

South High School

Building In-Service

March 13, 2026

7:15-11:15



Celebrations

Pass the frogs (Gage & Cradduck)



LISC

Learning Intention:

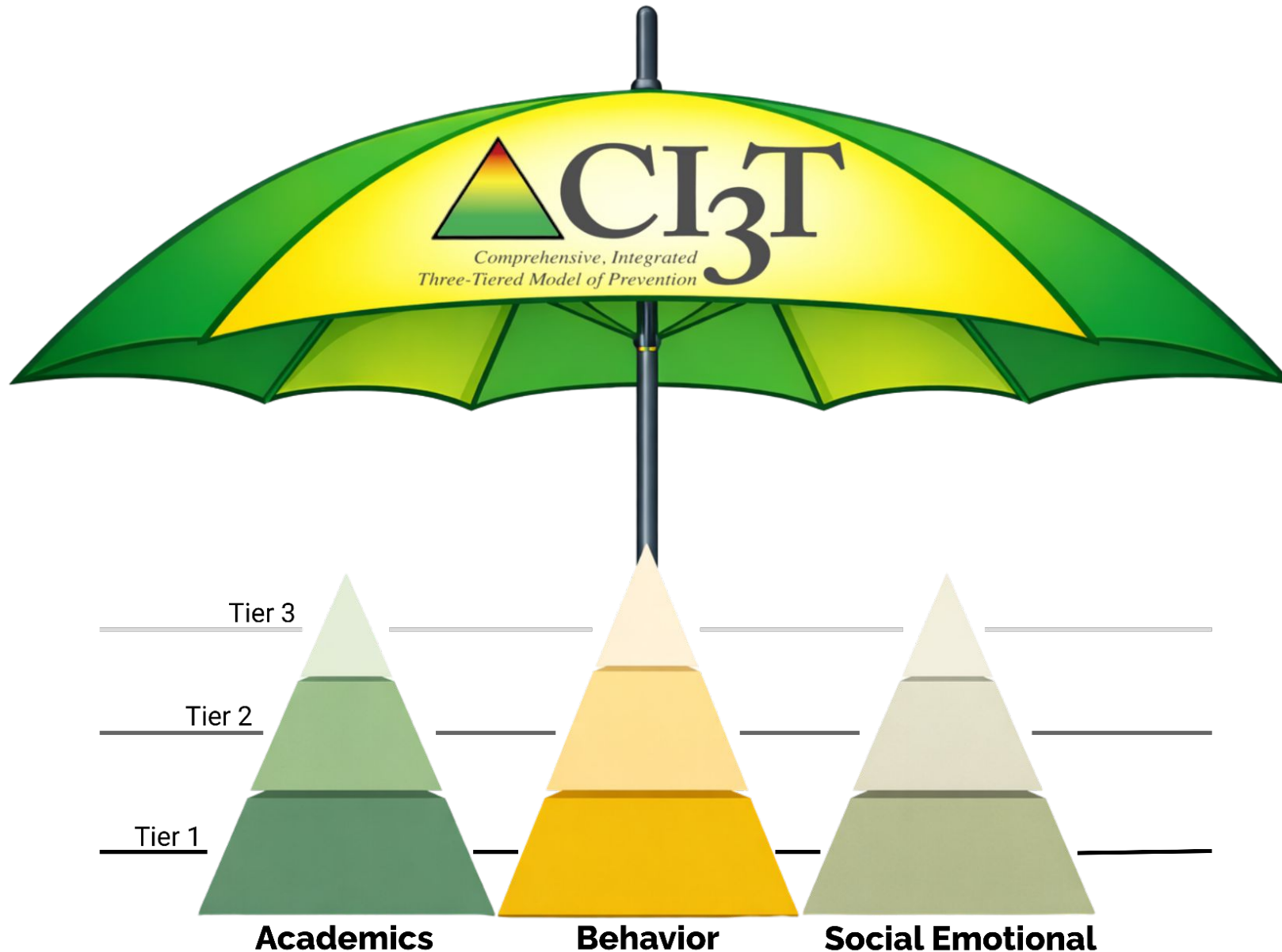
We are learning how Ci3T is the umbrella that encompasses academic, behavioral, and social emotional tiers of prevention and are able to implement Tier 1 strategies.

Success Criteria:

We will be successful when we can:

- understand the basics of Ci3T at South High
- identify key strengths and opportunities shown in our building data
- use structured discussion protocols to interpret data and draw evidence-based conclusions
- connect engagement and movement data to Tier 1 classroom practices
- reflect on instructional moves or next steps to strengthen our own practice
- explain to a colleague how Ci3T weaves together all our building initiatives



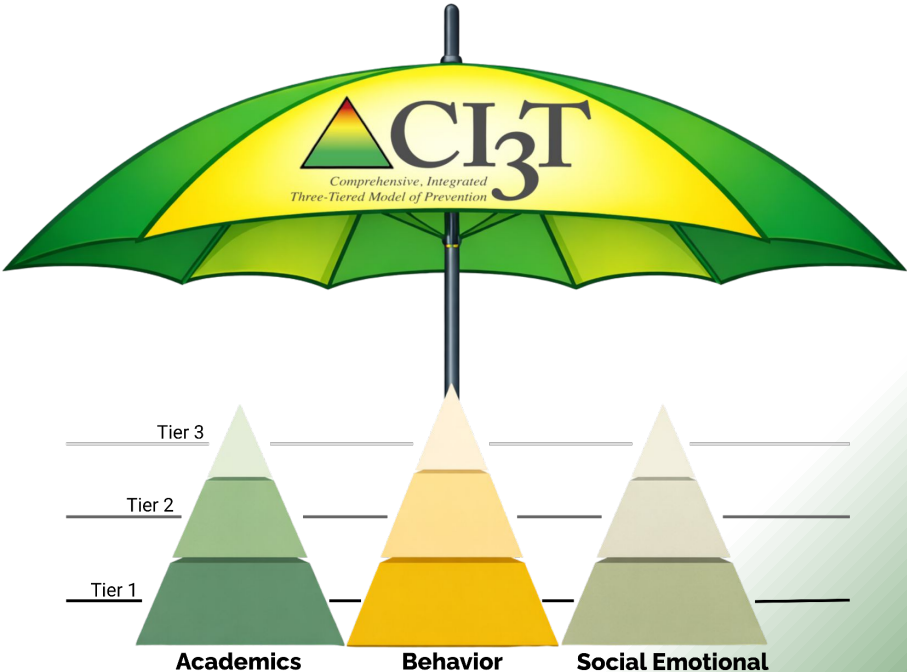


Ci₃T is not something new or additional. It organizes the work we already do by aligning academic, behavioral, and social-emotional supports within one framework.

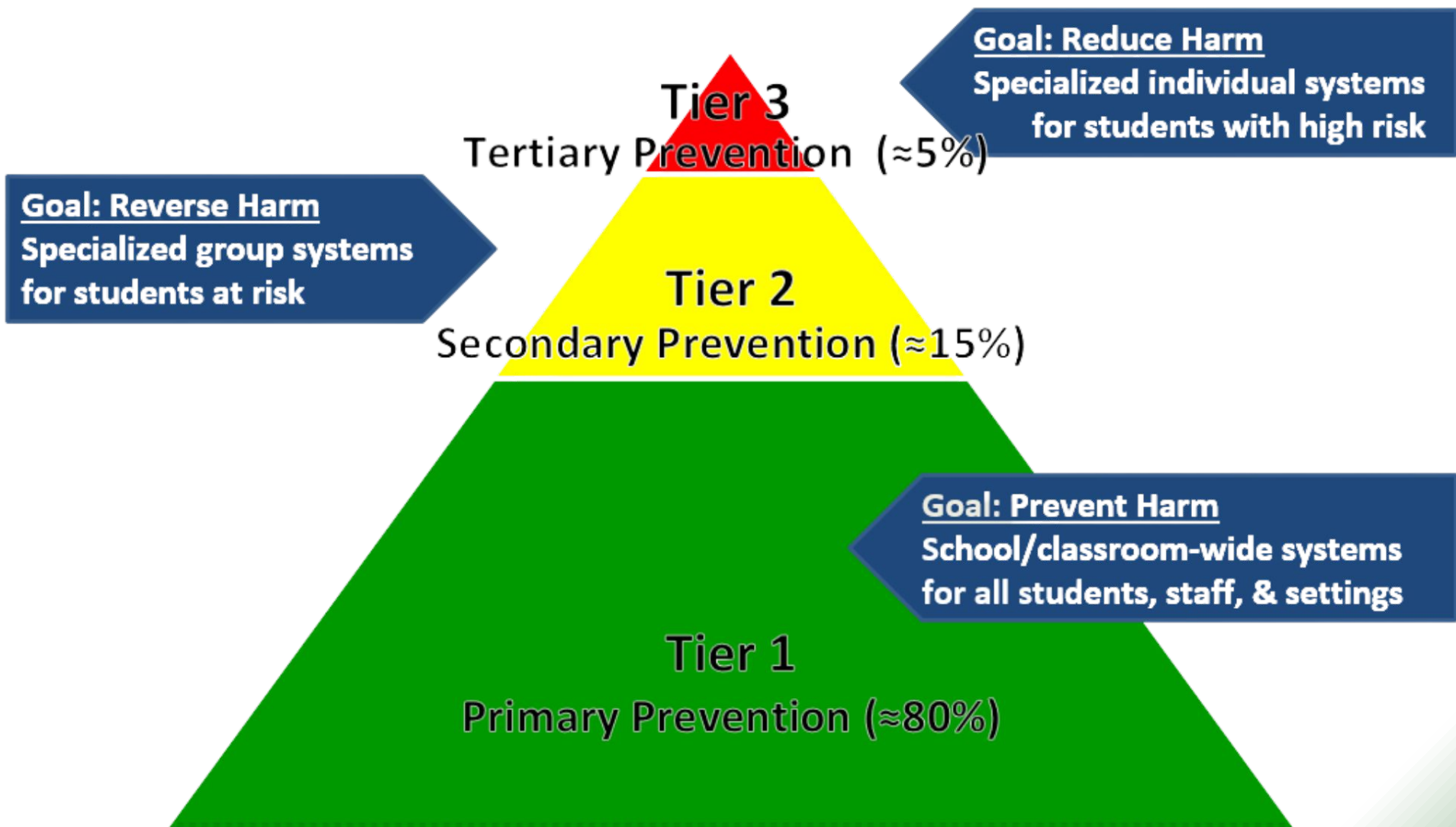


Everything we’re talking about today lives inside Tier 1 of our Ci3T model. Our leadership team has also been drafting a formal Tier 1 blueprint/primary plan for 2026–27 that organizes these expectations into one document. Today we are going to share our current Tier 1 expectations and share the blueprint so we can get your feedback.

South High School - Ci3T Primary (Tier 1) Plan	
Mission Statement	District Vision The vision of the Salina Public Schools is to transform Salina and the world. District Mission The mission of the Salina Public Schools is to be the best place to learn and work by embracing challenges, creating belonging, fostering pride and inspiring hope.
Purpose Statement	The purpose of our Ci3T plan is to reach 80% or more of our students through Tier 1 prevention, reverse harm for those with Tier 2 needs, and reduce harm for those with Tier 3 needs in all domains (academic, behavioral, and social).
School-Wide Expectations	1. Students demonstrate perseverance by not giving up when things get hard. 2. Students demonstrate accountability by taking ownership of what they can control. 3. Students demonstrate willingness by keeping an open mind and trying. *see Expectation Matrix



Pyramid Review - What does “Tier 1” mean?



Revisit - What is Ci3T ?

Comprehensive, Integrated
Three-Tiered Model of Prevention

Ci3T stands for Comprehensive, Integrated, Three-Tiered support.
It's how we organize academic, behavior, and social-emotional supports so students get what they need without everything feeling disconnected or reactive.

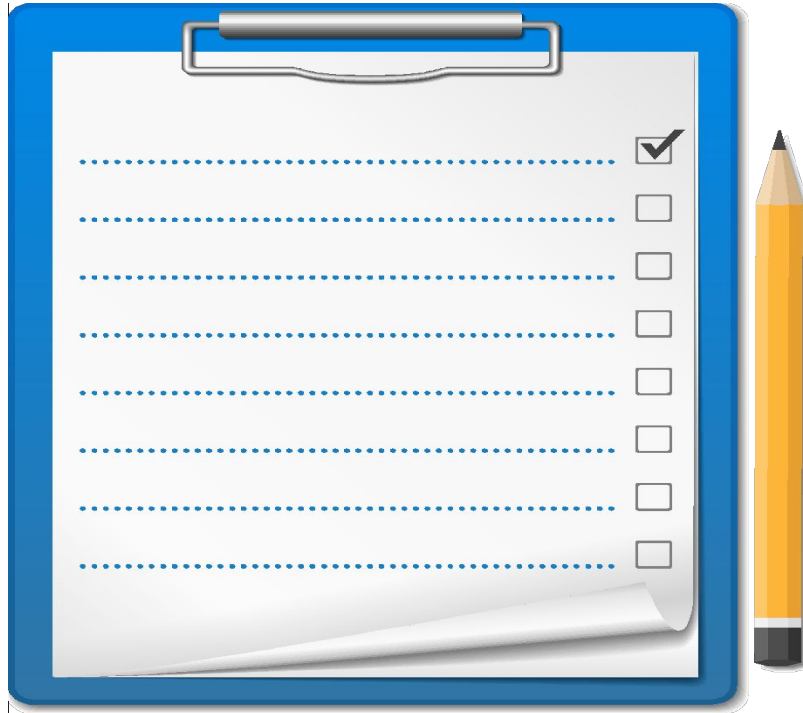
<u>It combines:</u> - Academic supports (MTSS and Visible Learning) - Behavior expectations (PBIS-type work) - Social-emotional supports into one system instead of multiple initiatives.	<u>Why We're Implementing Ci3T:</u> We are not implementing Ci3T to add programs. We're doing it because: - Students struggle when expectations change depending on the adult or setting. - Staff are spending increasing time managing behavior instead of teaching. - Many interventions happen after problems grow, instead of preventing them early. We already do many good things, they just aren't always aligned. Ci3T helps us organize what we already do so it works together.	<u>The Goals are:</u> - More instructional time - Fewer repeated behavior issues - Clear expectations for students - Consistency across classrooms and spaces - Earlier support for struggling students - Less individual burden on teachers - A stronger Tier 1
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South High's Ci₃T Leadership Team

Dr. Ginger Jones	Principal
David Weir	General Education Teacher
Brittany Kisner	General Education Teacher
Tina Donnelly	Special Education Teacher
Kristen Fox	MTSS
Jeremiah Thornton	MTSS
Nikki Chamberlain	Parent Representative

Planning Checklist

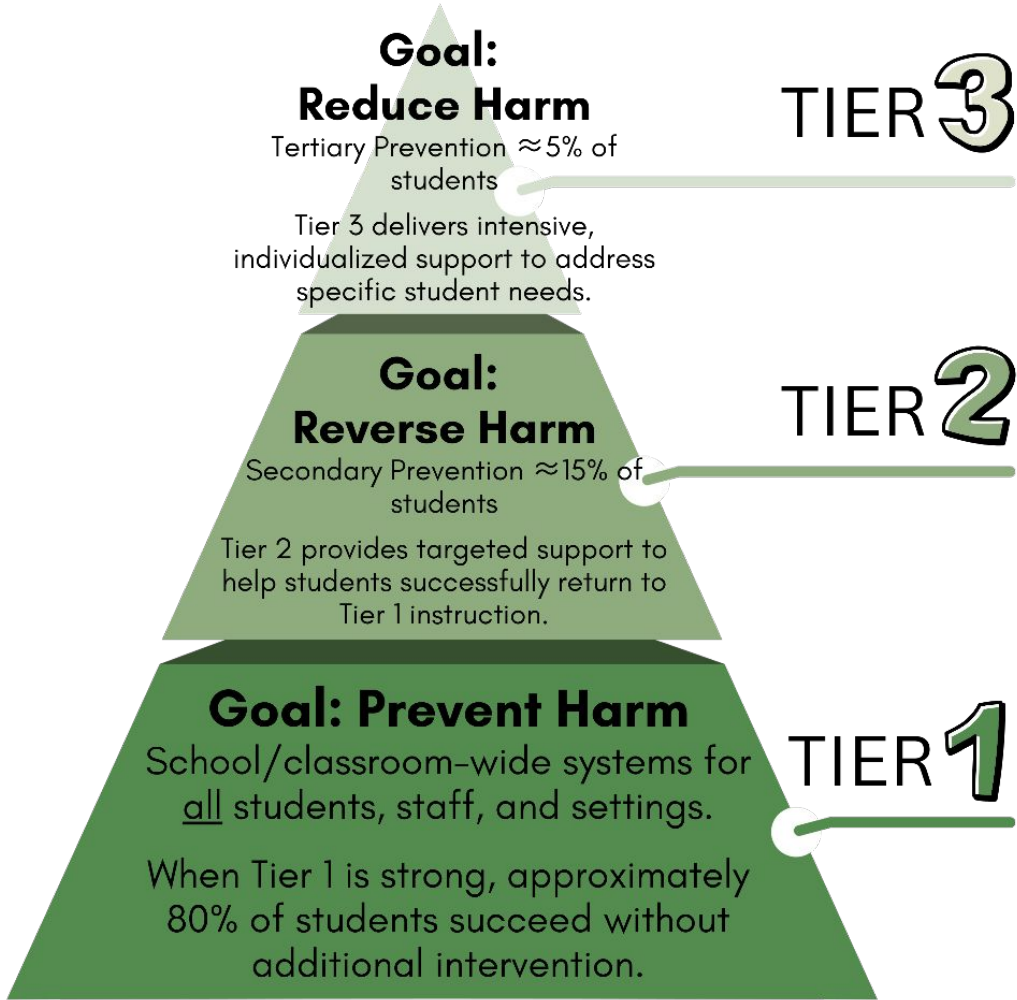


- ✓ Selected school Ci3T Leadership Team
- ✓ Full faculty and staff completed the Schoolwide Expectations Survey for Specific Settings (SESSS)
- ✓ Ci3T team attended training to design a Ci3T model of prevention
- ✓ Drafted the primary (Tier 1) plan
- ✓ Drafted procedures for teaching
- ✓ Drafted procedures for reinforcing
- ✓ Drafted procedures for monitoring
 - Faculty presentation and feedback
 - Make revisions based on faculty and staff feedback

Tier 1 Academics



Where Have We Been?



Academics

Intensive Academic Supports: High-Impact Tutoring; Special Education

Alternative & Extended Programs: TeenBuild; P4S; Cougar Academy

Academic Interventions: Reading Intervention; Math Intervention; Intensive Reading.

Targeted Instruction: Specially Designed Instruction (SDI); Reteaching.

Instructional Strategies: Silent Discussion; Discussion Starters; List-Group-Label; Compass Points; Questioning Strategies; Feedback; Student Choice; Self-Directed Learning; Self-Reported Grades.

Culture & Dispositions: Relationship Building; Teacher Efficacy; PAW Learning Dispositions.

Systems & Structures: LISC; High-Impact Strategies; Guaranteed and Viable Curriculum; PLC Time.

Where Have We Been?



Greatest Time Invested = Greatest Gains!

Our data shows excellent results in usage/implementation of PAW, High Impact Strategies, and LI. We still have room to grow in SC and Discussion Strategies.



What the Data Tells Us

Current Instructional Picture: As a school we are demonstrating clarity through learning intentions, developing the use and instructional value of success criteria, and exploring discussion depth and frequency.

Strengths and Improvements (from Oct. 2025):

- In most departments, students can explain what they are learning, why they are learning it, and how they will know they are successful.
- Teacher self-assessment data is calibrated with learning walk-data in regards to discussion capability.

Opportunities:

- Our baseline is a discussion level 1.
- There should be multiple success criteria for a learning intention so students see the process.

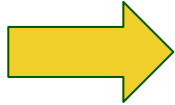


Our Instructional Focus: Where We've Been & Where We're Going

2025–2026 Building Goals

At the start of the school year, we committed to:

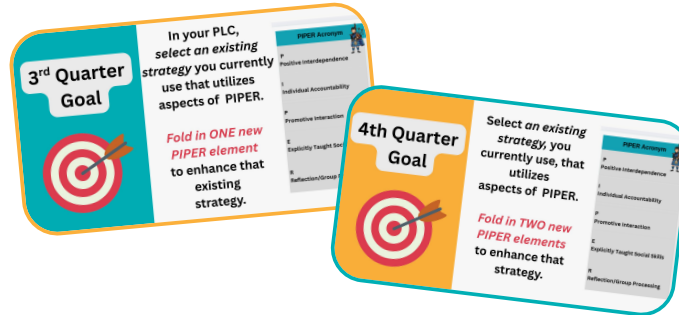
- Using High-Impact Strategies to Strengthen Instruction
- Making Learning Clear for Students through LISC



Quarter 3 & 4 Focus

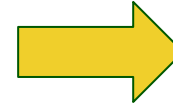
Teachers will continue this work by:

- Incorporating PIPER elements into existing lessons



- Selecting one instructional move to intentionally strengthen

You may have chosen a PIPER Element as your instructional move to strengthen on the Visible Learning Makeup Video/Google Form – that's okay!



What This Means Moving Forward

When you leave today, you will understand:

- Peer Learning Walks (with Mrs. DeVoe & the Visible Learning team) will calibrate discussion practices and help shape next year's PD focus.
- 3-Question Student Voice Self-Assessments and PLC Implementation
- How to fold PIPER elements into an existing lesson and/or select a new strategy from the video/Google Form

Learning Walks: Define the Focus

Mrs. DeVoe collected data during January, February, and March in 96 classroom visits across most every department. Data is collected without teacher names attached. We are working on getting to every teacher and then revisiting classrooms and involving more people in the process.

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		Student 1	Student 2	Quotes & Notes
What are you learning? (LI)		1 2 3	1 2 3	
Why are you learning it?		1 2 3	1 2 3	
How do you know you've successfully learned it? (SC)		1 2 3	1 2 3	
Student Discussion Continuum				Quotes & Notes
-Teacher Led -No peer involvement -Teacher to Student -No evidence of academic vocabulary.	-Prompts from teacher -Student explanations and responds to peers -Teacher-led and student to student	-Teacher guided with academic focus, synthesising. -Students explain their thinking. -Students support or challenge peers with concrete evidence. -Majority is student to student.	-Student driven -Shift to dialogue not Q&A -Content rich vocabulary -Student to student with independent valuable discussion.	



Learning Walks: How Do We Use the Data?

Walk-throughs are NOT AN EVALUATION. They are a data-collection tool only. Notice that teacher names are not attached to the data collection spreadsheet.

We use this data individually as teachers, in BLT meetings, and we are sharing it now as a staff.

For example, we noticed some classrooms with only one SC, so we tasked the BLT with focusing on this.

[illegible]

Teacher Clarity: Success Criteria Success

Success Criteria Checklist

- ☐ The success criteria are directly linked to the learning intention.
- ☐ The success criteria are more than a restatement of the learning intention.
- ☐ The success criteria are an application of skill versus completion of a task.
- ☐ There is more than one success criteria.
- ☐ The success criteria capture a scaffold to mastering the learning intention.
- ☐ The success criteria are measurable.

Learning Walk Notes:

- Success criteria just reword / repeat the Learning Intentions
- Only one success criteria under a learning intention

How to address:

- Break down Learning intentions into scaffolded steps.
- Ask: What must student need to be able to define, identify, analyze, or create to build up to the Learning intention?
- Ask: What basic skills need to be mastered and/or built upon that you will also be teaching?

Teacher Clarity: Success Criteria Success

The Hot Seat Classroom discussion(.82)

- In your table group, the person in the “Hot Seat” will be the content teacher of the examples posted.
- Group members use the Success Criteria Checklist to ask them questions about the posted SC.
 - **Start Simple:** Is it more than just a restatement of the learning intention? (yes or no)
 - **Build on: Explain WHY. (for either yes or no answer)** Even if it looks obvious, going through the thought process could help others better see how to work with their LI/SC

Teacher Clarity: Success Criteria Success

Social Studies

Success Criteria Checklist

- ☐ The success criteria are directly linked to the learning intention.
- ☐ The success criteria are more than a restatement of the learning intention.
- ☐ The success criteria are an application of skill versus completion of a task.
- ☐ There is more than one success criteria.
- ☐ The success criteria capture a scaffold to mastering the learning intention.

Learning Intention We will study the history of presidential actions in the twentieth century to establish the continuity of presidential policies.
Success Criteria ● I can determine the difference between domestic and foreign policy ● I can explain the consequences of presidential actions ● I can place the presidential action in its context, and identify the constitutional power the president was using.

Teacher Clarity: Success Criteria Success

Learning Intention

We will Learn how to solve exponential and logarithmic equations and inequalities.

Success Criteria

- I can solve exponential equations.
- I can solve logarithmic equations.
- I can solve exponential and logarithmic inequalities.

Math

Learning Intention

We will learn how to identify possible identities using graphs and apply strategies to prove whether those identities are true.

Success Criteria

- I can use graphs to compare two expressions and determine if they represent the same relationship.
- I can apply algebraic strategies to test and verify an identity.
- I can explain how the graph supports my conclusion about the identity.
- I can justify whether an identity is true using both graphical and algebraic reasoning.

Teacher Clarity: Success Criteria Success

business/computer

Learning Intention
We will use illustrator to draw a video game character, then change details to create a final project
Success Criteria
We will be successful when we can...
● Use shapes in Illustrator ● Change colors in Illustrator

Learning Intention
We are learning Adobe illustrator tools to be able to create web design
Success Criteria
We know we are successful when we can identify Adobe illustrator tools to independently develop websites.

Teacher Clarity: Success Criteria Success

Science

Learning Intention
I am learning what makes an earthquake happen and the parts of an earthquake.
Success Criteria ● I can explain the process of an earthquake. ● I can explain the parts of an earthquake.

Learning Intention
We are learning to apply trends on the periodic table to predict how atoms will bond.
Success Criteria I can write ionic formulas and names I can write covalent formulas and names I can draw covalent Lewis structures

Teacher Clarity: Success Criteria Success

English

Learning Intention
We are learning to gather relevant information from multiple print and digital sources, using advanced searches effectively
Success Criteria
I can...
● find multiple reliable sources ● research my chosen topic in the sources I found ● analyze my sources ● identify key events about my topic.

Learning Intention
We are learning to determine an author’s purpose and perspective in a text
Success Criteria
● I can read and comprehend complex text ● I can identify and evaluate an author’s point of view

Treatment Integrity & Social Validity



Treatment integrity: the degree to which practices are put in place as planned.

Social validity: the degree to which stakeholders find goals of a practice socially significant, the procedures acceptable, and the outcomes socially important.



Get a **snapshot** of implementation

Why collect these data?



Use to inform **decision-making**

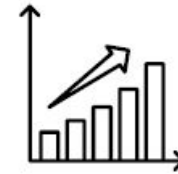
What are the **benefits?**



Celebrate the work



Give faculty and staff a voice



Identify area for growth

How do we **use** the data?



Inform professional learning



Check access to Tier 1

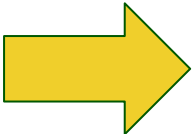


Develop and maintain the foundation

Procedures for Monitoring the Ci₃T Plan

In our Ci₃T plan, we collect all kinds of data.

- Academic
 - iReady, IXL, KAP & assessments
 - Graduation & failure data
 - Specialty program progress
- Behavior
 - Attendance & chronic absenteeism
 - Discipline referrals, ISS/OSS trends
 - Student support team data
- Social & Wellness
 - Mental health referrals
 - Student belonging & expectation surveys
 - SRSS-IE screening

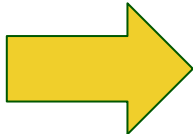


Why We Collect It

We use data to answer three questions:

1. Are students learning?
2. Are our Tier 1 supports working for most students?
3. Where do students need help before problems grow?

Without data → we react.
With data → we prevent.



Why Teachers' Part Matters

Ci₃T only works if the picture is accurate.

When teachers:

- enter attendance consistently
- submit referrals when needed
- complete screeners/surveys
- use instructional data tools

then

- we can identify patterns early
- supports reach students faster
- decisions are based on reality, not guesses



Learning Intention:

What are we learning?

Why are we learning it?

Success Criteria

How will we know if we've learned it?

- We are learning how to use student-led "self-walkthroughs" to evaluate the clarity of our own learning intentions and success criteria.
- Using practice walk throughs, we gain immediate, actionable feedback on whether our expectations are actually landing with the learners.

When I can:

- **Identify** how aligned my lesson goals are to the student perception.
- **Select** one of the three "self-walkthrough" methods that best fits my classroom culture.
- **Commit** to try one of the methods in an upcoming class/less.



- How can we ease student and teacher stress when it comes to learning walks?

Replicate Learning Walk Responses with Student Exit Tickets



By having students answer the same questions as the staff learning walks, we can use students as a mirror to reflect the reality of our teaching.

Visible Learning Practice Walk Through Example (Wheaton)

Date:		Time:		Content:		Student:	
Learning Intention Posted?		YES	NO	Student Voice:			
				What are you learning?			
Success Criteria Posted?		YES	NO	Why are you learning?			
				How do you know you have learned it?			
Instructional/ Lesson- what did we do today		Reflection		Have you achieved the goal set for today? /Strategies to Consider		Commitment Moving Forward	
What are you learning		Why are you learning it?		How do you know you have learned it? I can...		What helped you learn today the most? ☐ Class discussion ☐ Notes / slides ☐ Practice activity ☐ Teacher explanation ☐ Working with classmates ☐ Something else: _____ What is one thing the teacher could do to help you learn better next time?	
How many times did the teacher refer to the LI and SC today? 1 2 3							

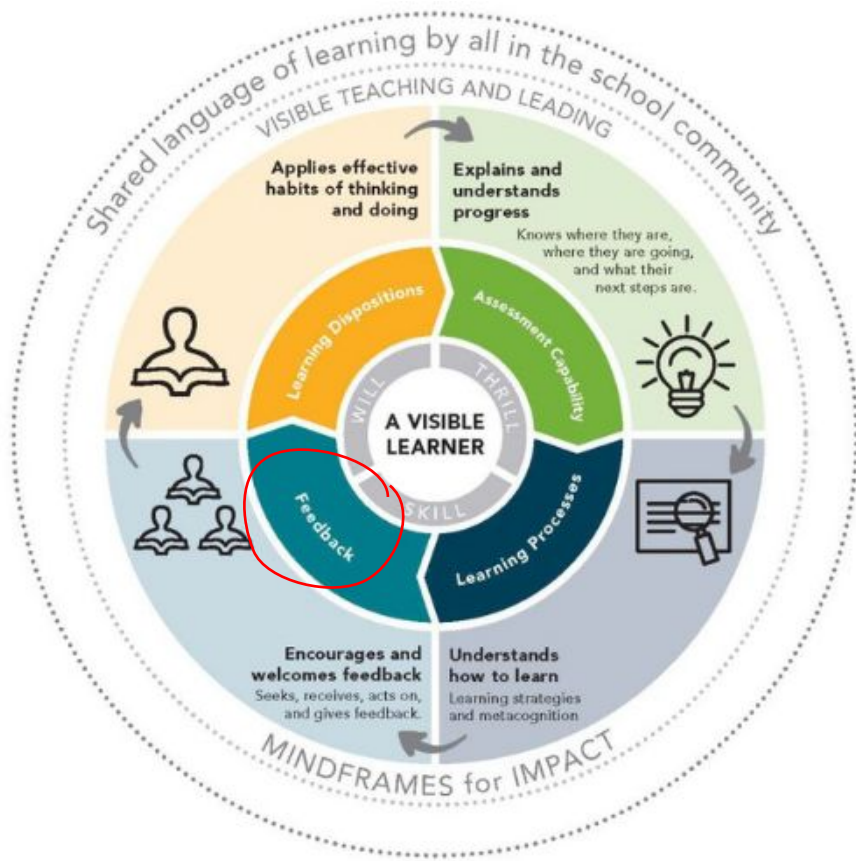
Analyzing Student Responses/ Feedback

John Hattie says the most powerful feedback is what students give teachers, not the other way around. This helps with **teacher clarity**.

- How will the student and teacher interpret and act upon this information?

Feedback should answer:

- *Where am I going?*
- *How am I going to get there?*
- *Where to next?*



Feedback Exit Tickets:



- Everyone at your table grab a post-it.
- Write your initials on the back (for accountability).
- Select a dark color marker or pen.

Answer this prompt on your post-it:

What are your *next steps* in your classroom to provide specific feedback to each student in your classroom?

Using A.I. to Analyze Feedback From Students



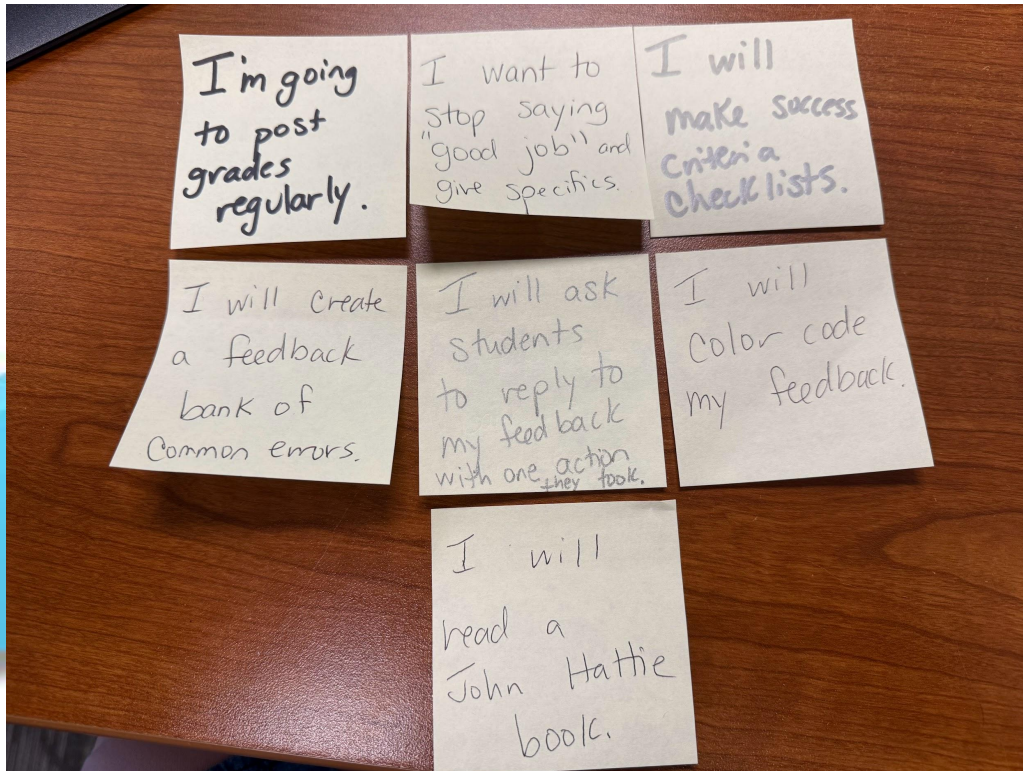
- 💡 *Exit-ticket Post-it Analysis*
 - Low tech 🤝 High tech
- **TIPS/TRICKS:**
 - **AI is not magic, it's math. AI is a robot. *YOU are the most important analyst.***
 - **Privacy is key.**
 - Make sure there is not any PII (Personally Identifiable Information)
 - Use a dark color of marker/pen 🖋️
 - Lay the post-its on a plain background so all can be seen.

Feedback Exit Tickets:



- The person with the *next birthday* at the table will take a photo of the table's lined up post-its from the top down.
- That person will upload the photo directly to Google Gemini OR to your drive (then upload to Gemini).

Feedback Exit Tickets:



Open [Gemini](#) and upload your post-it photo.

Try this Prompt:

First: Transcribe the text from all the post-its. If handwriting is illegible, mark it as [unclear].
Second: Analyze the responses. Identify common themes and highlight any 'outlier' responses or common misconceptions. Format: Present the results in a table.

*Use thinking mode for complex prompts like this.

It looks like you've collected some great actionable items from a professional development session—likely centered around **Visible Learning** or formative assessment strategies, given the shout-out to John Hattie.

Here is the transcription and analysis of the seven post-it notes.

Feedback Response Analysis

Transcription	Theme	Analysis & Categorization
"I'm going to post grades regularly."	Administrative/Consistency	Potential Misconception: While consistency is good, research (like Hattie's) often shows that grades can actually diminish the impact of feedback if they are provided at the same time.
"I want to stop saying 'good job' and give specifics."	Quality of Feedback	Core Theme: This aligns with moving from "praise" (low impact) to "task-level" or "process-level" feedback (high impact).
"I will make success criteria checklists."	Clarity & Transparency	Core Theme: Essential for "Visible Learning." It ensures students know what "success" looks like before they start.
"I will create a feedback bank of common errors."	Efficiency & Growth	Core Theme: A practical strategy to scale high-quality feedback without burning out the teacher.
"I will ask students to reply to my feedback with one action they took."	Student Agency	High Impact: This closes the "feedback loop." Feedback is only effective if the student actually does something with it.
"I will color code my feedback."	Organization/Visuals	Outlier: This is a procedural tool. It helps with organization, but its effectiveness depends on whether the colors correspond to specific learning levels or goals.
"I will read a John Hattie book."	Professional Development	Outlier: This is the only response focused on the teacher's theory/knowledge base rather than a direct classroom action.



Gemini's response:

Key Takeaways

- **The "Feedback Loop" Focus:** The most sophisticated response is the one regarding students replying with an action. This shifts the burden of work from the teacher to the learner, which is where the most growth happens.
- **The Grading Pitfall:** The goal to "post grades regularly" is a common misconception in feedback workshops. In a purely pedagogical sense, frequent grading can sometimes distract students from the actual feedback provided.
- **Efficiency vs. Impact:** You have a nice mix here of "system" goals (checklists, feedback banks) and "quality" goals (moving away from "good job").

Would you like me to help you draft a specific **Success Criteria Checklist** or a **Feedback Bank** for a particular subject you're teaching?

REFLECTION: Feedback Exit Tickets w/

Gemini ✨



- Rate Gemini's feedback at your table.
- What did AI get right? What did it get wrong?
- What insights does this give you?



Moving Forward

Continue:

- Consistent modeling of PAW language throughout building in all settings (classrooms, ELO slides, extra-curricular activities, etc.)
- Learning Intentions are posted/available for students and staff audiences.
- Collect learning walk data on LISC and discussion strategies.
- Using Tier 1 strategies.

Implement or Refine:

- Continue refining Learning Intentions
 - teachers who did not receive full Visible Learning PD
- Implementation of LISC throughout lessons
 - Add to [PLC agenda](#); bring your most recent walkthrough and student voice exit tickets



Primary Plan/Blueprint - Tier 1 Academics

Students	Faculty/Staff	Parents	Administrators
- Arrive on time and stay all day. - Come prepared with supplies, including a charged Chromebook. - Seek support for missing work or when help is needed. - Display PAW characteristics. - Engage in the learning process.	Teach core programs and/or district standards with fidelity: High impact teaching strategies based on Hattie’s research - Ci3T - District adopted resources Provide students consistent access to Tier 1 Instruction through: - Conduct, report, and use screening and assessments following the Assessment Schedule - Post and interact with LISC - Plan, create, and teach engaging lesson plans that are aligned to standards - Differentiate instruction using High impact teaching strategies (0.4 effect size and above) - If you assign homework, make it relevant and meaningful and used in instruction. - Support students who miss instruction. - Provide accommodations or modifications to students who need them. - Communicate with parents for successes and concerns. Don’t assume that Skyward tells parents everything they need to know. - Using Skyward with fidelity and consistently amongst staff (enter grades regularly, mark assignments as missing, consistent coding) - Use high-impact teaching strategies to support students being academically engaged. - Provide students with the opportunity to engage in academic discussions. <u>When requested:</u> - Attend IEP, 504, SIT, etc meetings.	- Monitor student grades and attendance regularly on Skyward. - Provide a home environment that is conducive to studying and homework completion. - Encourage students to be on time and remain in school all day. - Schedule appointments outside of school hours. - Help students make and meet a post-secondary plan (college, work-force, military, etc....) - Encourage your students to take challenging courses.	- Instructional Leadership - hold staff accountable. - Complete walkthroughs with fairness and fidelity, provide timely feedback. - Provide necessary materials to teaching district curricula. - Support the identification of professional learning needs and provide time for staff to facilitate professional learning based on their strengths. - Plan professional development based on staff needs and district wide initiatives. - Creating leaders in the building to help review team data on academic interventions with staff to ensure tiered supports are implemented with fidelity. - Building leadership capacity. - Creating lasting, sustainable systems.

LISC

Learning Intention:

We are learning how Ci3T is the umbrella that encompasses academic, behavioral, and social emotional tiers of prevention and are able to implement Tier 1 strategies.

Success Criteria:

We will be successful when we can:

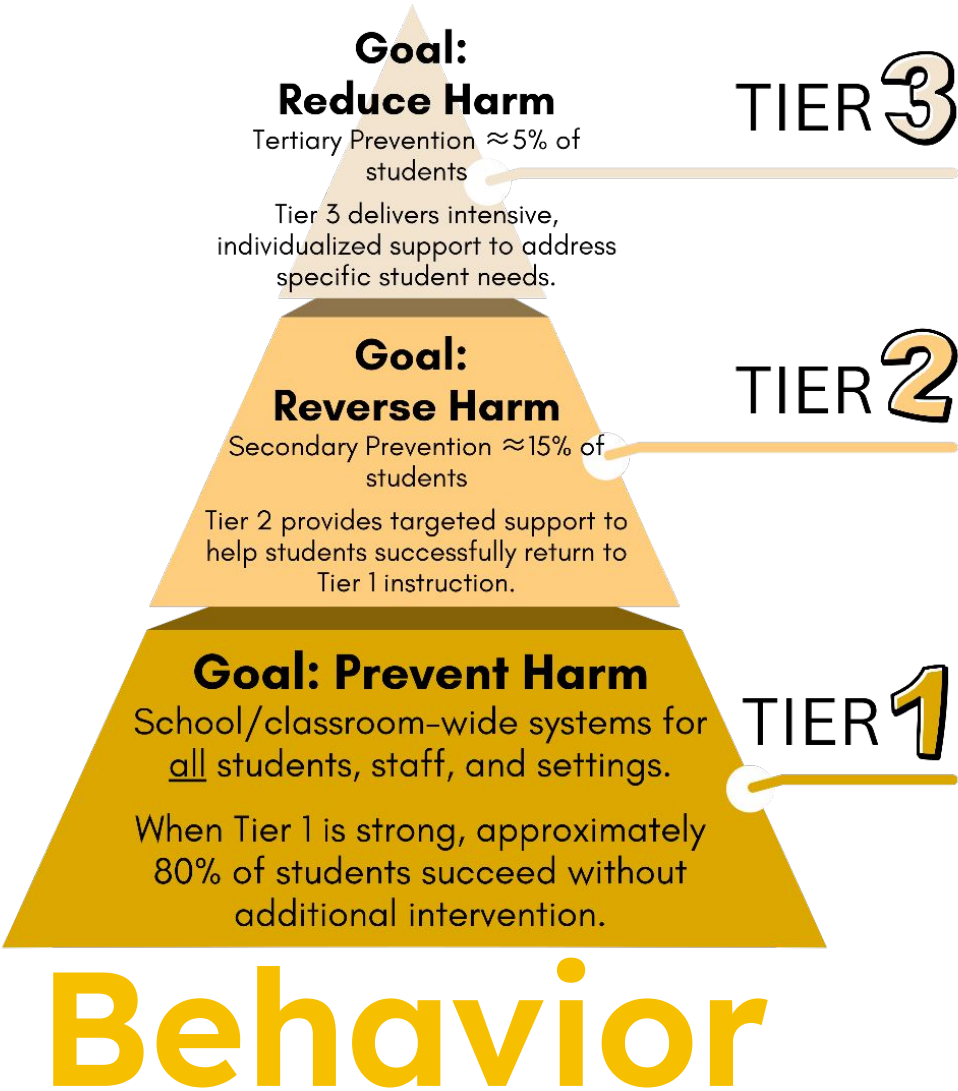
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- identify key strengths and opportunities shown in our building data
- use structured discussion protocols to interpret data and draw evidence-based conclusions
- connect engagement and movement data to Tier 1 classroom practices
- reflect on instructional moves or next steps to strengthen our own practice
- explain to a colleague how Ci3T weaves together all our building initiatives



Tier 1 Behavior



Where Have We Been?



Intensive Behavioral Planning: PRTF Meetings; Behavior Specialist; Behavior Contracts.

Alternative & Specialized Programming: TeenBuild; P4S; Specialty ELOs; Flexible Scheduling.

External & Wraparound Supports: Outside Agency Referrals; Hope in 3D.

Targeted Monitoring & Problem-Solving: Behavior Observations; Request-to-Meet Form; SIT Meetings; Behavior Intervention Plans & Tracking.

Targeted Adult Support: Pull-Out & Push-In Support; Social Worker Check-Ins; One-on-One Conferences with an Adult; Teacher Restorative Meetings.

Environmental & Structural Supports: Alternate Passings; Quiet Room.

Classroom Management Practices: Managing Transitions; Proximity Control; Short & Concise Exercises.

Explicit Teaching & Expectations: Explicitly Teach Expectations; Relentless Correction; Not Negotiating.

Positive Climate & Relationships: 5:1 Positive Interactions.

Semester 2 Trends

Student Attendance, Engagement, and Movement

Discussion Strategy: Data Dialogue

STEP 1: Group Setup

Assign quick roles:

- Facilitator – keeps group moving
- Recorder – writes responses
- Reporter – shares one takeaway
- Others = contributors

STEP 2: NOTICE — 4 minutes

Teachers silently look at data first (no discussion for 30 seconds).

Then discuss: What do you NOTICE? (Only what the data shows — no explanations yet.)

Sentence stems:

- “I notice...”
- “A trend I see is...”
- “Something that surprises me is...”

Rule: No causes or opinions yet.

STEP 3: CLAIM — 5 minutes

Now groups interpret patterns. What CLAIMS can we make about student attendance or engagement based on this data?

Think About:

- Patterns across multiple slides
- Big-picture thinking

STEP 4: SUPPORT — 3 minutes

What evidence from the data supports your claim? Reference specific charts.

Sentence stems:

- “We think this because...”
- “Charts ___ and ___ show...”
- “The trend from ___ to ___ suggests...”

This prevents opinion-only discussion.

STEP 5: QUESTION — 3 minutes

What questions does this data raise for us as a staff?

Examples:

- What happens during passing periods?
- What classroom supports keep students engaged once present?
- Where can Tier 1 practices help most?

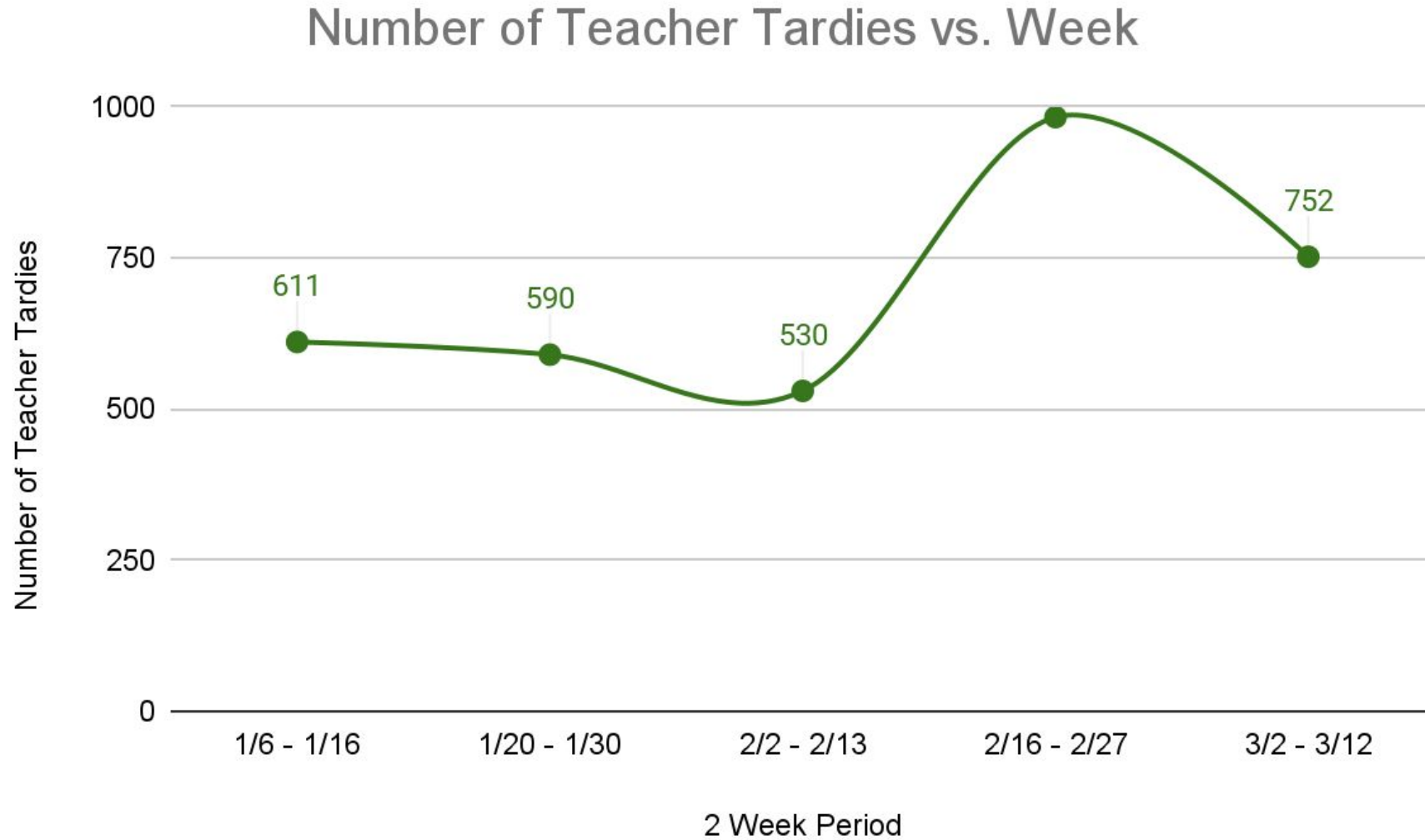
Focus on curiosity, not solutions yet.

STEP 6: REPORT

Each group shares ONE final takeaway.

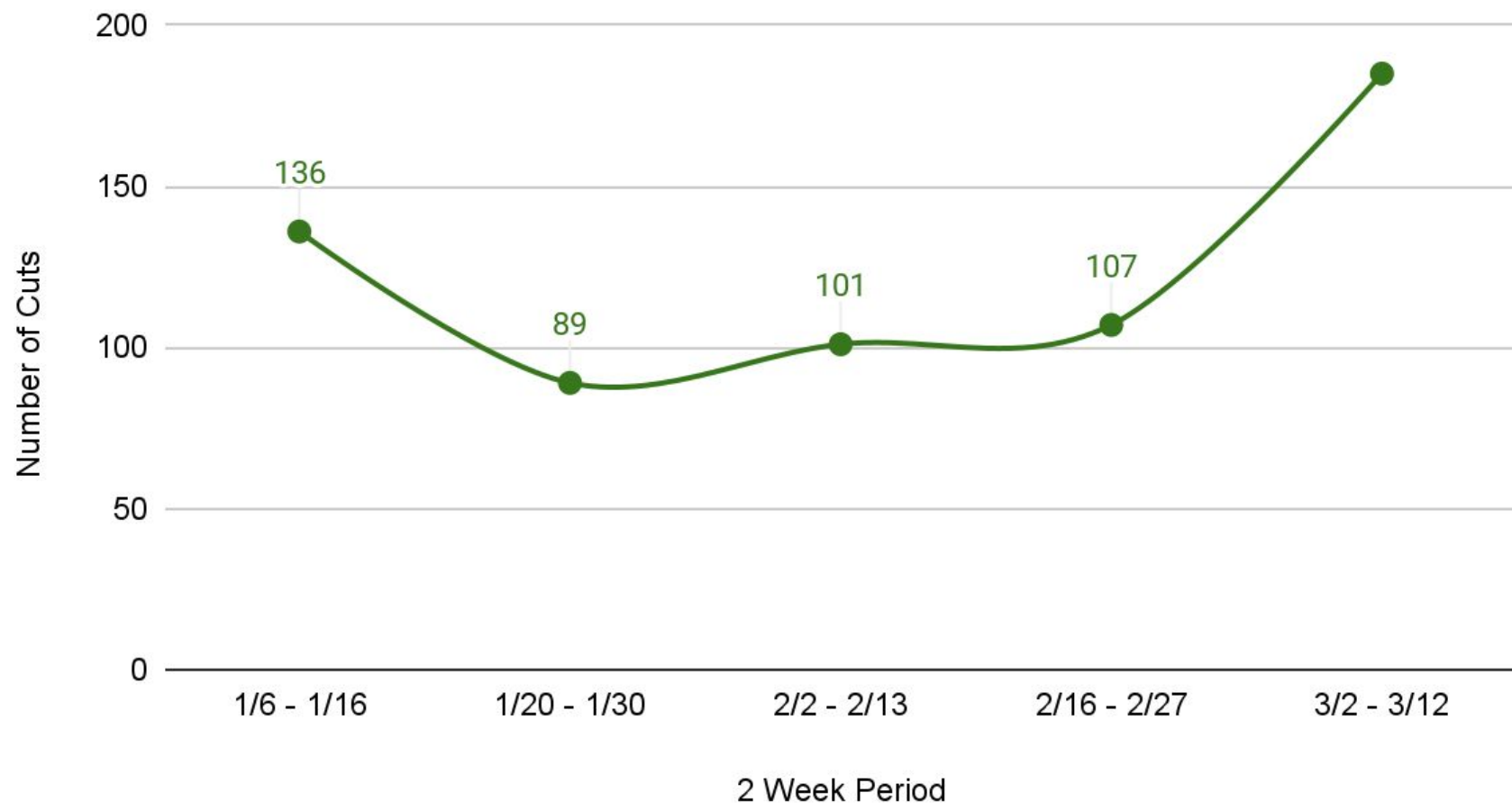
Please record your group's thoughts on this Google Form (one per group).

Teacher Tardies (L)

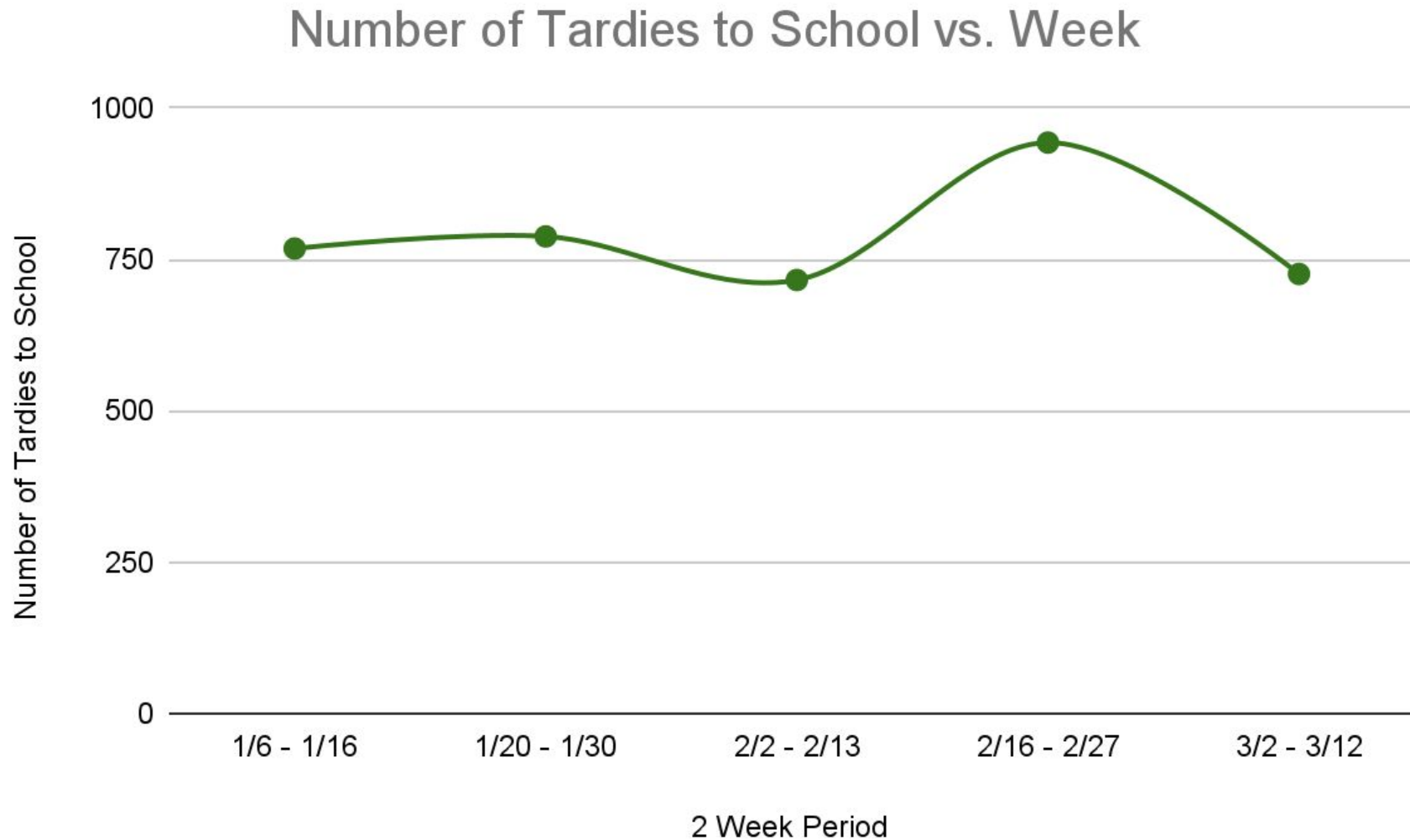


Cuts (C)

Number of Cuts vs. Week

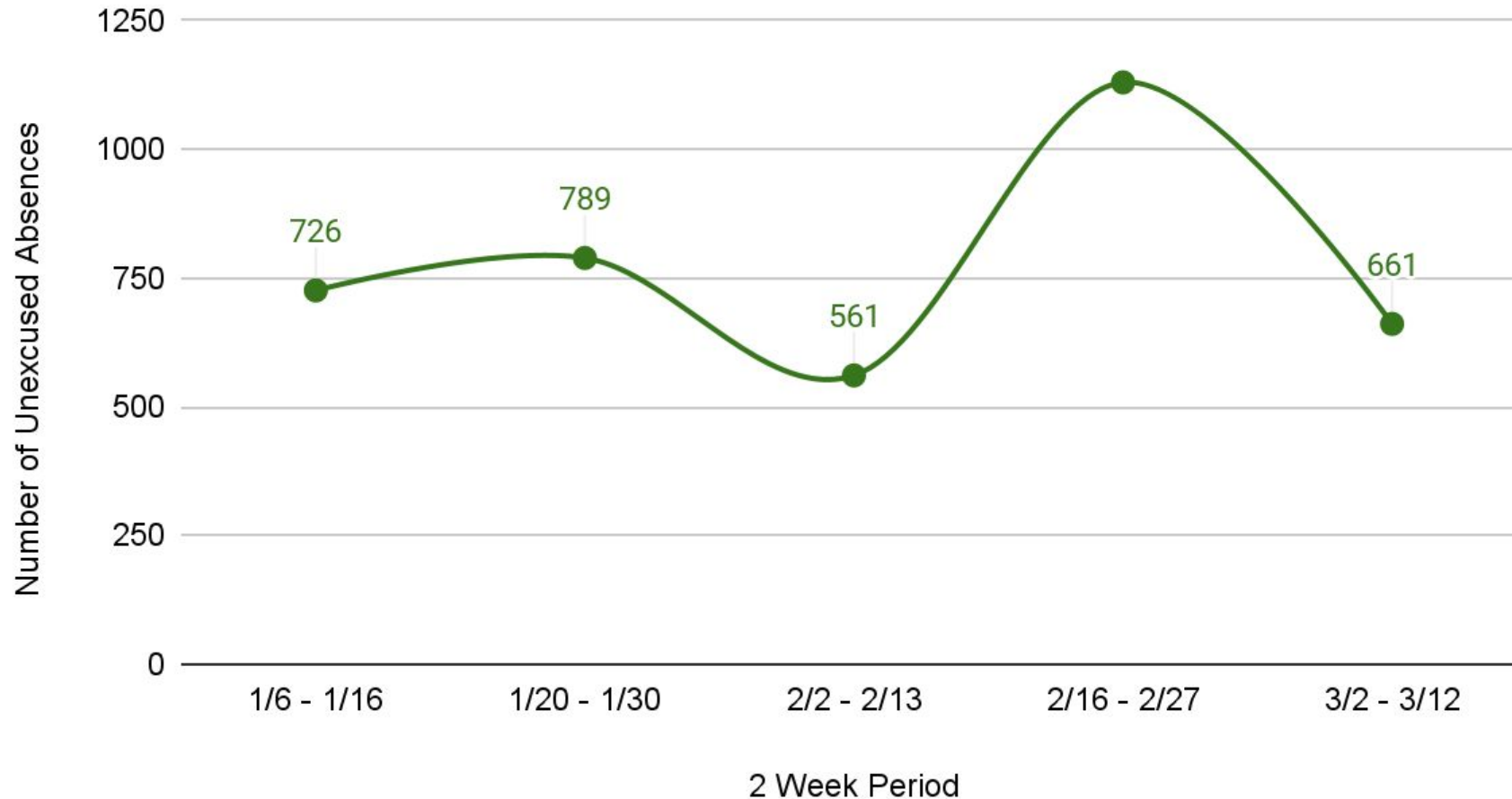


Tardy to School (T)

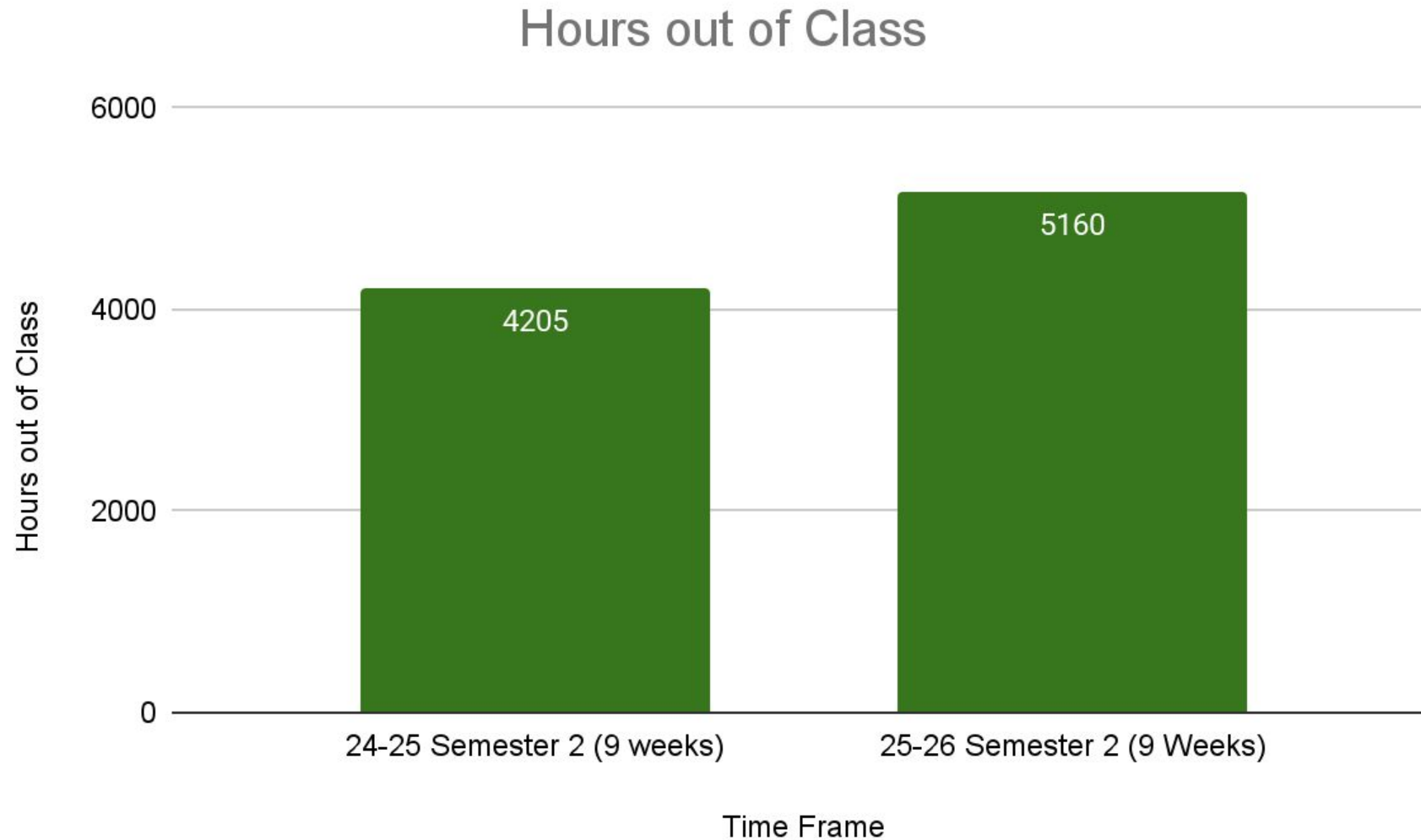


Unexcused Absences (U)

Number of Unexcused Absences vs. Week

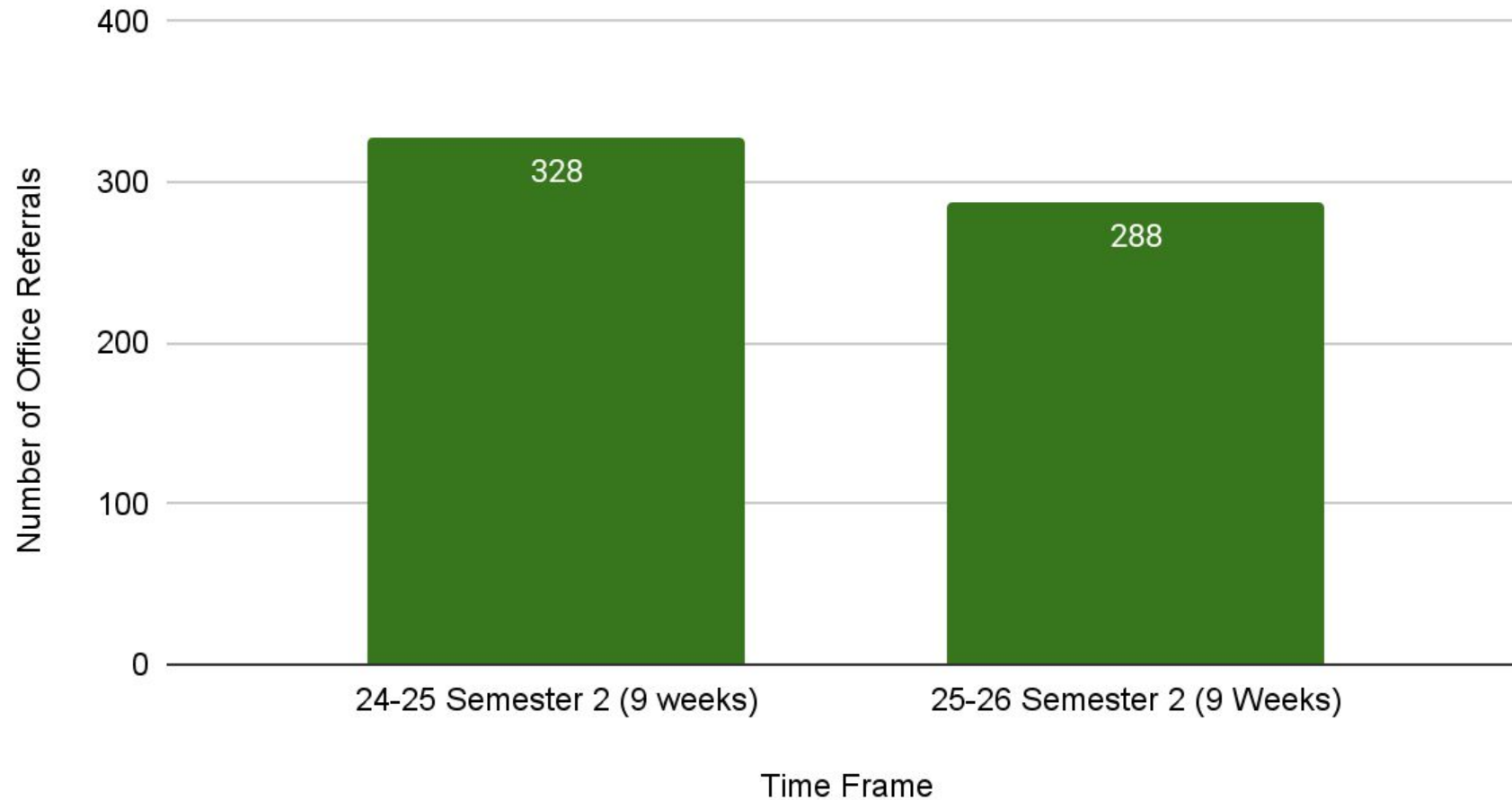


Hours out of Class



Office Referrals

Office Referrals



Chronic Absenteeism Data

WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15	WK 16	WK 17	WK 18	WK 19	WK 20	WK 21	WK 22	WK 23	WK 24	WK 25	WK 26	WK 27
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	27.63	27.72	28.97	30.78	31.84	30.40	30.78	30.88	31.36	30.31
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	32.88	32.40	32.21	31.15	31.92	32.40	31.35	31.54	31.15	32.21

Teacher Survey Results - Analyzed by Gemini

🌟 The Big Wins

- Chronic Absenteeism is Down: This is a huge trend to celebrate! Despite the challenges of the season, our overall chronic absenteeism rate is lower than this time last year. Our efforts to build relationships are making a difference.
- Presence Matters: Many groups noted that when we (both staff and admin) are visible during passing periods, tardies drop significantly. Our collective presence is our most effective tool.
- Incentives Work: The ELO snacks and March incentives had a noticeable impact on attendance. Students are responding to positive reinforcement!

💡 Key Insights for Our Classrooms

- The "5-Day Week" Fatigue: The data showed a significant spike in tardies and absences between Feb 16 – Feb 27. This was a long stretch of full weeks following parent-teacher conferences. Moving forward, we can anticipate these "low-stamina" stretches and look for ways to boost school spirit or vary our instruction during those times.
- SecurlyPass Integrity: We noticed that "Hours Out of Class" look very high. Many of us suspect this is because passes aren't always being "ended" when students return. Let's try to find a rhythm—perhaps a student-led reminder—to ensure we close those passes out for more accurate data.
- Strategic Instruction: Several groups discussed how meaningful, "bell-to-bell" instruction right up until a break (like Spring Break) can help keep students grounded when they feel like "checked out."

Tier 1 Focus Areas: Consistent Pass Expectations

Data shows that SecurlyPasses and time out of class increased while overall attendance has improved. Students have learned that some classrooms = easy exit.

Consistent does NOT mean no passes, teachers refusing needs, nor punitive tracking.

It means that we have the same baseline expectations building wide. This is about predictability for students, not restriction.

Non-Negotiable Expectation:

10 Minute No-Fly Zone at the Beginning and End of Each Block
(5 min during ELO)

Why it works:

- Protects instruction start/end.
- SecurlyPass passes blocked during this timeframe.
- Removes teacher-by-teacher negotiation.



Tier 1 Focus Areas: Classroom Management and Engagement Supports

This is about keeping student involved in their learning so they don't seek exits. It's directly tied to creating a Visible Learner! Students are more likely to ask for a pass to leave class during passive times.

Engagement is the strongest behavior support we have at Tier 1.

Strategies to Cue Engagement:

2-Minute Engagement Reset

Every class includes one quick activation:

- Turn & talk
- Quick poll
- Whiteboard response
- Prediction question

Visible Progress Cue:

Students disengage when unsure if they're succeeding.

Example:

- "You should be here after 5 minutes."
- Progress checklist on board, tied to SC.

Choice Within Structure:

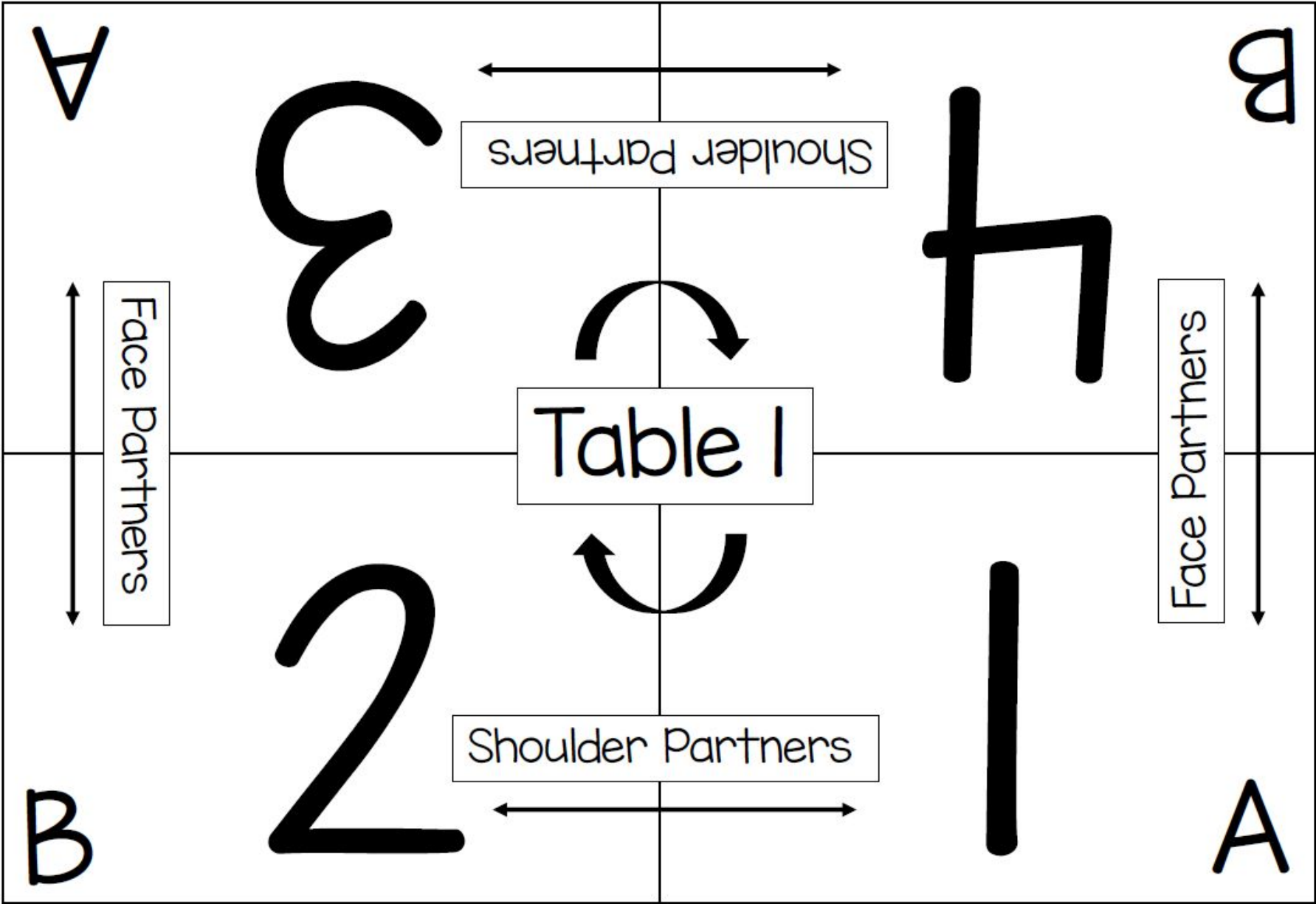
One small choice:

- problem order
- partner vs independent
- which example first

Choice = autonomy = fewer hallway escapes.



This is an example of a structure that you can place on tables to get students talking or creatively group students.



Jigsaw Activity:
Levels of Engagement

- 1. Student Passages
- 2. Graphic Organizer

This helps put some of the ownership of engagement back on the students.
Also, a great way to incorporate discussion.

Jigsaw Effect Size: 1.20!

EXPERT GROUP NOTES FOR LEVELS OF ENGAGEMENT			
SUBTOPICS	DESCRIPTION	EXAMPLES	Potential Reasons or Causes for Being on This Level
Disrupting			
Avoiding			
Withdrawing			
Participating			
Investing			
Driving			

Tier 1 Focus Areas: Schoolwide Transition Strategies

This is about trying to fix movement problems before they become behavior problems.
We are redesigning the environment, not disciplining.

Containment ≠ control.
Containment = smooth predictable flow.

What We are Doing:

Adult Presence during Passing

Admin and MTSS are in hallways having immediate conversations with students who are tardy to class.

Data shows it’s making a difference.

Non-Negotiable Expectation:

Building-Wide Adult Accountability

We all have to follow expectations regarding No-Fly Zones and No Passing days in ELO. Students learn who will let them not meet expectations.

We will also conference with students in ELO.

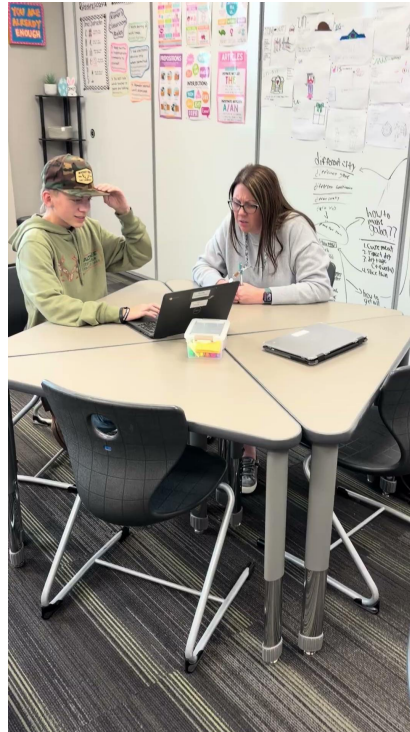


ELO Expectations: Student Conferencing



Kevin, 10th Grade

Part I



Teagan, 9th Grade

Part II



Ci₃T Behavior Matrix

SOUTH HIGH EXPECTATION MATRIX

	Classroom	Hallway	Breakfast/ Lunch	Restroom	Collaborative Space	School Transportation	Arrival/ Dismissal
Perseverance I don't give up	Show up on time, ready to participate in your learning, and stay in school all day using your time to get your work done.	Use passing time to get to class on time, every time	Go to your assigned lunch, manage your time, and return to class on time.	Use the restroom quickly. It's not a hangout spot; get back to class.	Collaborative Spaces are meant for learning; they are not a hangout spot. If the furniture is all occupied, return to class.	Stay seated, keep hands to yourself, and follow directions for the entire ride.	Stay in the commons before school and get to class on time. Promptly leave the building after school if you are not participating in an activity.
Accountability I take ownership	Attempt and complete your best work, check for missing work and turn in all assignments on time so you stay caught up and continue learning.	Follow staff directions, use SecurlyPass accurately, and report any unsafe behavior.	Clean up after yourself, keep food on your tray, and encourage others to do the same.	Keep the restroom clean and drug-free. Use the restroom closest to your classroom. Return to class right away.	Use furniture as intended, keep doors closed, and use the collaborative area that your teacher tells you to.	Be ready when transportation arrives, watch for your stop, and clean up your area before exiting.	Follow staff directions, arrive on time, follow traffic rules, and check in with the attendance office if you arrive late.
Willingness I keep an open-mind	Be open to new experiences by engaging with teacher lessons and respecting personal space so everyone can learn.	Walk on the right hand side, keep moving, and noise down so classrooms can keep learning.	Stay in the commons during lunch and follow adult directions the first time asked.	One person per stall, no exceptions.	Follow staff directions and keep your lanyard visible.	Respect the driver, solve problems calmly, and ask for help if a problem escalates.	Respect others as people arrive and leave.



SRSS-IE Reminder

What is it?

A quick teacher rating used to identify students who may need additional academic, behavior, or social-emotional support. You are asked about students in your ELO.

Why do we do it?

- Helps us support students early
- Catches concerns before they become bigger issues
- Guides Student Support Team decisions

Coming Soon:

Spring SRSS-IE screening window (March 13-April 1)



Primary Plan/Blueprint - Tier 1 Behavior

Students	Faculty/Staff	Parents	Administrators
- Meet the expectations of the school PAW Matrix - Following directions the first time you are asked to do something. - Report unsafe behaviors to a trusted adult or through the StopIt! App.	Teach setting lessons according to school schedule: - ELO lessons - Classroom procedures and lesson integration throughout the year. Implement the reactive plan consistently and equitably: - Conduct, report, and use screening and assessments (see Assessment Schedule) - Explicitly teach, re-teach, and offer opportunities to practice behavior expectations. - Integrate PAW Learning Dispositions regularly - Communicate with parents regarding positive and negative behaviors. - Have clear, predictable routines and expectations (ex. CHAMPS). - Follow the reactive plan for when students do not meet expectations.	- Build PAW characteristics in your students. Make them active learners. - View the school as a partner in teaching and managing student behaviors. - Reach out and ask for help so we can connect families to community resources. - Help students be on time daily.	- Model school-wide behavior expectations with adults and students. - Provide professional learning opportunities for behavior interventions and strategies for preventing problem behaviors. - Review team data on interventions with staff to ensure tiered supports are implemented with fidelity. - Implement the behavior matrix with consistency and fidelity. - Communicate with stakeholders regarding behavior consequences following the reactive plan.

LISC

Learning Intention:

We are learning how Ci3T is the umbrella that encompasses academic, behavioral, and social emotional tiers of prevention and are able to implement Tier 1 strategies.

Success Criteria:

We will be successful when we can:

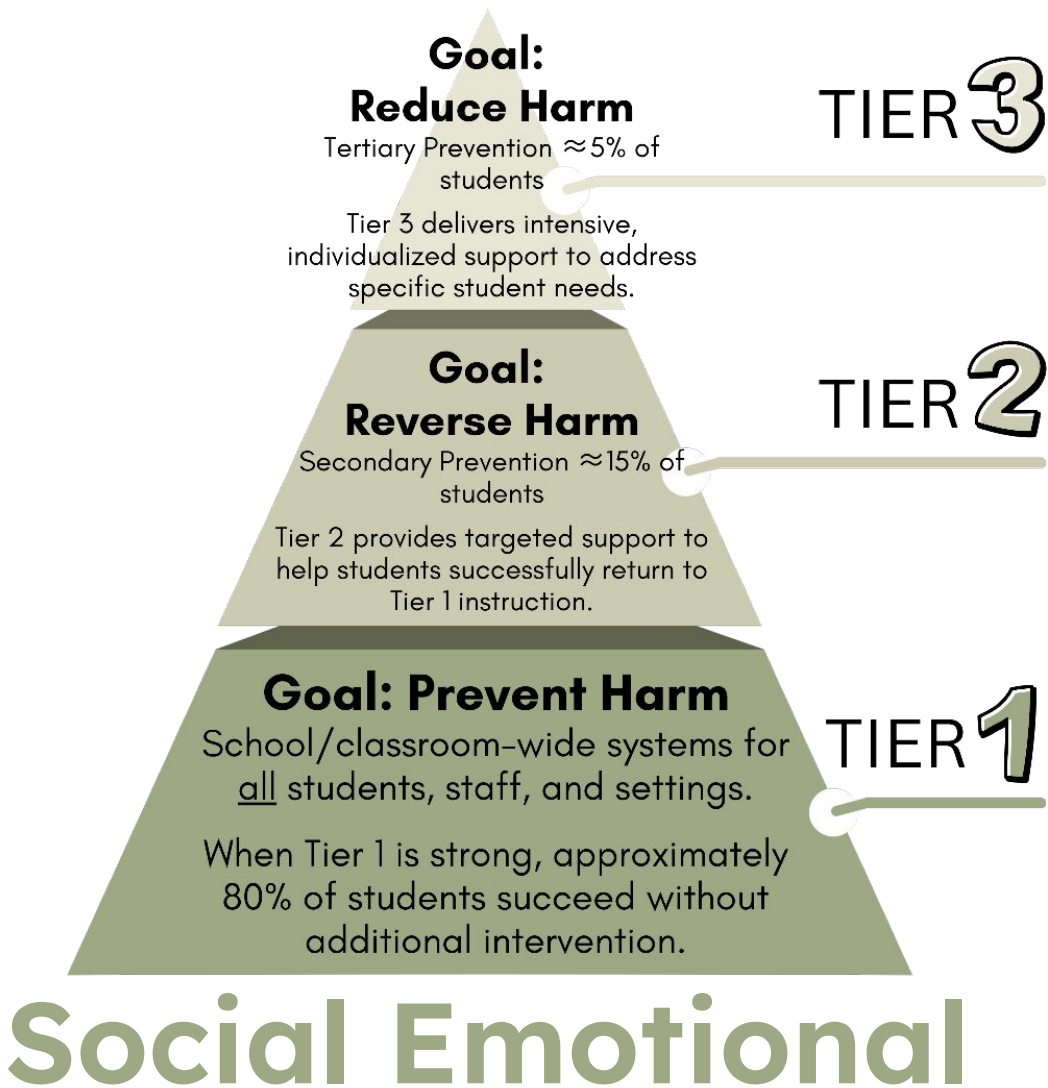
- understand the basics of Ci3T at South High
- identify key strengths and opportunities shown in our building data
- use structured discussion protocols to interpret data and draw evidence-based conclusions
- connect engagement and movement data to Tier 1 classroom practices
- reflect on instructional moves or next steps to strengthen our own practice
- explain to a colleague how Ci3T weaves together all our building initiatives



Tier 1 Social Emotional Learning



Where Have We Been?



Intensive Student Support: Daily Adult Check-In; Starfish; High-Impact Tutoring.

Alternative & Extended Supports: P4S; TeenBuilder; Student Ambassadors; Hope in 3D; CKMH SEL Group, Outside Community Agencies.

Targeted Skill Development: Specialized ELO; Small Group Support.

Targeted Adult Support: Counselor Check-Ins; Social Worker Check-Ins.

Structured Monitoring & Problem-Solving: SIT Meetings; Quiet Room.

Universal SEL Instruction: ELO Lessons; Character Strong Lessons; Counselor Grade-Level Visits.

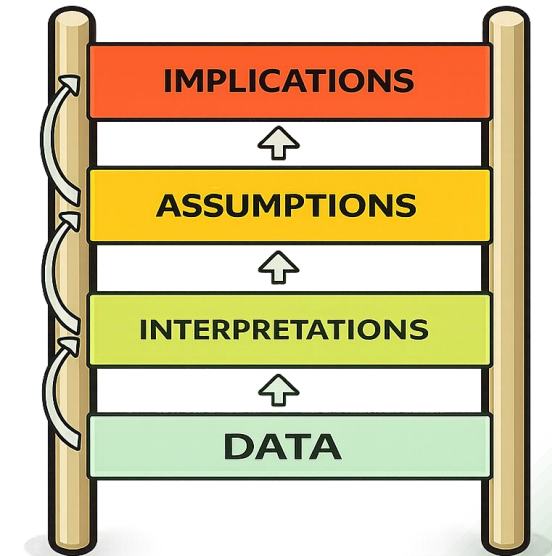
Culture & Expectations: PAW Learning Characteristics; SHS Matrix.

Community & Belonging: Belonging Committee; 8th Grade Transition Day.

Student Belonging Survey Data

Ladder of Inference Discussion Protocol

- STEP 1 — DATA
 - Prompt: What DATA do we actually see?
 - Rules:
 - No explanations
 - No opinions
 - Just observations
- STEP 2 — INTERPRETATIONS
 - Prompt: What interpretations might someone make from this data?
- STEP 3 — ASSUMPTIONS CHECK
 - Prompt: What assumptions could we accidentally be making?
 - Examples:
 - Assuming behavior equals belonging
 - Assuming all students experience school the same
 - Assuming improvement in one area fixes another
- STEP 4 — IMPLICATIONS
 - Prompt: Given what we know, and don't know, what feels important for adults to consider?



Student Belonging Survey Data

What is it?

Students were given a survey. They were asked demographic questions such as grade range, gender, and ethnicity.

Each question on belonging was broken into four categories: Acceptance, Appreciated, Treated Fairly, and Validated.

Students answered on the following scale:

1: Strongly Disagree

2

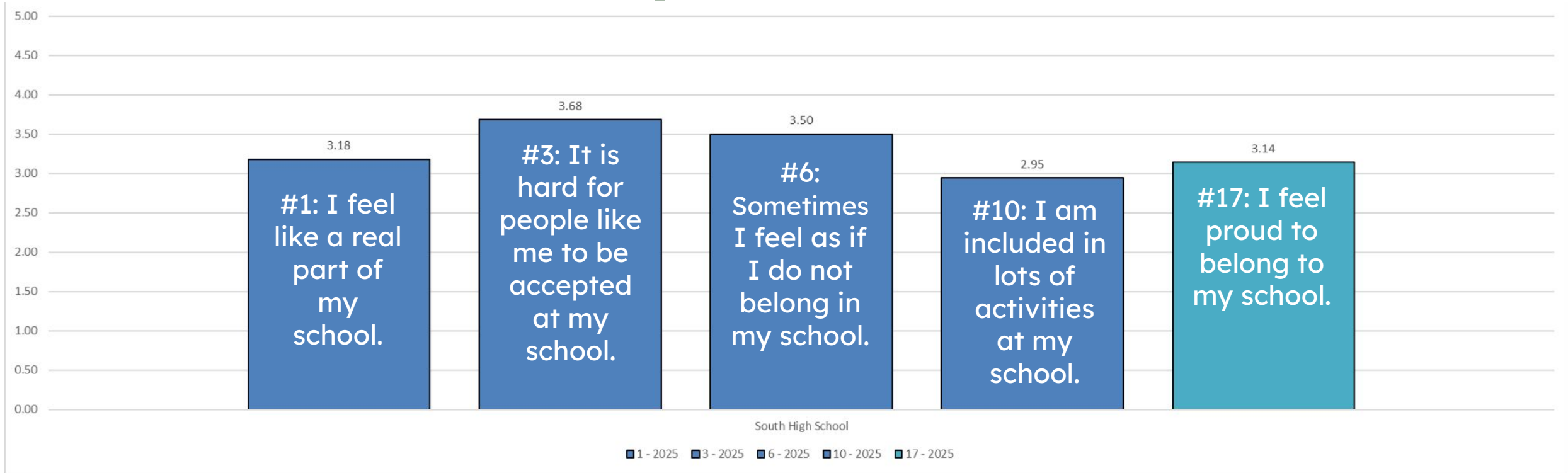
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4: Strongly Agree

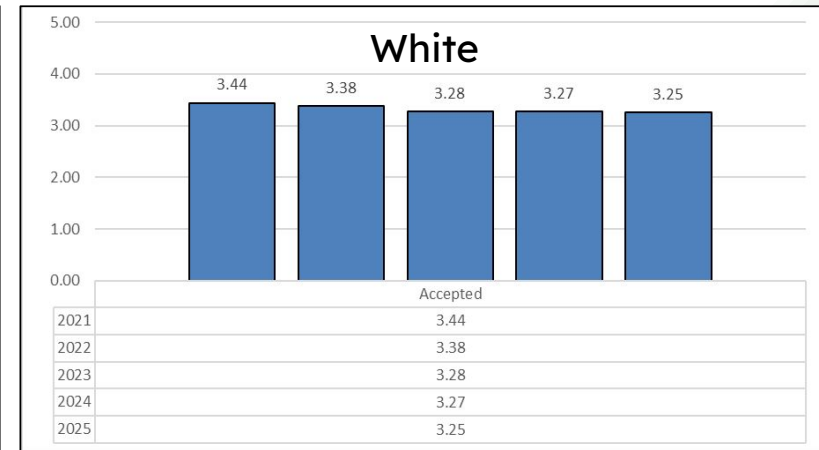
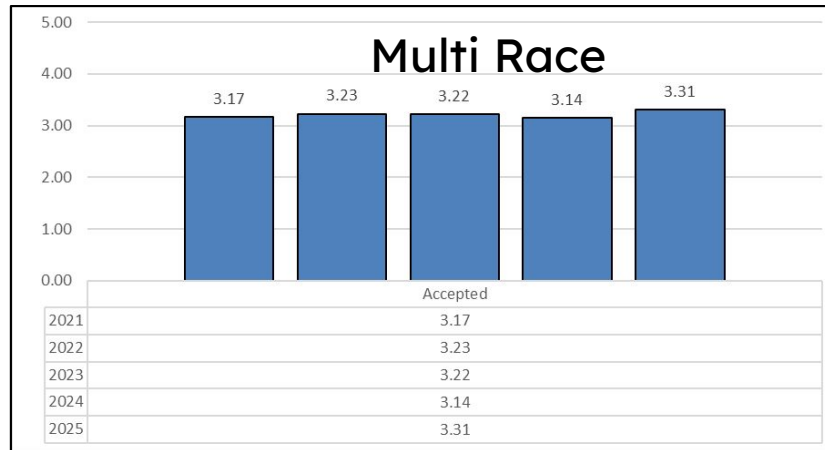
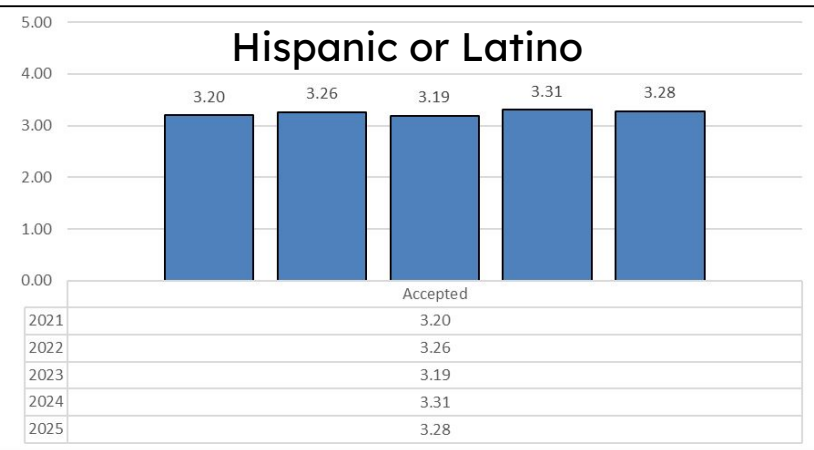
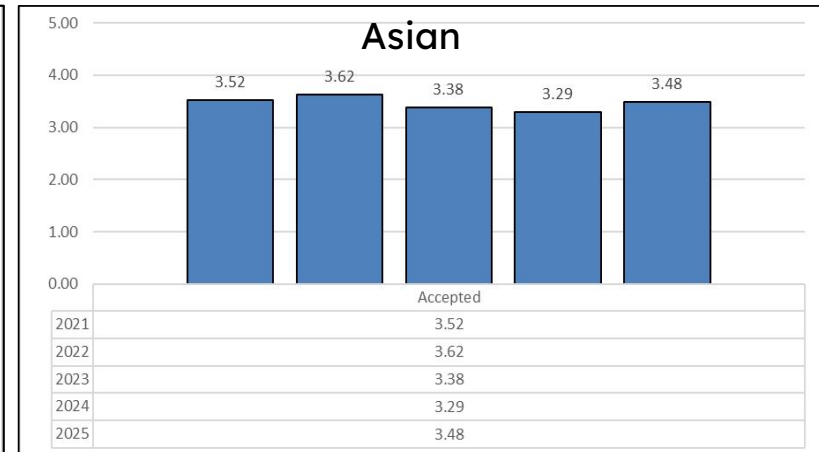
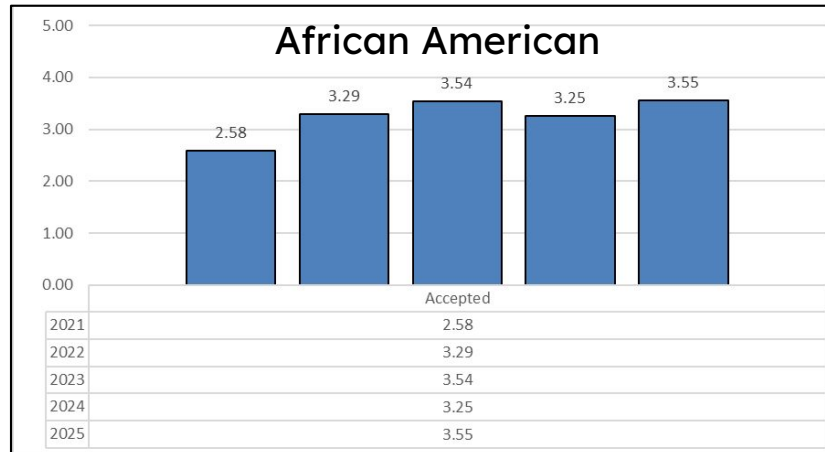
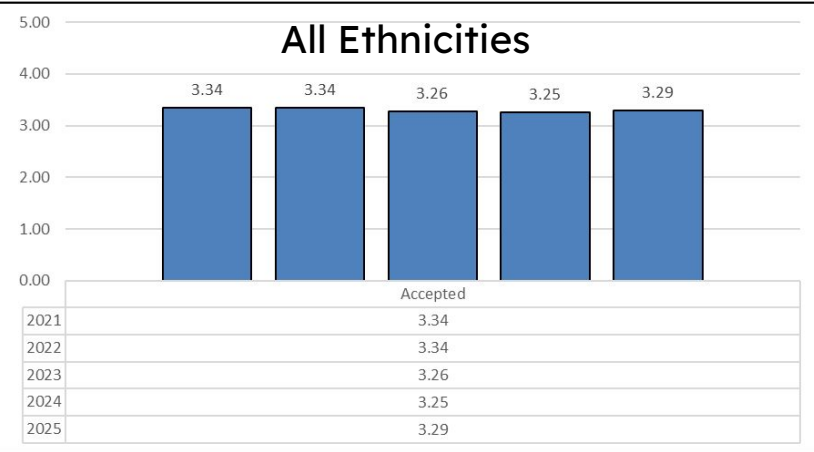
- Q1: I feel like a real part of my school.
- Q2: People in my school notice when I am good at something.
- Q3: It is hard for people like me to be accepted at my school.
- Q4: Other students in my school take my opinions seriously.
- Q5: Most teachers at my school are interested in me.
- Q6: Sometimes I feel as if I do not belong in my school.
- Q7: There is at least one teacher or other adult in my school I can talk to if I have a problem.
- Q8: People at my school are friendly to me.
- Q9: Teachers at my school are not interested in people like me.
- Q10: I am included in lots of activities at my school.
- Q11: I am treated with as much respect as other students in my school.
- Q12: I feel very different from most other students at my school.
- Q13: I can really be myself at my school.
- Q14: Teachers at my school respect me.
- Q15: People at my school know that I can do good work.
- Q16: I wish I were in a different school.
- Q17: I feel proud to belong to my school.
- Q18: Other students at my school like me the way that I am.



Acceptance 2025

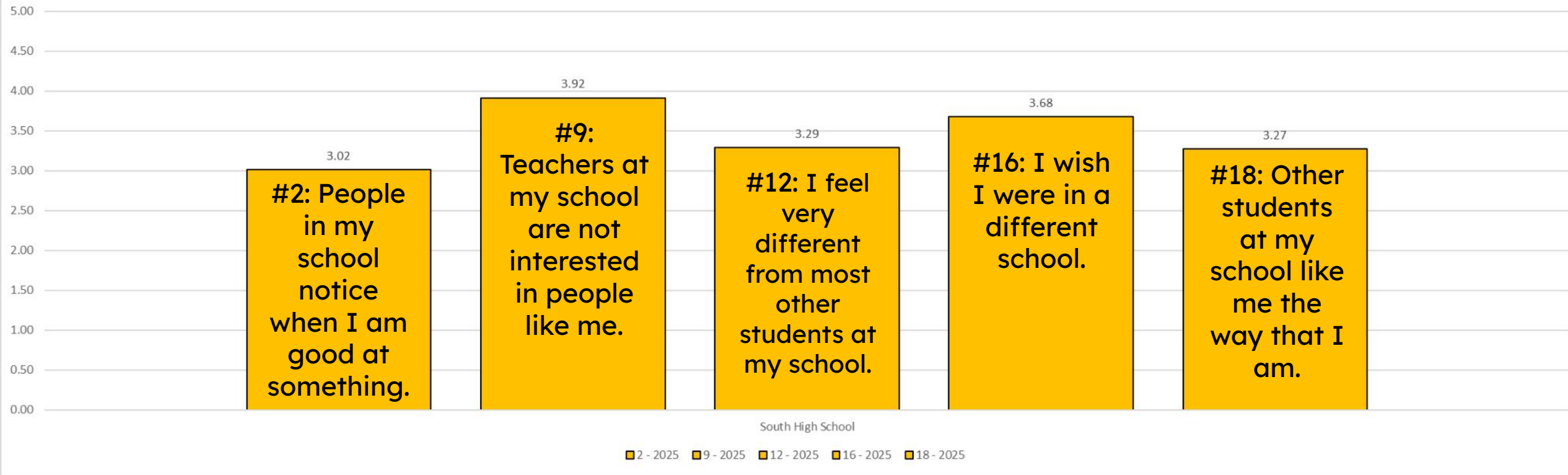


Acceptance Data by Ethnicity 2021 - 2025



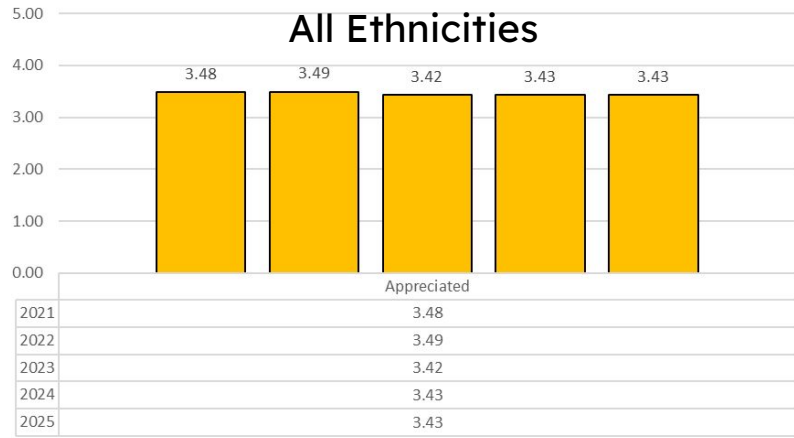
**Some student groups are not displayed due to insufficient sample sizes across years to protect student confidentiality.*

Appreciated 2025

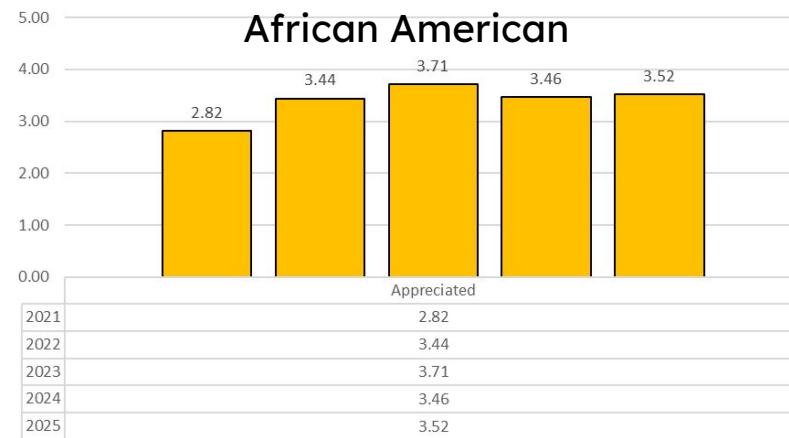


Appreciation Data by Ethnicity 2021 - 2025

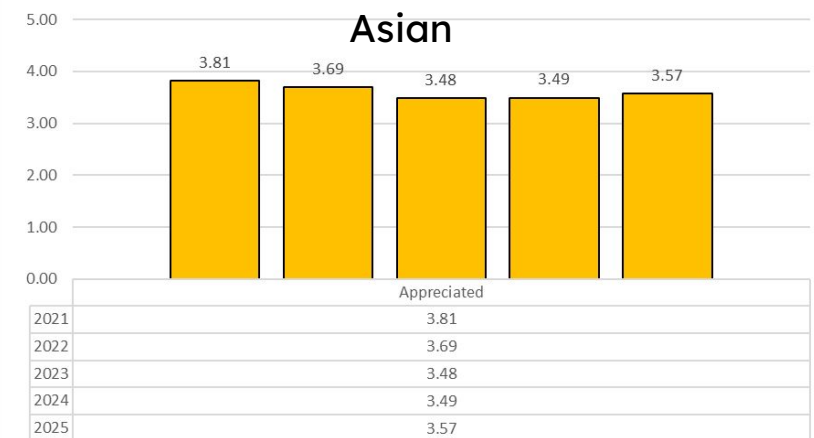
All Ethnicities



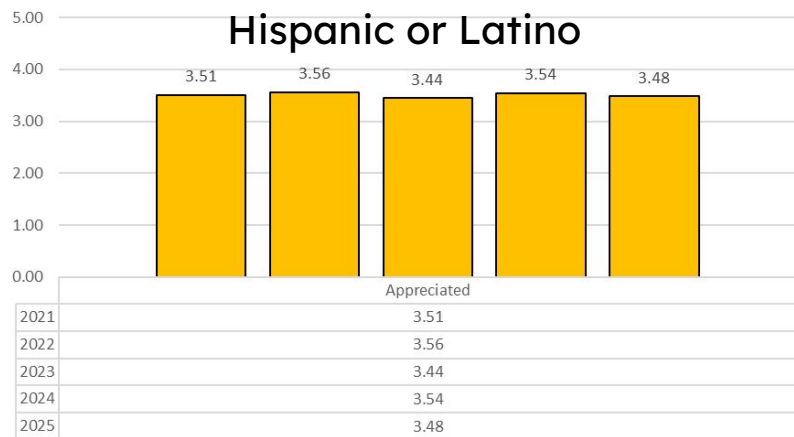
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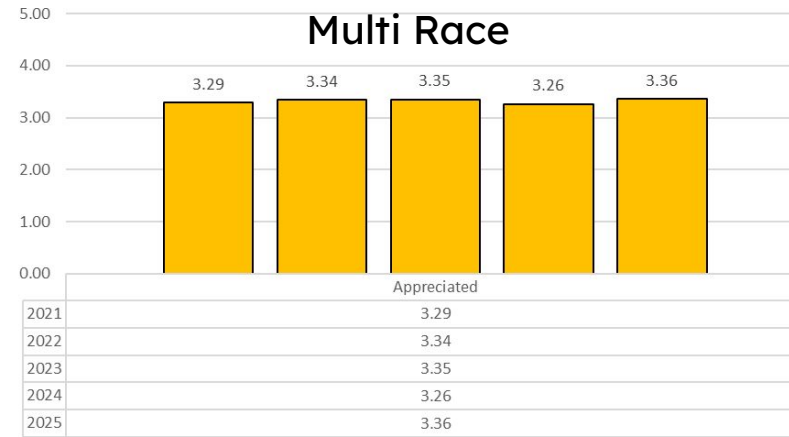
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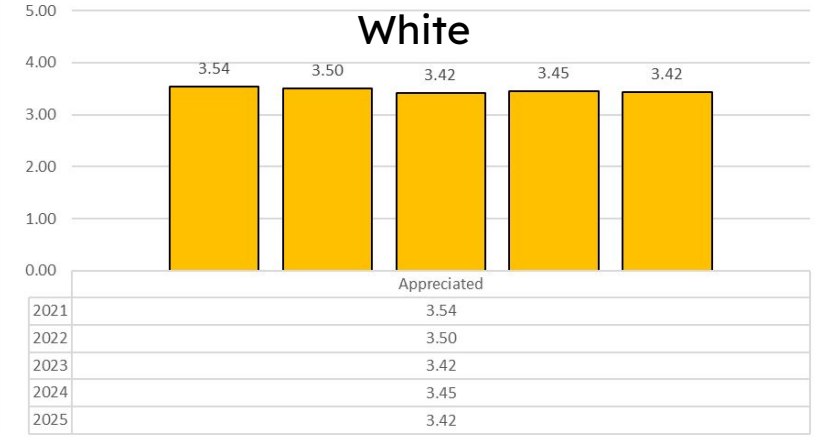
Hispanic or Latino



Multi Race

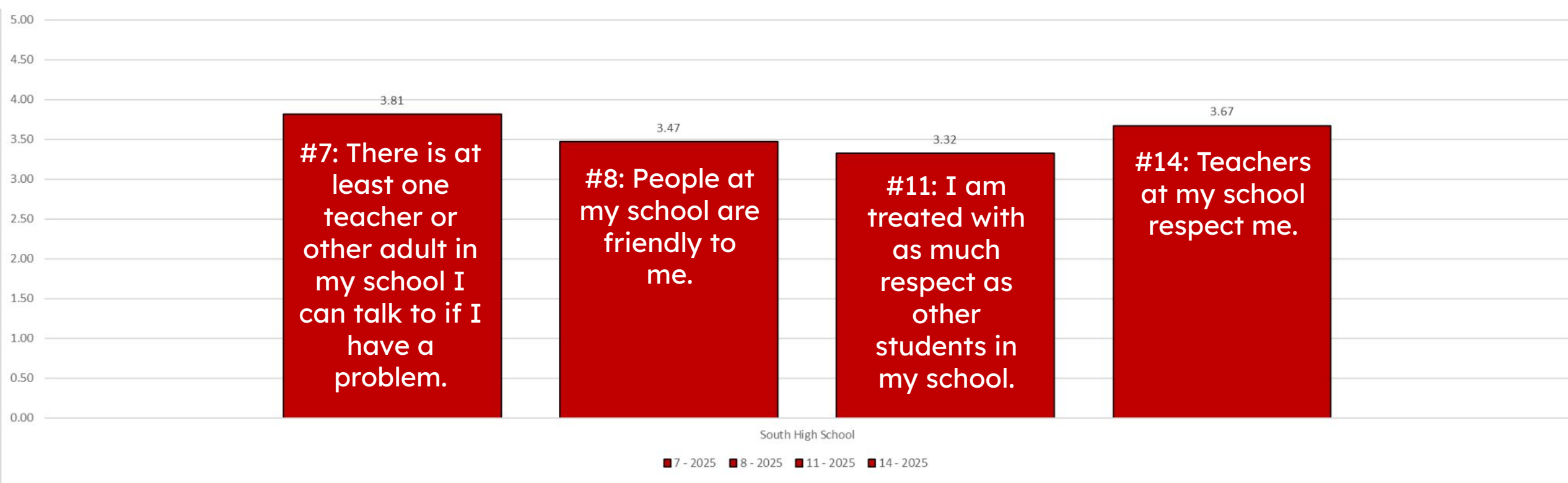


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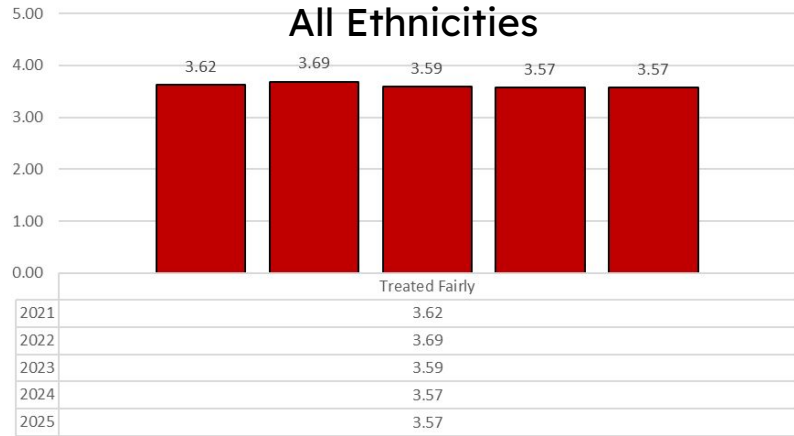
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Treated Fairly 2025

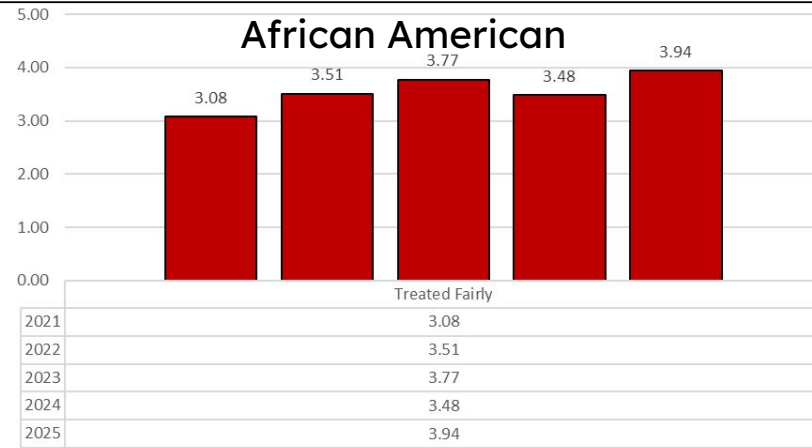


Treated Fairly Data by Ethnicity 2021 - 2025

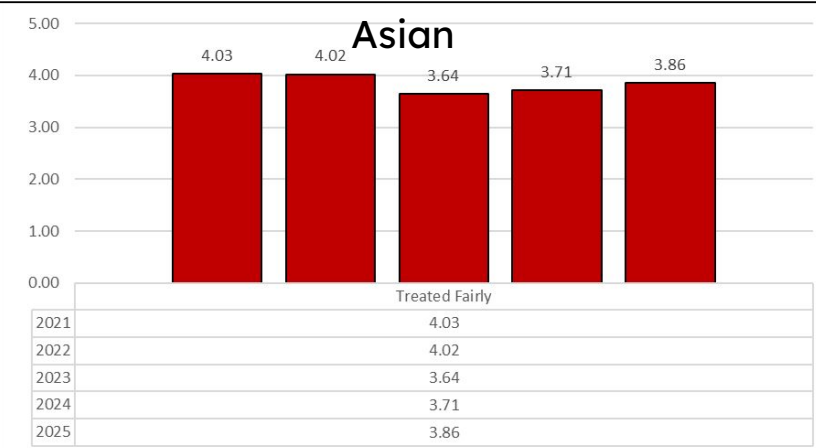
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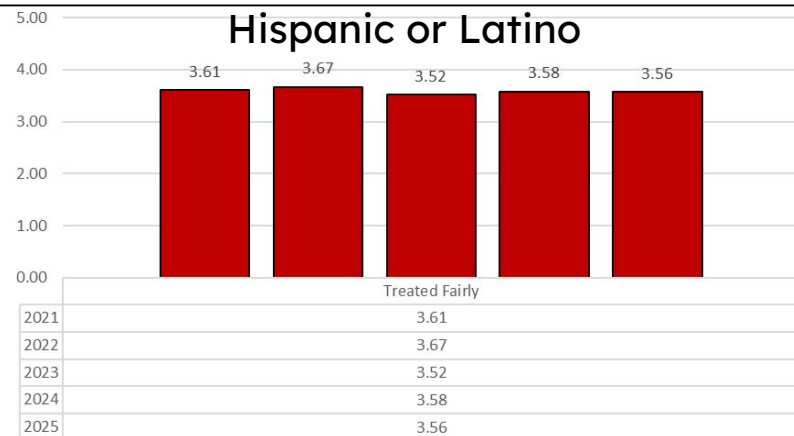
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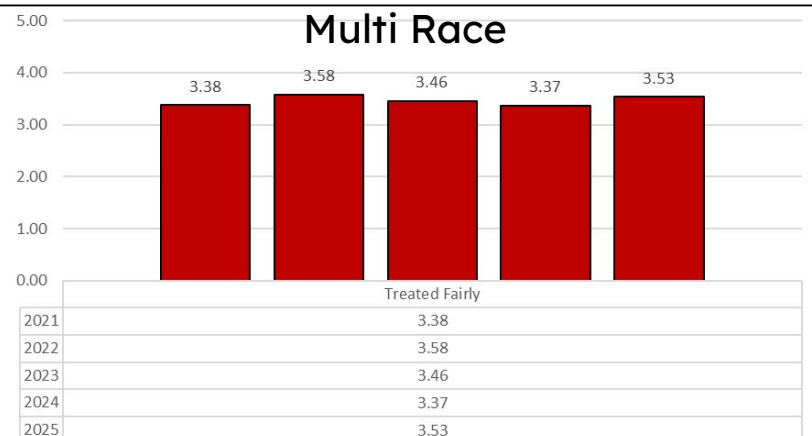
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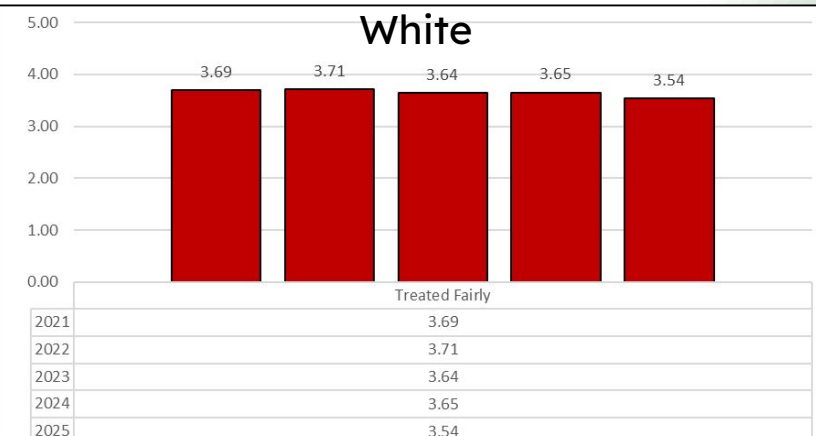
Hispanic or Latino



Multi Race

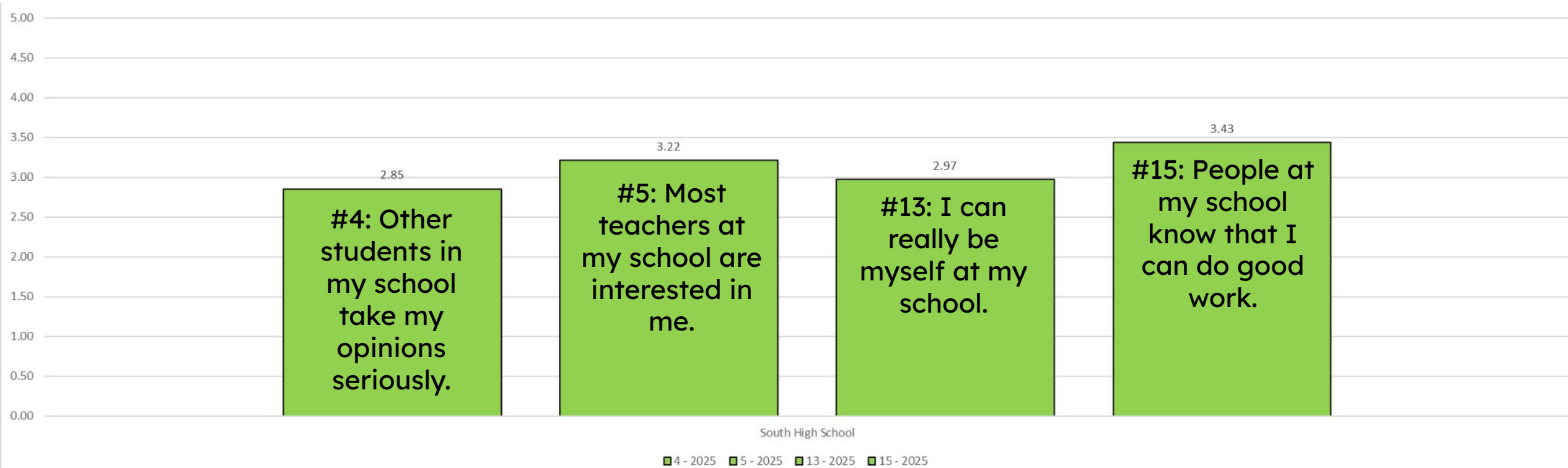


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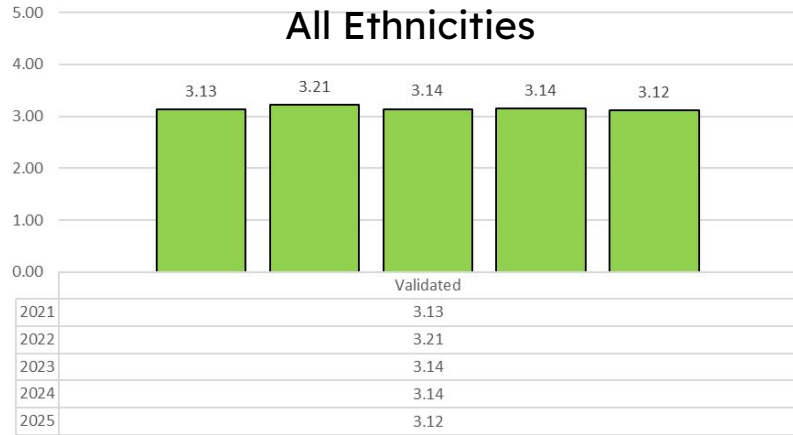
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Validated 2025

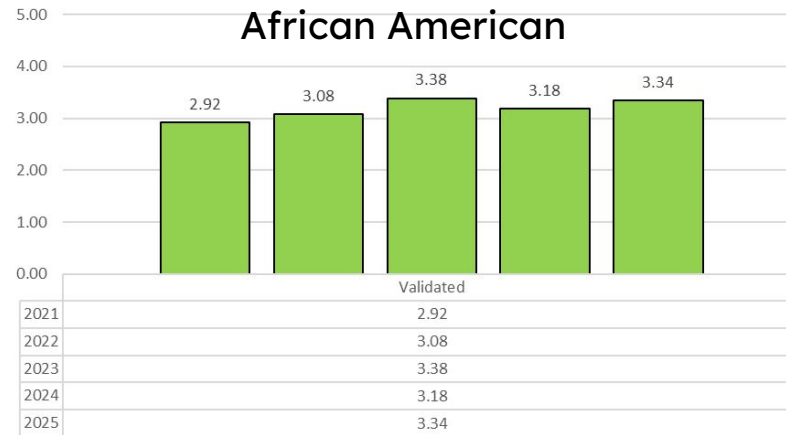


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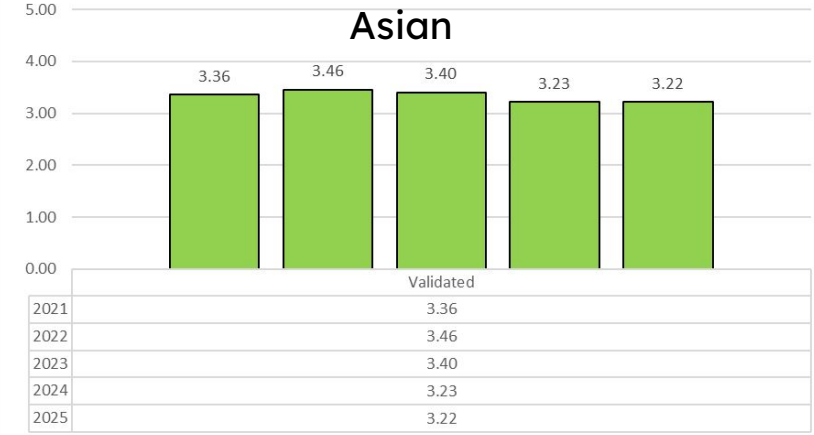
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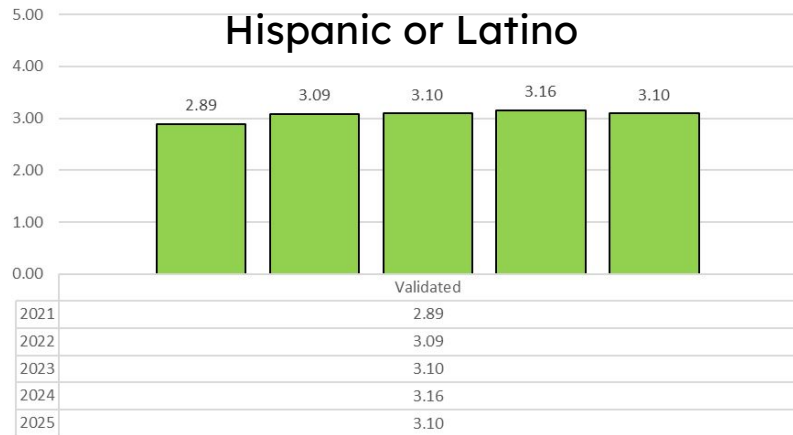
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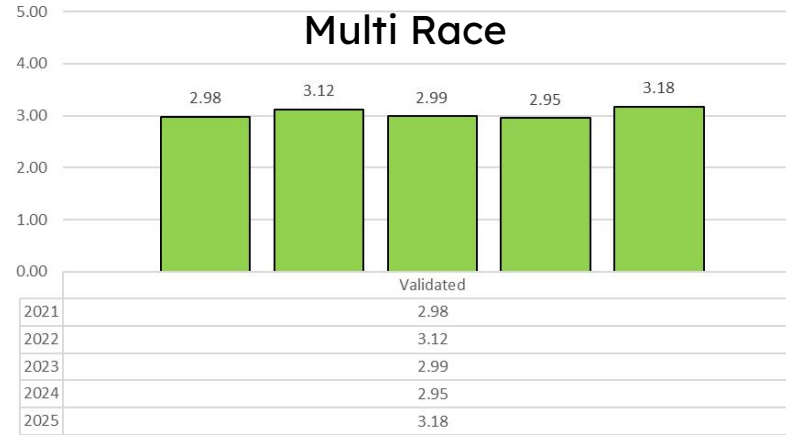
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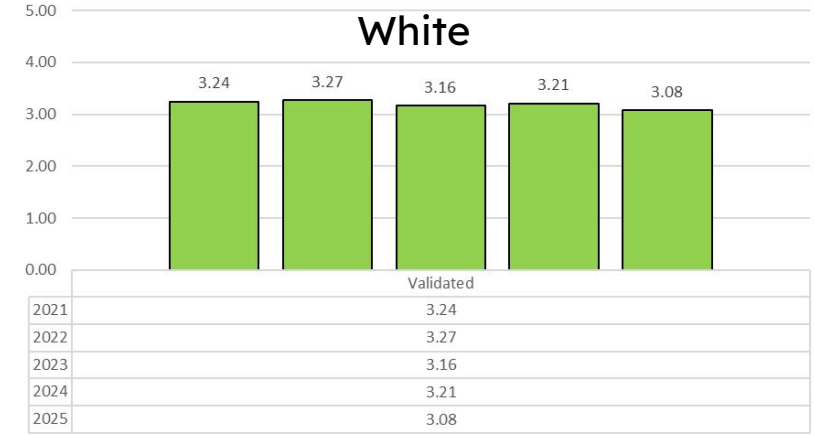
Hispanic or Latino



Multi Race



White



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Primary Plan/Blueprint - Tier 1 SEL

Students	Faculty/Staff	Parents	Administrators
• Social cues - procedures for tardiness. • Engaging in ELO programming, including Character Strong lessons. • Being kind and respectful even in disagreements. • Holding each other accountable. • Practice self-regulation and self-awareness. • Be willing to embrace feedback. • Understand that actions have consequences.	Teach core program(s) with fidelity: (1) Teenbuilders curriculum (2) Partners 4 Success curriculum (3) ELO SEL Lessons utilizing Character Strong (district adopted resource) Number of Lessons: 15 (25) How often: 1 a week How long: 30-45 minutes • Conduct, report, and use screening and assessments (see Assessment Schedule) • Modeling social responsibilities (cleaning up after yourself, kindness, manners) even if students “should” know them. • Holding students accountable for meeting expectations on the behavior matrix. • Celebrate small wins. • Teach self-regulation and self-awareness strategies. • Model embracing feedback. • Model making mistakes. • Provide logical consequences. Follow the reactive plan. • Ask for help. • View behaviors as a form of communication. • Talk privately about the issue.	• Teach and model appropriate social skills for various situations and environments. • Teach the soft-skills necessary for their post-secondary success. • Hold students accountable. • Teach self-regulation and self-awareness strategies. • Be receptive to feedback about their student; take and utilize resources that are offered. • Access the school newsletter, website, and school emails.	• Enforce handbook. • Support teachers: ○ PD on creative problem solving, focusing on the root cause of the behavior. ○ Teach effective time management. ○ Pairing beginning teachers with mentors.

Primary Plan/Blueprint - Teaching and Reinforcing

We will TEACH the primary plan through:	We will REINFORCE the primary plan through:
Faculty & Staff - Beginning-of-year PD & refreshers - Behavior skits & reference tools - Conference-hour workshops - Consistent messaging: <i>Fair is not always equal</i> Students - ELO lessons - Orientation & grade-level meetings - Skit videos - Cougar Connect & student-led initiatives Families & Community - Website & newsletter communication - Open house presentations - Student mentor outreach	Adults - Modeling expectations consistently (including coaches & bus drivers) - Staff recognition (shoutouts, jeans days, Impact in Action, etc.) Students - Visible reminders (posters) - Classroom reinforcement - Incentives & recognition (assemblies, events, privileges) Families & Community - Family incentives & monthly challenges - Community partnerships & sponsor support

Primary Plan/Blueprint - Feedback Opportunity

Name: _____ Date: _____

School: _____ School district: _____

Have you had an opportunity to review the current Ci3T primary plan? You may find it in your school's Ci3T Implementation Manual. ☐ No ☐ Yes

Primary Intervention Rating Scale: Educator Survey

Thank you for providing your views about the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention being implemented at your school. The purpose of this survey is to obtain information that will aid in determining the effectiveness and usefulness of the **Ci3T primary prevention plan components (Tier 1 efforts)** that are intended to be used by all educators (faculty and staff). Please think about the current school year, read the following statements regarding the Ci3T plan developed by your school-site team, and choose the response that best describes your agreement or disagreement with each statement. *If you refer to your primary plan as something different (Tier 1 or universal), substitute that term when you see "primary plan" in the items below.*

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. The primary plan is acceptable for this school.	1	2	3	4	5	6
2. Most educators find the primary plan appropriate.	1	2	3	4	5	6
3. The primary plan should prove effective in meeting the stated purpose(s).	1	2	3	4	5	6
4. I would suggest the use of a primary plan to other educators.	1	2	3	4	5	6
5. The primary plan is appropriate to meet the school's needs and mission.	1	2	3	4	5	6
6. Most educators find the primary plan suitable for the described purpose(s) and mission.	1	2	3	4	5	6
7. I am willing to use the primary plan in this school setting.	1	2	3	4	5	6
8. This primary plan will not result in negative side effects for the students.	1	2	3	4	5	6
9. This primary plan is appropriate for a variety of students.	1	2	3	4	5	6
10. This primary plan is consistent with those I have used in other school settings.	1	2	3	4	5	6
11. The primary plan components are a fair way to fulfill the plan's purposes.	1	2	3	4	5	6
12. The primary plan is reasonable to meet the stated purpose(s).	1	2	3	4	5	6
13. I like the procedures used in the primary plan.	1	2	3	4	5	6
14. The primary plan is a good way to meet the specified purpose(s).	1	2	3	4	5	6
15. The primary plan's monitoring procedures are manageable.	1	2	3	4	5	6
16. The primary plan's monitoring procedures give the necessary information to evaluate the plan.	1	2	3	4	5	6
17. Overall, this primary plan is beneficial for this age group of students.	1	2	3	4	5	6

2017-2018

Ci3T
Comprehensive, Integrated, Three-Tiered Model of Prevention

PIRS - Implementation 1

Open-Ended Questions:

1. A) What do you feel is most beneficial about this primary prevention plan's components (Tier 1 efforts)?

B) What is the least beneficial part?

2. Do you think that your and your students' participation in this Ci3T plan will cause your students' behavior, social, and/or learning problems to improve? Why or why not? Or if so, how?

3. What would you change about this plan (components, design, implementation, etc.) to make it more student-friendly and educator-friendly?

4. What other information would you like to contribute about this plan?

From: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2009). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. New York, NY: Guilford Press. Adapted from Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.), *Advances in school psychology*, Vol. 4 (pp. 251-288). Mahwah, NJ: Erlbaum with permission from Joe Witt and Stephen Elliott.
Reference: Lane, K. L., Robertson, E. J., & Wehby, J. H. (2002). Primary Intervention Rating Scale. Unpublished rating scale

2017-2018

Ci3T
Comprehensive, Integrated, Three-Tiered Model of Prevention

PIRS - Implementation 2

Brainstorm

What are some current teacher expectations for:

1. Tier 1 Academics
2. Tier 1 Behavior
3. Tier 1 Social Emotional Learning

Why Teacher Expectations?

DATA

Failures:

- 33% (330) Failing at least one class
- 9% (96) Failing 4+ (ineligible)
- 5% (54) Failing 5+ classes

Chronic Absenteeism:

- 10% (105) Absent at least 20%
- 21% (212) Absent 10-19.9%
- 33% (338) Absent 5-9.9%

Discipline:

- 1122 Office Referrals (9 per day)
- 296 Individual Students (29%)

PAW

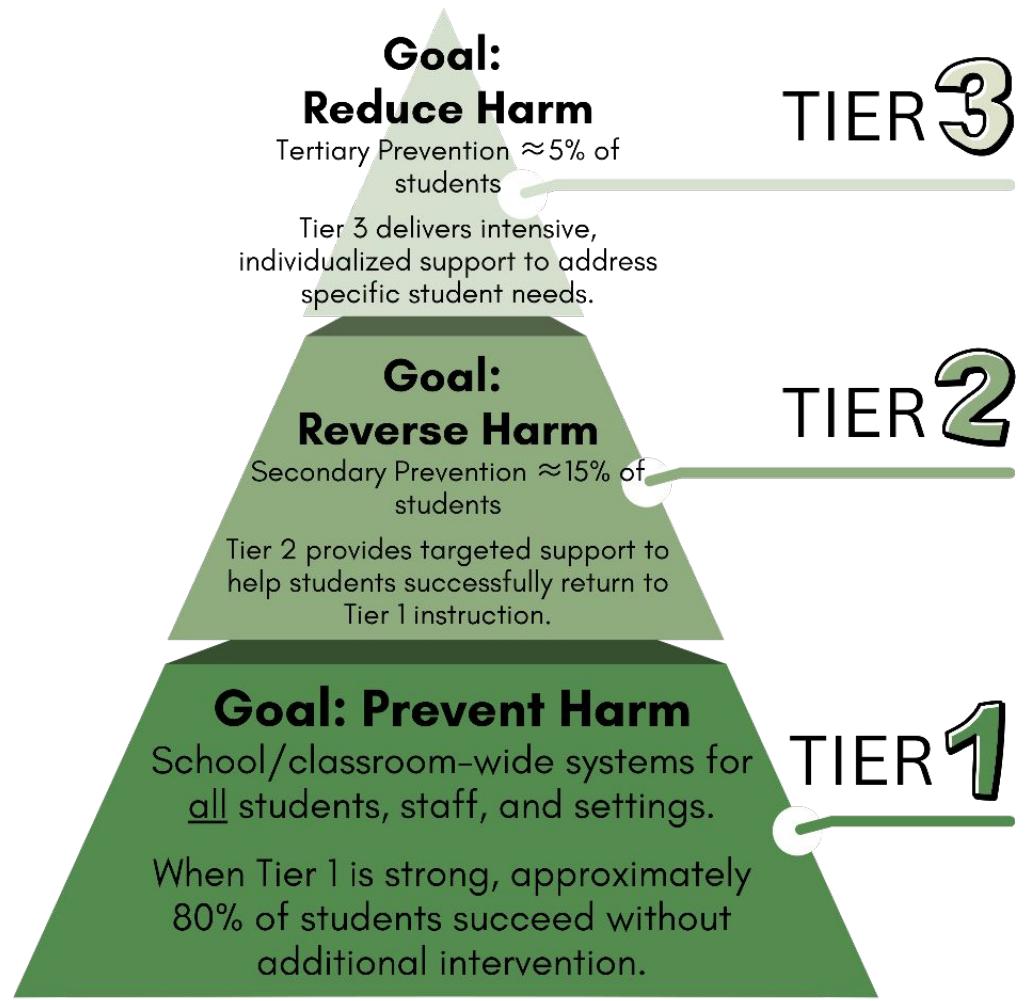
Perseverance—relentless correction of inappropriate behavior, holding to building procedures/exceptions

Accountability—weekly grade updates is necessary to hold accountability for students and teachers

Ex. end of the quarter drop 177 Fs
Monday ELO - Thursday ELO

Willingness—to invest time in planning high quality instruction

Teacher Expectations: Tier 1 Academics



- Tier 1 instruction requires reflection on and adjustment of:
- A willingness to try different Impactful teaching strategies
 - Solid instructional planning with relevant LI/SC
 - A plan to measure effectiveness of strategies implemented (80% Tier 1)
 - Be vulnerable about discussing strategies within PLC to improve your practice
 - Effectively utilizing instructional time provided



Effective Tier 1 Academic instruction is...

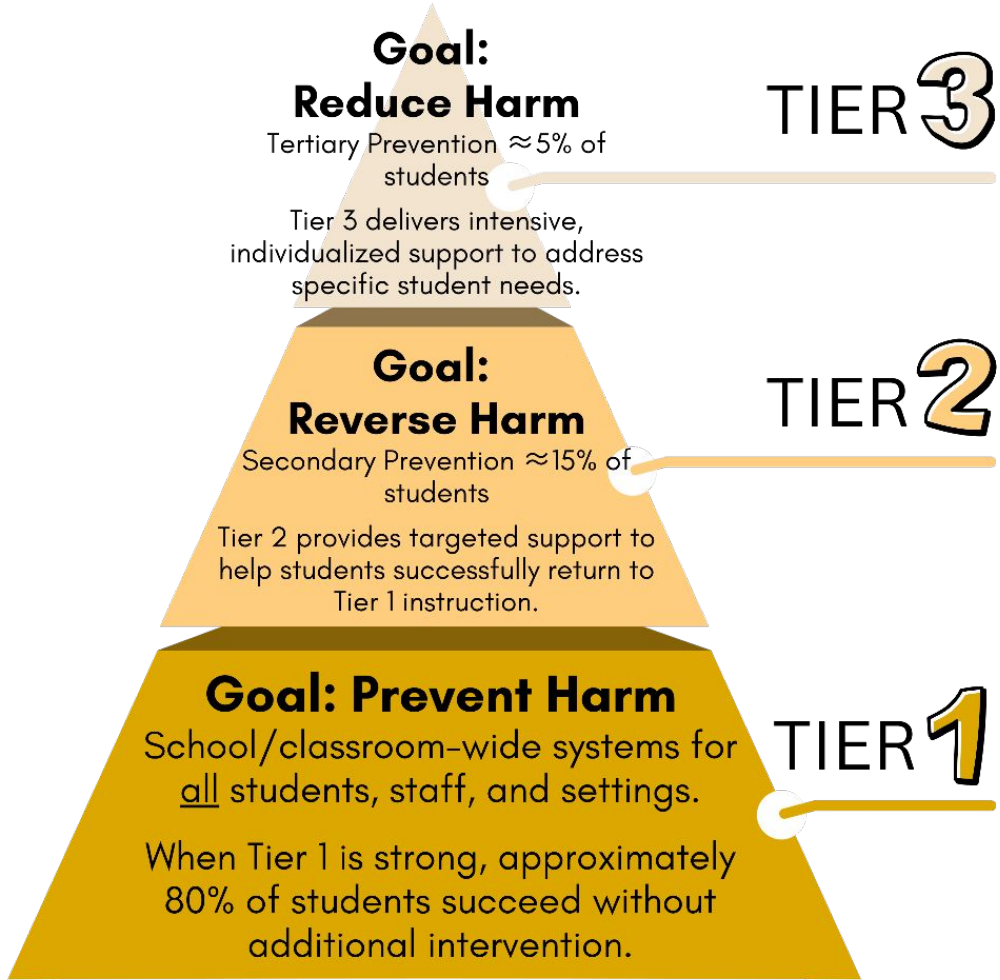
- Teachers actively teaching, modeling, and explaining learning
- Learning happening through interaction, not just task completion
- Instruction adjusting based on student evidence and understanding (80% Tier 1)
- Tools (like Google Classroom) supporting learning, not replacing instruction
- Grading accurately to reflect mastery of learning intentions.



Effective Tier 1 Academic instruction is NOT...

- Sitting at desk & not interacting with students
- Posting assignments without instruction & expecting students to learn independently without guidance
- Assuming completion equals understanding or that “covering content” is good enough
- Continuing to do something that hasn’t proven effective
- Grades reflecting compliance & “playing school” well

Teacher Expectations:
Tier 1 Behavior



- Tier 1 instruction requires reflection on and adjustment of:
- Consistent behavior expectations in your classroom
 - Explicitly teach behavior expectations
 - Relentlessly reinforcing classroom & building expectations
 - Supervise and correct building behavior (everyone's job)



Effective Tier 1 Behavior instruction is...

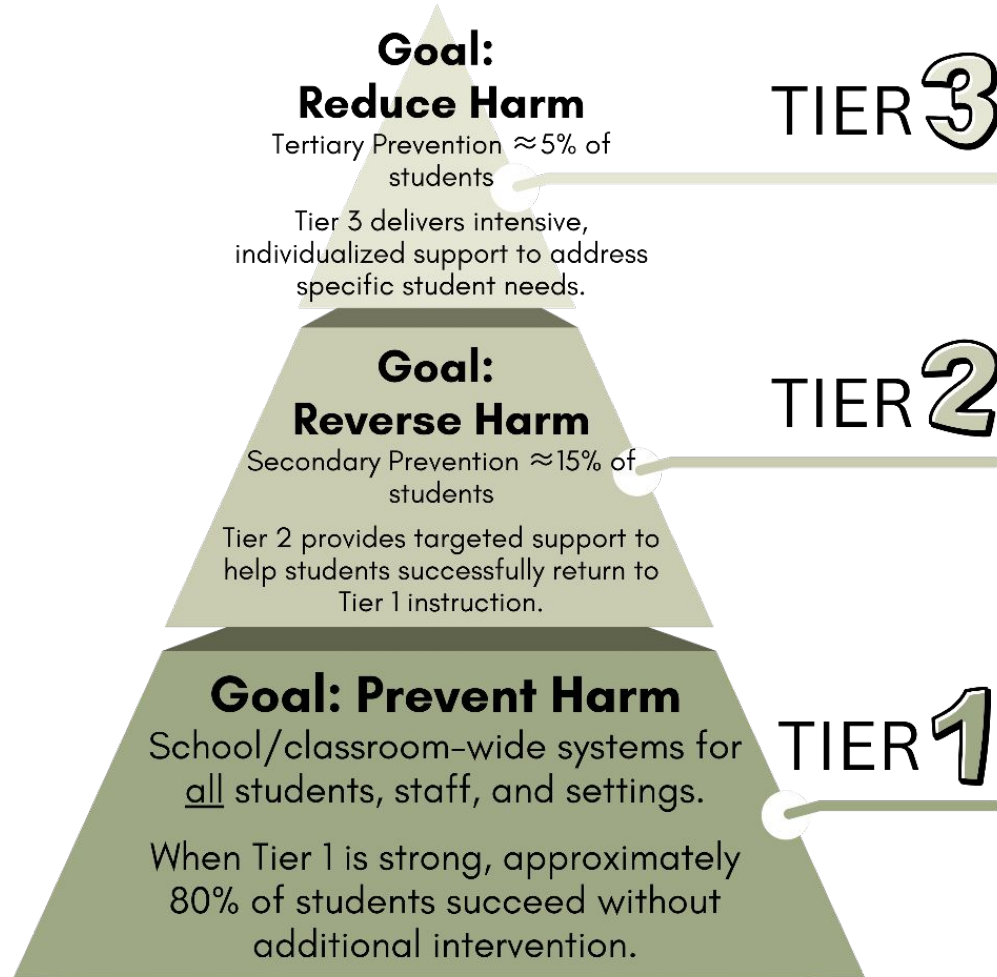
- Actively teaching, modeling, and explaining classroom behavior expectations
- Relentlessly correcting unmet expectations
- Actively supervising assigned areas and during all passing periods.
- Differentiating between major and minor unmet expectations



Effective Tier 1 Behavior instruction is NOT...

- Assuming students tacitly know every expectation in every classroom
- Assuming administrators are the only staff empowered to address and correct behaviors
- Ignoring scheduled supervision and barricading in the classroom
- Allowing a disruptive behavior to go unaddressed in your classroom.

Teacher Expectations:
Tier 1 Social Emotional



Tier 1 instruction requires reflection on and adjustment of:

- Relationship building with students
- Creating an environment where students can take risks in learning process (discussion, questioning)
- Implementing the ELO lesson plans daily including the SEL activities



Effective Tier 1 SEL instruction is...

- building a meaningful relationship with your students
- creating and maintaining a safe environment
- teaching ELO slides with fidelity every day
- holding yourself and your students accountable to meeting expectations



Effective Tier 1 SEL instruction is NOT...

- Assuming that if I say hi to a student I have a relationship with that student
- Assuming because a student is not completing homework or answering questions it is because they are disinterested or unwilling
- Expecting students to meet expectations we as teachers are unwilling to do ourselves



Hand Up Pair Up–Elevator Speech

1. Raise Hand, find a partner. Hands down. Wait for prompt.
2. Determine Person A & B based on prompt.
3. Person A: MTSS
4. Person B: Ci3T

Upcoming Tests

State Testing - March 23-April 17

ELA (Grade 10): March 25, 26, 27, 30

Science (Grade 11): April 8, 9, 10, 13

Math (Grade 10): April 14, 15, 16, 17

Upcoming Events

Junior/Senior Prom: Saturday, April 11 at 8:00 p.m. - The Temple

Senior Honors & Awards: Monday, May 4 at 6:00 p.m. - Auditorium

Expected Graduation Attendance: Sunday, May 17 at 5:00 p.m. - TPEC

LISC

Learning Intention:

We are learning how Ci3T is the umbrella that encompasses academic, behavioral, and social emotional tiers of prevention and are able to implement Tier 1 strategies.

Success Criteria:

We will be successful when we can:

- understand the basics of Ci3T at South High
- identify key strengths and opportunities shown in our building data
- use structured discussion protocols to interpret data and draw evidence-based conclusions
- connect engagement and movement data to Tier 1 classroom practices
- reflect on instructional moves or next steps to strengthen our own practice
- explain to a colleague how Ci3T weaves together all our building initiatives



To Do List

During your work day, before you leave for Spring Break, please:

- finalize your grades and turn them into Lynette via email
- take the PIRS survey (emailed to you this morning)
- make a plan for completing the SRSS-IE by March 26th
- clean up your classrooms, unplug electronics

