and pushes students toward patterns, connections, and reasoning.

The Strategy:

1) LIST (1–3 minutes): Students generate as many ideas as they can related to the prompt (words, phrases, examples, evidence).

2) GROUP (3–5 minutes): Students sort the list into categories that make sense.

They can create 2–6 groups.

Items can be moved, combined, or revised.

3) LABEL (2–3 minutes): Students name each group using a category label (a concept/heading).

Optional add-on: Students write one sentence explaining why those items belong together.

4) Share-out (2–5 minutes): Pairs/teams compare labels, justify choices, and notice similarities/differences.

When to Use It:

Use List, Group, Label when:

Students need a structured way to start (before discussion, writing, projects, studying).

The topic has multiple angles or vocabulary.

You want to surface prior knowledge + misconceptions quickly.

Students need to organize evidence (texts, labs, data, sources).

You want a low-stress routine that builds participation and psychological safety.

1) List of Words (Provided by Teacher or Student Generated):

2) Group words together in the large boxes.

Label #1:

Label #2:

Label #3:

3) Go back and label your groups. (Your teacher may have provided you with labels or you might create your own).

Work with a shoulder partner at your table.

Write separate answers on separate post-its.

List

Group

Label

Leading Characteristics

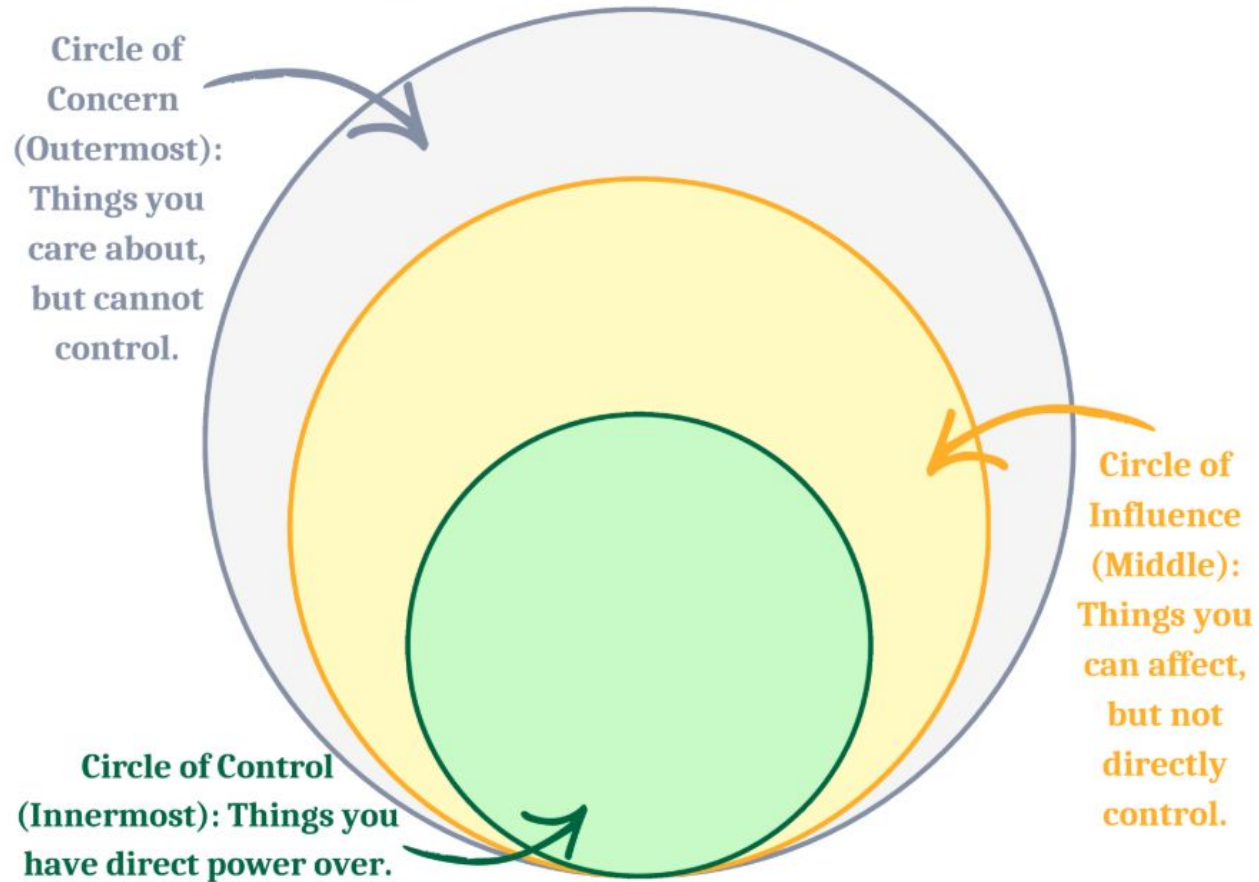
The Student Support Team reviewed records for 69 students who exited school over the past five years. This review focused on identifying common characteristics and risk factors present at the time of exit. The following factors were most frequently observed (students often had more than one factor):

1. Attendance/Truancy - 34
2. Transient / Frequent Moves
(including elem. school moves) - 26
3. Special Education - 19
4. Mental Health - 17
5. Credit Deficient / PBD - 17
6. Substance Use - 15
7. Home Life Challenges - 14
8. JDC Involvement - 8
9. Discipline - 7
10. ESL/ELL - 7



Graduation Rate

Circles of Control, Influence, and Concern



Chronic Absenteeism

	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
SHS 25-26				22.56%	25.62%	25.72%	26.00%	25.33%	26.10%	24.28%	26.20%	25.91%	27.72%	27.63%	28.20%	27.53%	27.53%
SHS 24-25	14.42%	16.44%	22.79%	26.83%	23.37%	24.71%	27.02%	28.56%	31.63%	31.83%	30.67%	33.17%	34.42%	34.71%	34.04%	34.90%	35.19%
SHS 23-24	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%
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%
SHS 21-22																	

Green year-over-year is good!

50 students are 0%

405 students <5%

295 students between 5% and 9.9%

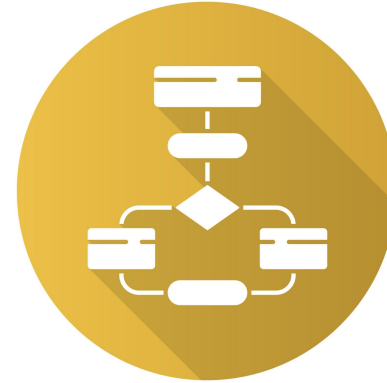
197 students between 10% and 19.9%

91 students >20%

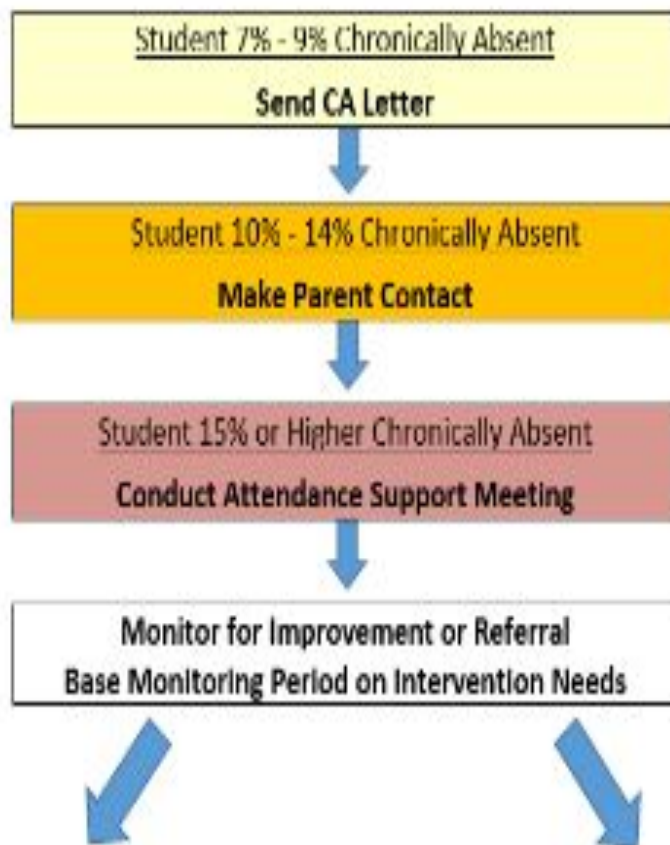


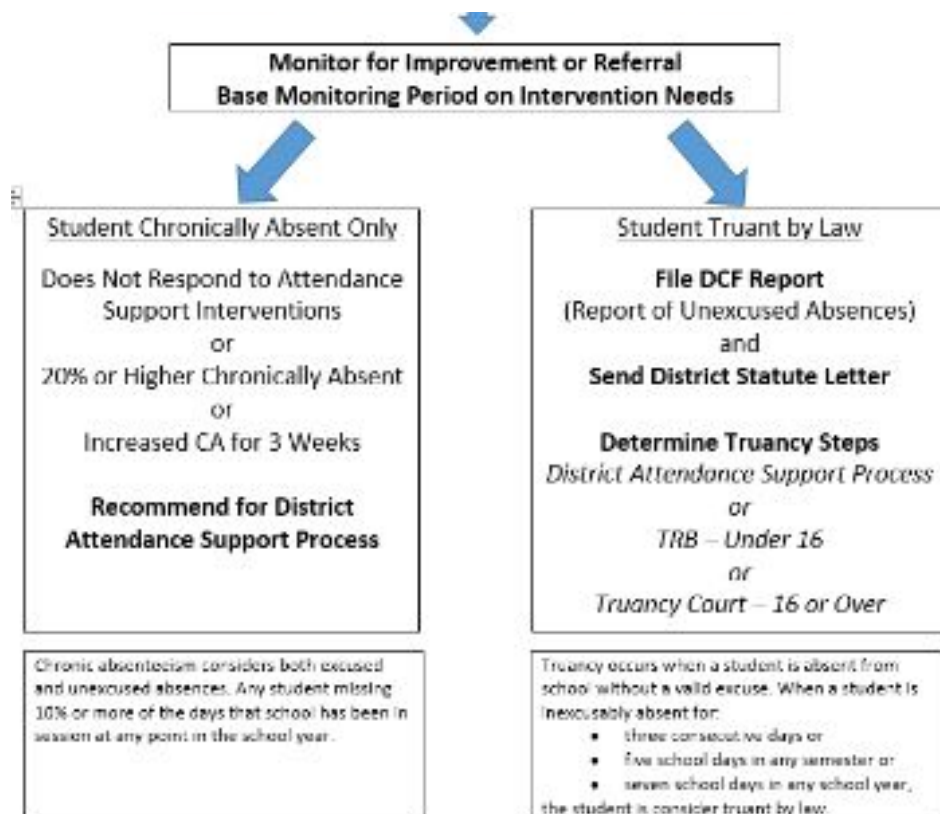
Chronic Absenteeism

- What does the SST do?
 - Absenteeism Flowchart
 - Truancy Flowchart
 - Collaborates Across Roles
 - Connects Students to Tiered Supports
 - Makes Data-Informed Decisions



Salina Public Schools
2025-2026 Attendance Support Process





School has discretion to modify process as needed.

Chronic Absenteeism - Schoolwide Initiatives

- New Flex Schedule requirements tied to chronic absenteeism:
 - 10% or below, goal setting to see a trend in reduction
- Request to Meet forms for early intervention
- ELO programming and incentives
- Tier 2 and 3 Courses: P4S and TeenBuild, Cougar Academy, PBD
- Relationship Based Teaching Practices
- Community Agencies in our School



Chronic Absenteeism - Consideration for Changing Finals Exemption Process

Current Policy:	Two final exam exemptions are awarded to Renaissance Gold Card recipients, and one final exam exemption is awarded to Renaissance Silver Card recipients.
Proposed Change:	The Renaissance criteria for final exam exemptions will be removed and eligibility will instead be based upon regular attendance within the individual class during the semester.
Rationale:	Allows a larger population of students to achieve a final exam exemption and incentivizes the school board's philosophy of encouraging regular attendance, while also working toward their goal to reduce chronic absenteeism.

Chronic Absenteeism - Consideration for Changing Finals Exemption Process

Considerations	Eligibility Criteria
☐ All teachers must schedule and administer a final exam on the final academic day of the semester ☐ The incentive is designed to allow a student to be exempt from class on final exam day. ☐ There is no limit to the number of exemptions a student can earn ☐ If an eligible student chooses to take a final exam, the result can only maintain or increase their semester grade; it can not drop the letter grade	☐ Semester grade to be posted will be a "C" at minimum ☐ No more than three absences in the individual class ☐ No "Cuts" for the individual class ☐ School related absences are excused and do not count toward the three absence limit ☐ Every three tardies to the individual class will count as one absence

What can teachers do within their classrooms to tackle chronic absenteeism?

Part A — Individual Thinking

Start at W (Worries) and move clockwise around the organizer. Respond to each prompt with brief notes:

W — Worries

What concerns, challenges, or barriers exist related to chronic absenteeism?

N — Need to Know

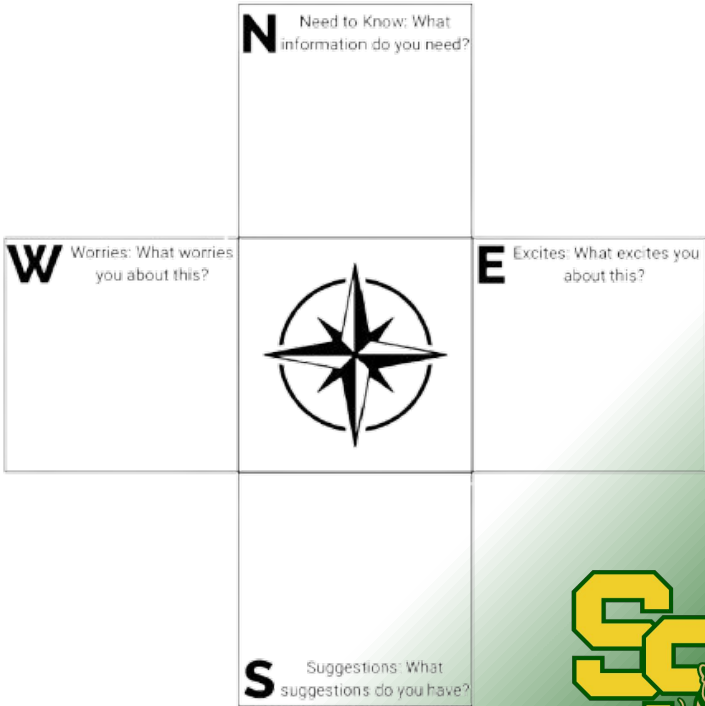
What information is missing or would help teachers respond more effectively?

E — Excited / Promising

What feels hopeful, possible, or already working when it comes to attendance?

S — Suggestions / Stance

Based on your thinking, what is one realistic action teachers can take or one next step to try?



What can teachers do within their classrooms to tackle chronic absenteeism?

Part B — Table Discussion

Share your thinking with your table group.

- Go in order: W → N → E → S
- Listen for patterns, similarities, and differences
- In the S section, identify one realistic action your group agrees teachers can influence

Be ready to share some key takeaways from your group!

	N Need to Know: What information do you need?	
W Worries: What worries you about this?		E Excites: What excites you about this?
	S Suggestions: What suggestions do you have?	



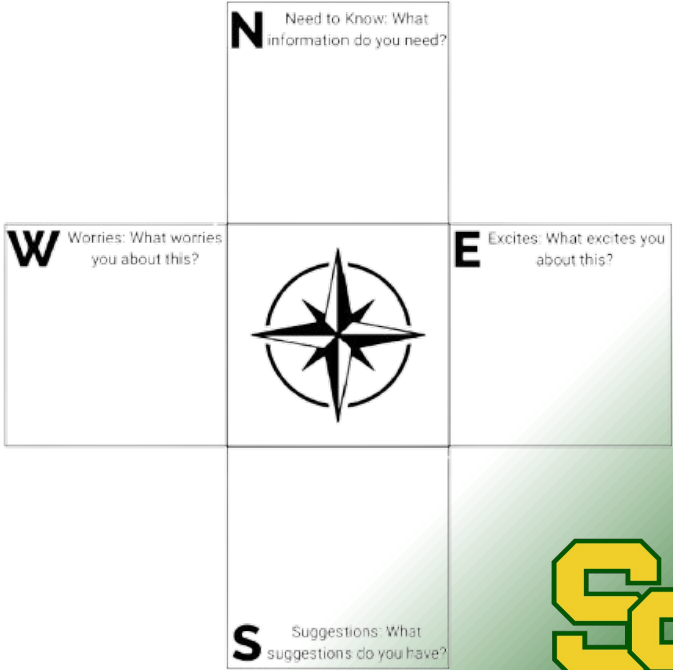
What can teachers do within their classrooms to tackle chronic absenteeism?

Part C — Collective Efficacy

- We are going to share our key takeaways.
- Each group will post and share TWO sticky notes:
- ONE assigned thinking lens (W, N, or E)
 - ONE shared action (S — Suggestions)
- 👉 All groups complete S.

Assigned Focus Areas:

<u>W — Worries</u>	<u>N — Need to Know</u>	<u>E — Excites</u>
Gold 1	Gold 3	Gold 6
Gold 2	Gold 4	Gold 7
Green 1	Gold 5	Green 6
Green 2	Green 4	Green 7
Green 3	Green 5	Admin



Check for Understanding

I can...

- Identify at least one realistic, classroom-level action within my circle of control or influence that supports student attendance, engagement, or behavior.





LUNCH BREAK!

The afternoon session begins at

12:15

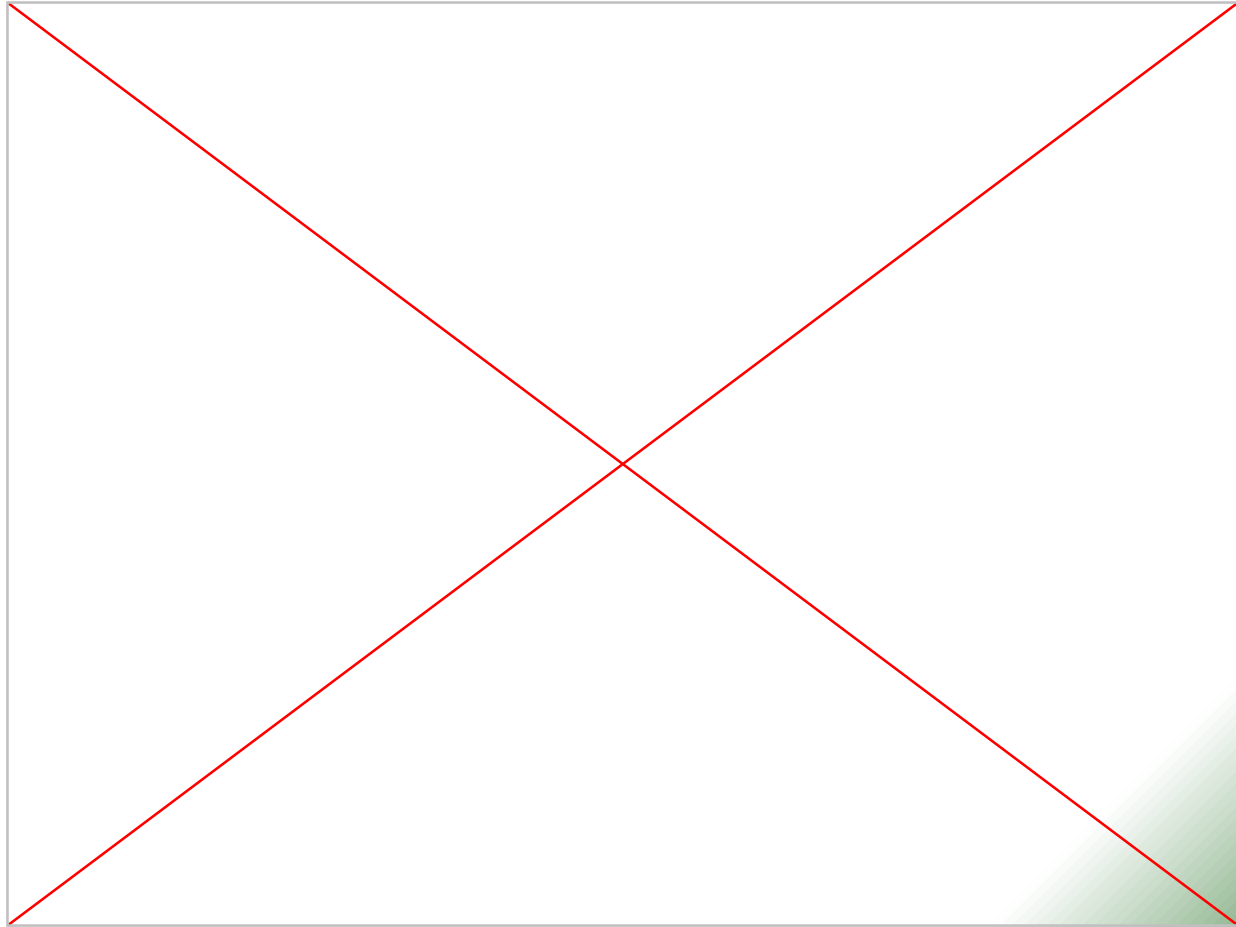
Celebrate Your Colleagues

- Share the story of a PAWsitive impact you've seen a colleague make around the building!

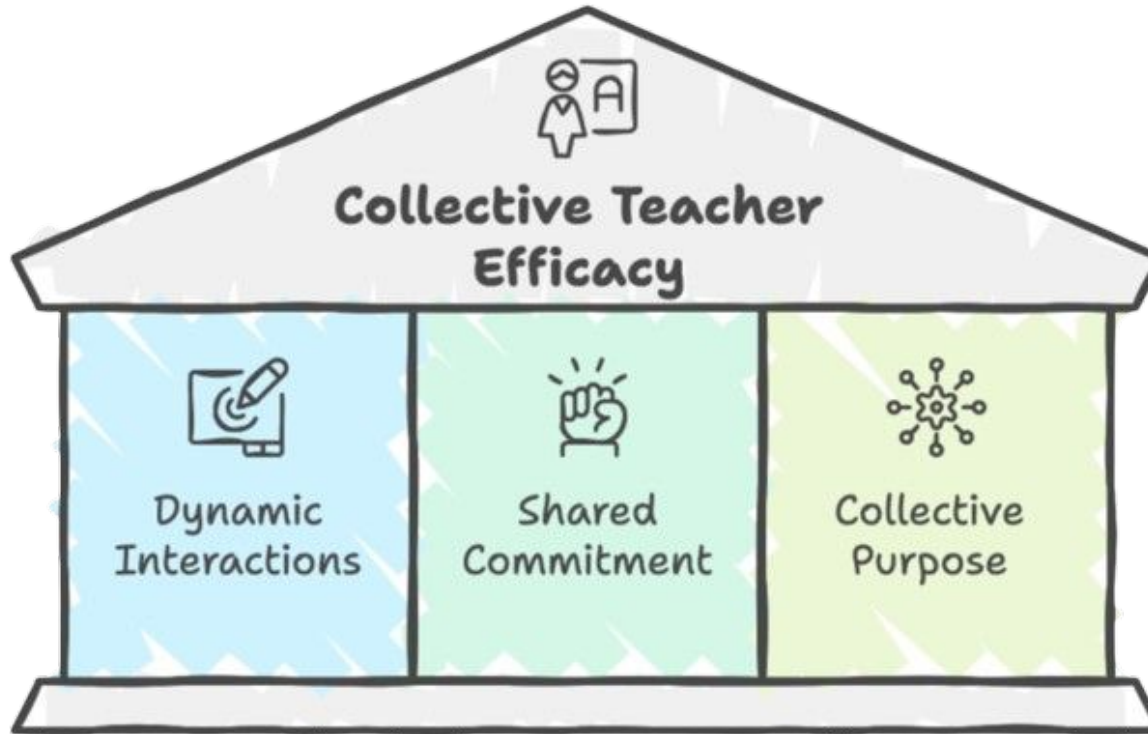
tinyurl.com/3esuvze3



Collective Teacher Efficacy



Teacher Efficacy



“Together, we believe that we can make a positive difference, and we act like it.”





Dynamic Interactions look like:

- PLC conversations focused on evidence of learning
- Sharing strategies, student work, and data
- Asking: “What did you try and what happened?”



Dynamic Interactions do NOT look like:

- Admiring problems that we have no control over.
- Blaming others for student deficits.
- Asking “why bother? Kids don’t care”.





A Shared Commitment looks like:

- Common expectations and supports.
- We believe every student can grow, and we adjust when they don't.
- Willingness to revisit strategies when results aren't there.
- We teach all students.



A Shared Commitment does NOT look like:

- Expect things of students that we have not explicitly taught or modeled
- Expect students to conform to my teaching style.
- Blaming students when they are not successful.
- "That's a special education problem."



A Collective Purpose looks like:

- Alignment to PAW values & building priorities
- Consistent messaging to students and families
- Decisions guided by impact



A Collective Purpose does NOT look like:

- Not following through with building wide expectations - like the cell phone policy
- Teachers making their own rules
- Decisions guided by convenience





Teacher Efficacy is...

- Teachers actively teaching, modeling, and explaining learning
- Learning happening through interaction, not just task completion
- Instruction adjusting based on student evidence and understanding
- Tools (like Google Classroom) supporting learning, not replacing instruction



Teacher Efficacy is NOT...

- Posting assignments without instruction
- Assuming completion equals understanding
- Expecting students to learn independently without guidance
- Using digital tools as a substitute for teaching

“Together, we believe that we can make a positive difference, and we act like it.”



Check for Understanding

I can...

- Explain how collective teacher efficacy and relationship-based practices impact graduation rates and chronic absenteeism.



An old man walks along a beach and sees a young boy
throwing something into the water.

As he approaches,

he sees hundreds of starfish lining the beach, washed in from the tide.

The young boy is rushing around,

throwing the starfish back into the water one by one.

The old man asks why he bothers, it's pointless.

There are too many starfish to help them all.

As he flings a starfish deep into the water, the young boy replies,



It mattered to that one.

Starfish Students

A Starfish Student is:

- A student you can intentionally support right now.
- Someone who benefits from consistent adult attention.
- A student where small relational moves make a difference.

This is not about fixing everything.



Starfish Process

This is about small, consistent check-ins:

- Notice patterns and help problem-solve.
- Equip students with tools to be successful.
- Notice and name positive things that students have done or improved on (even if non-academic).
- Get to know the student on a personal level. What are they interested in, what are their hobbies? Weekend plans?
- Remember what they tell you. Jot things down afterward!
- Follow through with what you say.

Sample Strategy:

- 2×10 Strategy
 - 2 minutes a day for 10 school days
 - Talk about anything but school to build trust

“When a **child** walks in the room, your child or anybody else’s child, do your eyes **light up**? That’s what they’re looking for.”

- Toni Morrison



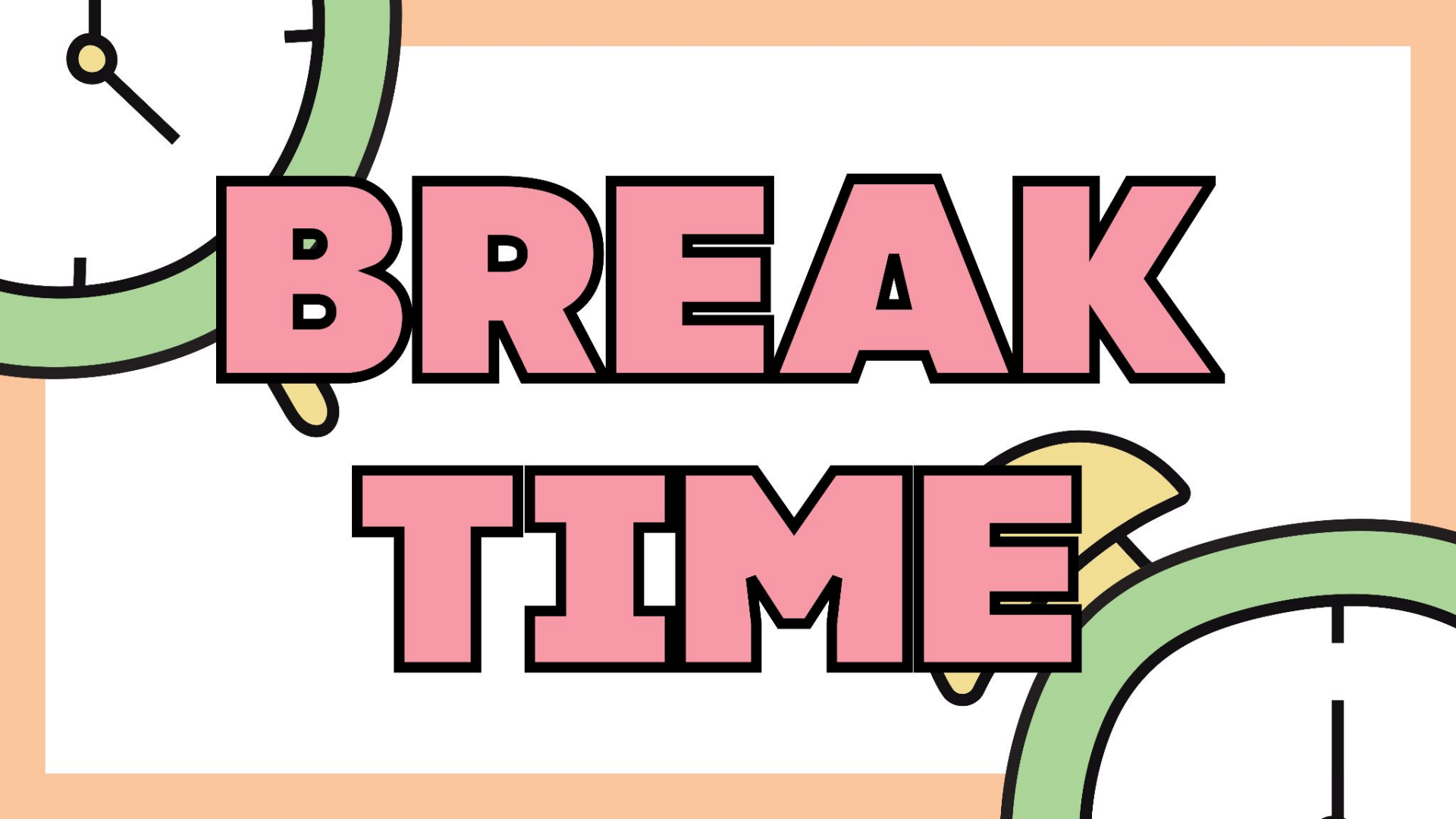
Starfish Selection

1. Choose one, or more, starfish that you will commit to help move the needle toward their success in the building.
2. Write your name on the spreadsheets next to the student(s) you have selected.
3. We will share individual student data once selections have been made.

Can't decide?

Choose a student enrolled in one your classes!
Choose a student in a sport/activity you sponsor!
Choose a student in your ELO!



A stylized clock face is visible in the background, featuring a green arc and a yellow dot. The text "BREAK TIME" is prominently displayed in the center.

**BREAK
TIME**

Ci₃T Introduction

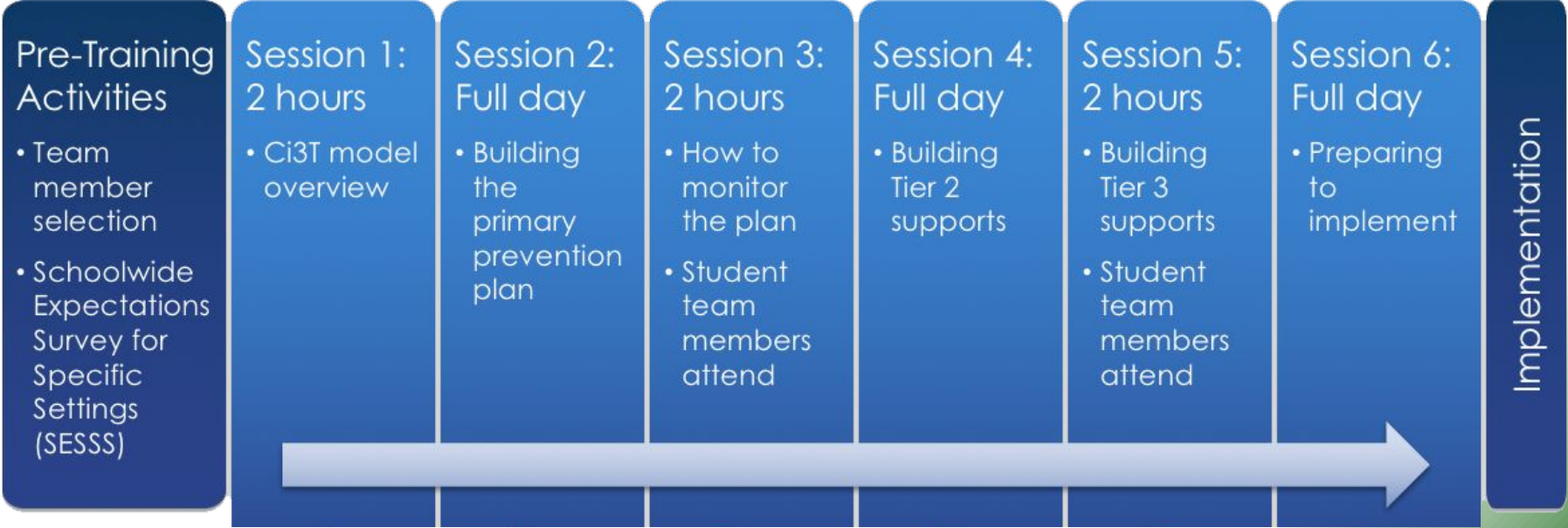
Comprehensive Integrated Three-Tiered Model of Prevention

Team Introduction:

- Mrs. Chamberlain
- Mrs. Donnelly
- Mrs. Fox
- Dr. Jones
- Mrs. Kisner
- Mr. Thornton
- Mr. Weir



Ci₃T Introduction



Building Toward 2026-2027 Implementation

Three-Tiered Model of Prevention

- **Academic**
 - Validated Curricula
- **Behavior**
 - PBIS Framework
- **Social**
 - Validated Curricula

Stakeholders:

- Staff
- Faculty
 - General Education
 - Special Education
- Building Administration
- District Administration
- Students
- Parents/Community

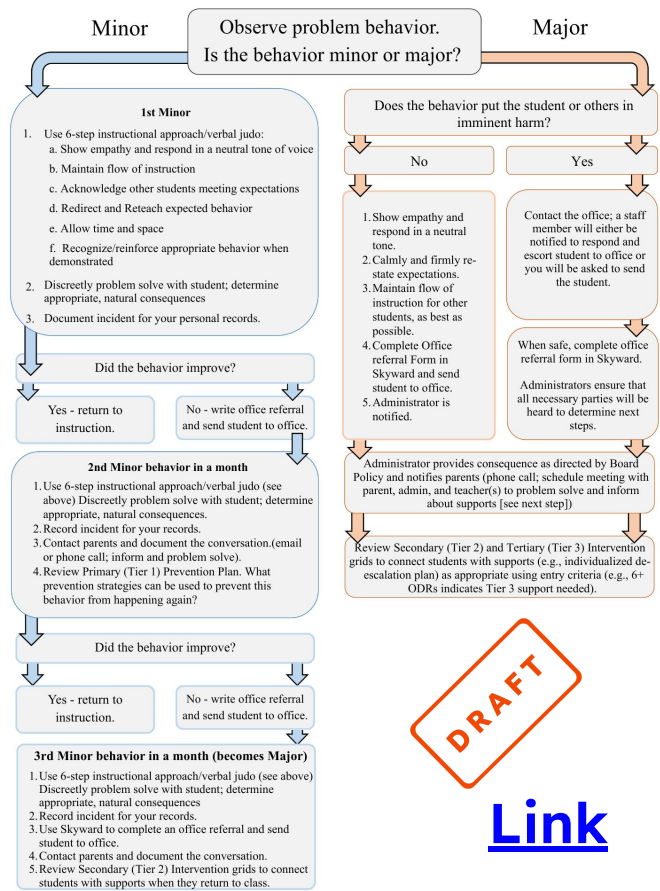
- Integrates efforts, promotes collaboration, and supports efficacy through clear expectations and positive environments.

Behavior Flowchart

If the behavior is enough to submit an office referral, it is enough to address the student directly with the unmet expectation and send them to the office.

Interventions, whether restorative or punitive, do not promote behavioral changes outside of the immediate moment.

Salina South High School Reactive Plan: Flowchart for Responding to Challenging Behavior



Common Area Expectations

- Classroom
- Bathroom
- Hallway
- Commons
- Collaborative Space
- Bus/Shuttle
- Arrival/Dismissal



Behavior Matrix

SOUTH HIGH EXPECTATION MATRIX

	Classroom	Hallway	Commons	Restroom	Collaborative Space	Bus/Shuttle	Arrival/Dismissal
Perseverance I don't give up	Do your best work, finish it, and turn it in on time so you stay caught up and keep learning.	Get to class on time, every time. Use passing time smartly, not socially.	Go to the correct lunch and use your time wisely so you are ready for class afterward.	Use the restroom quickly. It's not a hangout spot, get back to class.	Be in the space for learning, not wandering or avoiding class, and return to class if it is full.	Stay seated, keep hands to yourself, and follow directions the whole ride.	Stay in supervised areas and be ready when class starts. Pick up and drop off is through the attendance office.
Accountability I take ownership	Show up ready to learn, stay in school all day, and use your time to get your work done.	Use SecurelyPass the right way, report unsafe behavior, and listen to staff.	Clean up after yourself, keep food on your tray, and encourage others to do what is right.	Keep it clean, report problems, wash your hands, clean up after yourself, and return to class right away.	Use furniture correctly, do not prop doors, and choose the area closest to your classroom.	Be ready when the bus gets there, watch for your stop, and clean up your seat before getting off.	Follow staff directions, arrive on time, and follow traffic rules so everyone stays safe.
Willingness I keep an open-mind	Listen, follow directions, and respect personal space so everyone can learn smoothly.	Walk calmly, move along, and keep noise down so classrooms can keep learning.	Stay in the Commons during lunch and follow adult directions the first time asked.	Give people privacy. One person per stall, no exceptions.	Have your lanyard visible and follow teacher instructions so the space stays useful.	Listen to the driver, solve problems calmly, and ask for help if something escalates.	Stay where you are supposed to be, make good choices, and respect others as everyone comes and goes.

How This Works

Stations

- You will rotate through all seven settings
 - 1) classroom, 2) bathroom, 3) hallway, 4) commons, 5) collaborative space, 6) bus/shuttle, and 7) arrival/dismissal
- You will spend a few minutes at each station
 - Read the expectations for that setting
 - Discuss briefly with your table
 - Write feedback directly on the sheets provided
 - student-friendly language, missing pieces, or suggestions
 - Leave the feedback sheet at the station for the next group to continue

Note: Focus on improving clarity and consistency, not recreating the expectation

Station Starting Points

- Classroom - Green and Gold #1
- Bathroom - Green and Gold #2
- Hallway - Green and Gold #3
- Commons - Green and Gold #4
- Collaborative Space - Green and Gold #5
- Bus/Shuttle - Green and Gold #6
- Arrival/Dismissal - Green and Gold #7



Check for Understanding

I can...

- Describe how classroom practices connect to the broader Ci3T system, including tiered supports, behavior expectations, and shared responsibility across the building.



Collaboration Time

Department Goal Setting

In your PLC, select an existing strategy you currently use that utilizes aspects of PIPER. How will you fold in one new PIPER element to enhance that existing strategy?

Preparation for Tuesday

Check the supervision schedule:

https://docs.google.com/spreadsheets/d/1lQ26xofv4fDL2sCxe1qNZydZfygoqrhkK_a9IU5NHxA/edit?usp=sharing

What support do you need from administration? Email them.

