



In-Service

August 5, 2026



New Teachers

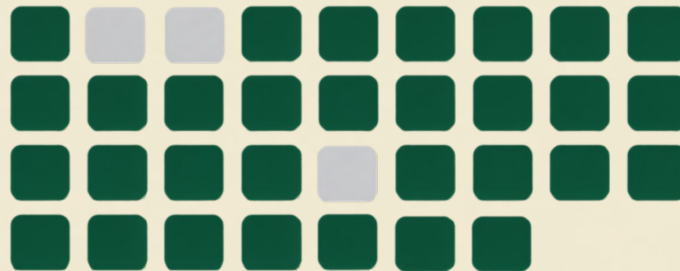
<u>Staff Member</u>	<u>Content Area</u>
Tamara Brooks	English
Natalie Pierce	Theatre
Elly Rodden	English
Marty Wendel	PE

Celebrations

- KAP Scores



- Compared to the same week last year, our chronic absenteeism rate was lower in 31 of 34 weeks (91%).



Improved (31 weeks)



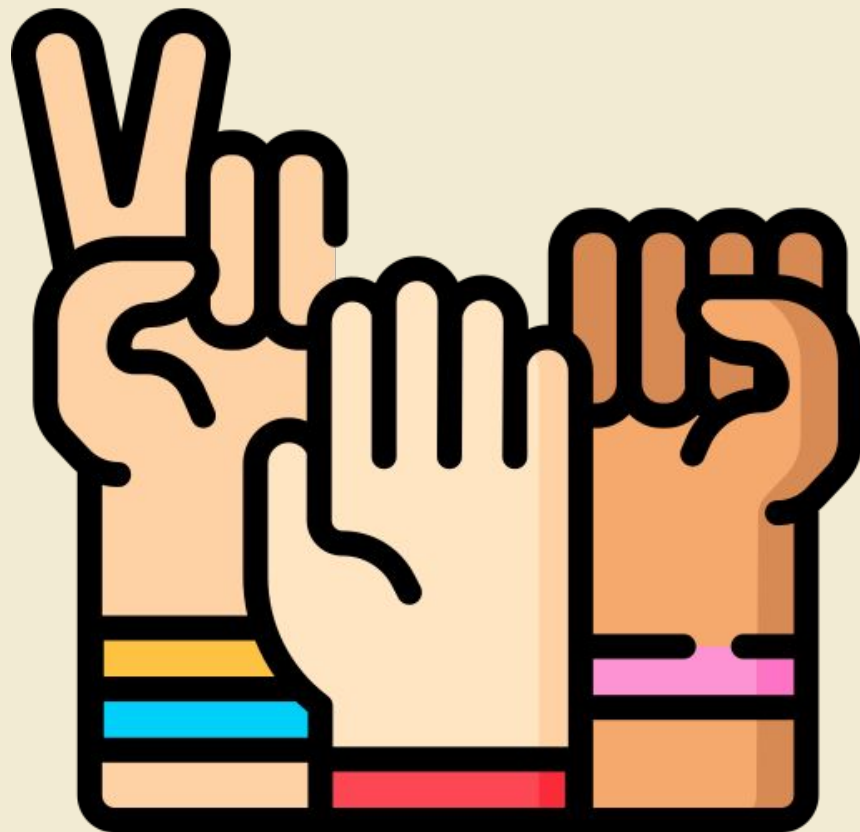
Not improved (3 weeks)

91%

of weeks
IMPROVED



Rock, Paper, Scissors





Learning Intention

- We are strengthening Tier 1 instruction and supports across our building.

Success Criteria

- I understand how today's learning connects to what I already do.
- I can identify one way to tighten my current Tier 1 practices.
- I can apply at least one strategy to strengthen my instruction or supports.

PAW Professional Learning Norms



PERSEVERANCE

Stay engaged through challenge and work together toward solutions.



ACCOUNTABILITY

Take collective ownership of our learning, meet shared expectations, and follow through on commitments.



WILLINGNESS

Be open to new ideas, participate fully, and respectfully consider the thoughts and perspectives of others.

How It All Fits Under the Umbrella



We are aligned from the district to our building to our classrooms, ensuring every student receives the support they need to learn, grow, and thrive.





District Vision & Mission

The vision of the Salina Public Schools is to transform Salina and the world.

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.





District Goal 1



Communication

Students will have the communication skills to achieve postsecondary success as measured by a 10% increase in the number of students performing at a level 3 or 4 on the Kansas Reading Assessment by 2027.

Students will have the communication skills to achieve postsecondary success as measured by a 13% decrease in the number of students performing at a Level 1 on the Kansas Reading Assessment by 2027.





District Goal 2



Critical Thinking

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

Students will have the critical thinking skills to achieve postsecondary success as measured by a 12% decrease in the number of students performing at a Level 1 on the Kansas Math Assessment by 2027.

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

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





District Goal 3



Social-Emotional

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

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





KESA Goal

Description of System Action

K–10 mathematics teachers will collaborate within building and district PLC opportunities to develop and align common assessments to the depth, breadth, and rigor of state standards and district curriculum. All students will have access to classroom instruction that utilizes district-adopted HQIM. Common assessments will be implemented and data will be analyzed to inform instructional decisions and support student learning.

6-Month Target (August 2026)

By 6 months, K–10 math PLCs will review curriculum alignment to state math standards and develop (secondary) or revise (elementary) first quarter common assessments aligned to state standards, district curriculum and HQIM.

1-Year Target (February 2027)

By 1 year, K–10 math PLCs will have created and aligned common assessments to state math standards, curriculum, and HQIM. Common assessment data will be utilized within PLCs to analyze student understanding and inform instructional decisions.



Salina Public Schools is focusing on strengthening Tier 1 and MTSS processes through the following actions:

- aligning instruction to breadth and depth of state standards through development of learning intentions and success criteria
- developing opportunities for student discussion and high-level questioning to impact engagement and increase critical thinking
- creating resources to explicitly teach academic, behavior, and social-emotional expectations to all students
- implementing balanced assessment practices to monitor learning and evaluate needs
- designing instruction that promotes student learning dispositions and a climate of belonging
- using district adopted high-quality instructional materials (HQIM)



Building Focus/Expectations

1. Reflect & refine practices–teacher efficacy
 - a. Leverage the use of PLC time
 - b. High quality planning: [Sample Lesson Plan Template](#)
 - c. Use LI & SC throughout lessons
 - d. Implement high-impact strategies related to our building goals
 - i. Student discussion
 - ii. High-level questioning
 - iii. Classroom interventions
2. Teach and implement the Ci3T expectations
 - a. Develop a positive classroom environment & positive student relationships
 - b. Take time for interventions (don't endure)
 - i. Use building resources
 1. Teams
 2. Counselors
 3. Administration
3. Follow expectations outlined in the teacher & student handbooks



Administrative Commitments

- Provide clear expectations
- Walk through classrooms & provide feedback
- Attend PLC meetings as an instructional partner
- Address staff who are not:
 - ◆ Meeting academic expectations
 - ◆ Attending meetings or providing feedback
 - ◆ Enforcing school policies & procedures
- Provide professional learning opportunities & a team approach to concerns/ideas
- Hold students accountable to school policies & procedures
- Supervise lunchroom and zones



Building Goal 1

Within each unit, 100% of teachers will implement or deepen at least two evidence-based student discussion strategies (e.g., Socratic Seminar, Think-Pair-Share, Fishbowl, Accountable Talk), with students demonstrating increased engagement and critical thinking skills. Teachers will engage in ongoing reflection as noted in the PLC Notes to assess the effectiveness of these strategies and adapt their practice based on student needs.



Building Goal 2

Within each unit, 100% of teachers will develop and implement one [questioning technique](#) (e.g. Bloom's Taxonomy, Webb's Depth of Knowledge, or the Question Formulation Technique) that moves students beyond recall-level thinking to foster deeper inquiry and analysis. Through reflective practice as noted in the PLC notes, teachers will analyze the impact of their questioning on student thinking and continuously refine their approach.



Building Goal 3

Throughout the school year, 100% of staff will consistently implement building-wide behavioral, academic, and social-emotional expectations as outlined in the [PAW matrix](#), creating a cohesive, predictable learning environment that supports student success and reinforces shared values across all spaces in the building. Staff will regularly reflect on their consistency, equity, and effectiveness in upholding expectations.



How Today Works

- Choose TWO sessions in each block (6 total for the day).
- Select what fits your needs and classroom.
- If a session is full, please join us in the commons!
- Use PLC time to apply your learning - you have a note sheet to help you keep track of great ideas!

Strengthening Tier 1 Academic Instruction

7:45 - 8:15:
Academic Session 1

8:20 - 8:50:
Academic Session 2

1

LISC That Actually Works

→ Create clear learning intentions and success criteria using a ready-to-use resource.

Presenter: D. Sheforgen
Location: Room 2306

2

PIPER in Practice w/ www.kialo-edu.com

→ Structure meaningful student discussions using an interactive platform that makes thinking visible.

Presenter: K. Fox
Location: Commons

3

Differentiation without Overwhelm

→ Use a simple system to adjust instruction without creating multiple lesson plans.

Presenter: N. Chamberlain
Location: Room 2219

4

Strengthening Tier 1 Behavior Supports

9:00 - 9:20:
Behavior Session 1

9:25 - 9:45:
Behavior Session 2

Classroom Management Reset

→ Use real-time tools and strategies to increase engagement and reduce off-task behavior.

Presenter: C. Carlson and
C. Stewart
Location: Room 2306

5

Behavior Through an MTSS Lens

→ Identify when to reteach, support, or refer using clear Tier 1-2-3 practices.

Presenters: J. Thornton &
K DeVoe
Location: Commons

6

Preventing Behavior Before it Starts

→ Apply engagement strategies that proactively reduce behavior issues before they begin.

Presenter: Chris Delay
Location: Room 2219

7

Strengthening Tier 1 Social-Emotional Supports

9:50 - 10:10:
SEL Session 1

10:15 - 10:35:
SEL Session 2

Building Belonging in ELO

→ Use structured activities to build authentic relationships and student connection.

Presenter: C Magnall &
S Zeiler
Location: Room 2306

8

PAW in Practice

→ Guide students in reflecting on PAW in a visible way.

Presenter: K Massey
and A Zadina
Location: Commons

9

Student Motivation and Engagement

→ Increase participation and voice using real-time, interactive student responses.

Presenter: D Weir
Location: Room 2219

Higher-Level Questioning

As we prepare for the school year, please take this anonymous survey regarding questioning in your classrooms to serve as our baseline data.

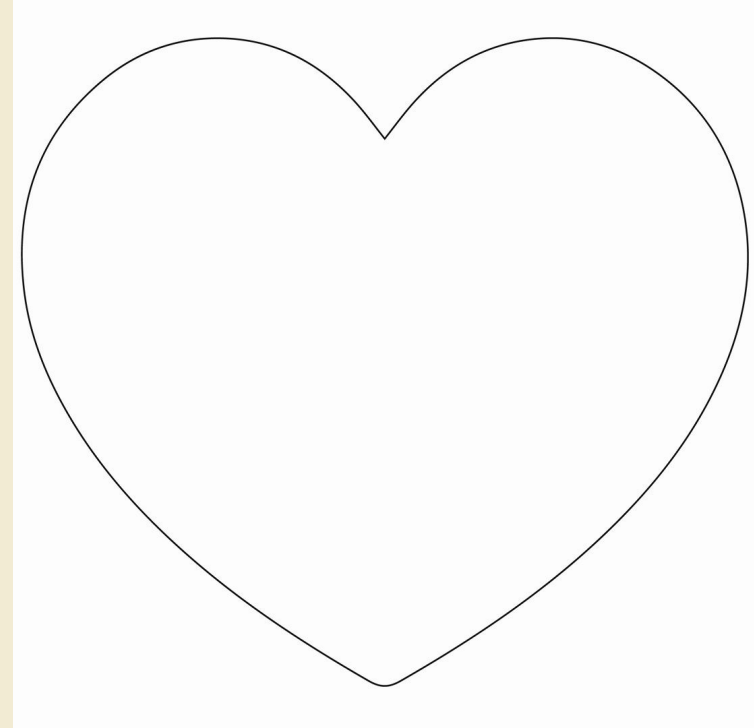


<https://tinyurl.com/questioning2627>



What's in your Heart?

1. Draw a heart on your paper
2. Outside of your heart, write or draw those things that weigh heavy on you as the new school year begins
3. Inside of your heart, write or draw the things that you're looking forward to this school year that help manage the heaviness





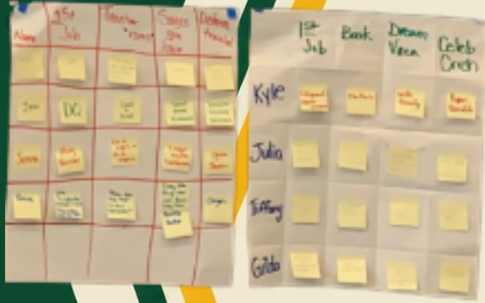
Connections Grid

Create a grid. Select a recorder & on chart paper create a five column grid. Leave the top row blank. Write group members names in the first column (left side of the grid) one name per row.



Amy				
Bob				
Chris				
Dawn				
Ellen				
Frank				

Connections Grid

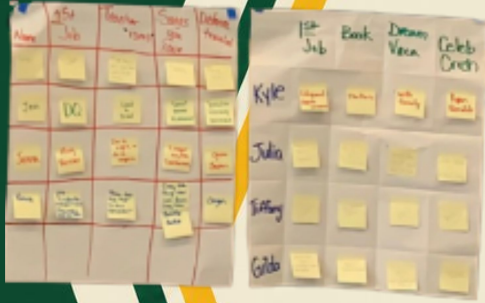


2. **Create categories.** Across the first row, determine topics to explore.
- Label the second column from left as “first teaching job”
 - Label the third column “song I secretly love”
 - For the remaining columns, select categories such as hobbies, foods, vacations, etc.

	1st Teaching Job	Song I Secretly Love		
Amy				
Bob				
Chris				
Dawn				
Ellen				
Frank				



Connections Grid

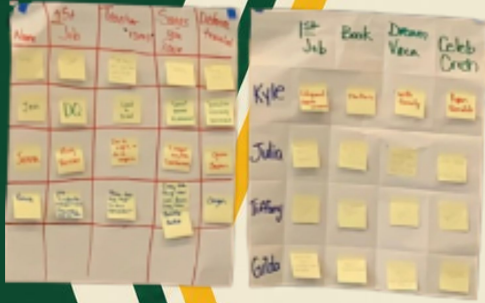


3. Quiet time to reflect & commit. Allow group members time to think about their responses before sharing them. Write each response on a separate post it note.

	1st Teaching Job	Song I Secretly Love	Team Choice	Team Choice
Amy				
Bob				
Chris				
Dawn				
Ellen				
Frank				



Connections Grid



4. Connections & Commonalities.

- Focus on one category at a time & share your responses while placing the post it on the grid.
- When finished sharing, find and discuss connections & commonalities.
- Decide who will share a summary of your connections with the staff.

	1st Teaching Job	Song I Secretly Love	Team Choice	Team Choice
Amy				
Bob				
Chris				
Dawn				
Ellen				
Frank				



Teacher Information

- Technology

- New Internet contract & Windows 11

- Facilities

- Hosting summer school, enrollment, etc.
- Repairing (5.+ million in storm damages across the district)

- Darcy Brown

- Thank you!

- Attendance

- State Guidance–New codes–NST



Teacher Information

- [Beginning of the Year Checklist](#)
- Absences
 - Enter them now!
- Kelly Education Services
 - More than doubled our sub pool
 - “No sub plans provided” is biggest reason why subs don’t take jobs & attaching lesson plans to absence will increase sub confidence/fill rate.
 - Under an hour = no sub needed, please try to arrange coverage and put in comments & communicate with Trista the actual time window that you need a sub and who you found to cover.
 - Fill rate by lead time entered: 5+ days = 83%, 4 = 70%, 3 = 65%, 2= 59%, 1= 43%, 0 = 27%
- [Lunch bell survey](#)



Why?

- Maintains integrity of reset-time between lunch periods
- Consistent structure for students
- Release time out of the hands of the teacher
 - Especially important for subs

Note: Students are released back to class at the end of their lunch period by cafeteria supervisors

<https://tinyurl.com/3n7hwd2e>



PLC Time Expectations

- Department Housekeeping
- Department & Subject PLC Meeting Dates
- Building Goals Review
- Instructional resources; locations, availability of support; summer curriculum work
- What data will be collected and analyzed throughout the year?
 - Provide feedback on draft of walk-through tool
 - Make a plan to talk about walk-through data
- Collaborative space expectations
- Beginning of the Year Checklist



What to Expect Tomorrow, August 6th

Breakfast 7:30 and Welcome at 8:00 Central High School

Building meeting @ 9:30 (or 30 minutes after welcome meeting)

Questions?

If you haven't checked your email, please do so and reply to Krista's "enticing offer" email ASAP

