

SARALAND BOARD OF EDUCATION



VISION STATEMENT

The vision of Saraland City School System is to build a world class educational system for our children.

MISSION STATEMENT

The mission of Saraland City Schools is to ensure that all students realize their unique potential in a school system characterized by dedicated and exemplary staff, a supportive and involved community, recognition and celebration of diversity, optimal utilization of resources, uncompromising commitment to excellence, and willingness to affect change.

Saraland High School

PD, Institute, Faculty Meetings Schedule

All Meetings will be held in the cafeteria unless otherwise stated

Friday, July 29, 2016

8:00-3:30	New Teacher Institute (District Level)	SBOE
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Monday, August 1, 2016

8:30-10:30	Teacher Institute (District Level)	PAC
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10:30-10:45	Continental Breakfast (Student Council)	Café
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10:45-10:15	"Break the Ice" Introductions	Spondike
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11:15-12:00	*Room Locations	Spondike
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*Hanging items on walls

*Web page by August 31

*Teaching Assignments

*Essential Needs List

*Evacuations

*Overview of Calendar

*Football Sign-up

*Club Sign-up

12:15-1:00	Lunch (on your own)	
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1:00-3:00	Moving classrooms	
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1:00-1:20	Sharp Copier Presentation *Math/Science	Mr. Bush
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1:20-1:40	Sharp Copier Presentation *Eng/S.S.	
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1:40-2:00	Sharp Copier Presentation *Electives	
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Tuesday, August 2, 2016

7:15-7:45	Breakfast (PTO)	Cafe
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8:00-11:00	Dyslexia Training (All Core/SPED)	201/300
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<https://pdweb.alsde.edu/pdweb/login>
PD Title SHS 16_17_1

8:00-11:00	Elective Teachers work in classroom	
11:00-11:55	Lunch (on your own)	
11:55-1:00	Universal Precautions https://pdweb.alsde.edu/pdweb/login PD Title SHS 16_17_3	Collins
1:00-3:00	*Aspire Data *Duty Roster *Discipline/Positive Referrals *Bell Schedule *Accountant Procedures +Kelly Services +ESS Time Sheets *Fees- All Teachers must collect *Homeroom/Attendance *1 thru 5 Day Counts (See attached handout)	Spondike

Wednesday, August 3, 2016

8:00-9:30	Compass Learning (S.S./Sci Core Teachers) https://pdweb.alsde.edu/pdweb/login PD Title SHS 16_17_2	222
8:00-9:30	Faculty (Math/Eng/Elective Teachers) *Policy Handbook/Procedures *Grading *iNOW *Professional Dress	Spondike
9:30-11:00	Compass Learning (Math/Eng/Elective Teachers) https://pdweb.alsde.edu/pdweb/login PD Title SHS 16_17_2	222
9:30-11:00	Faculty (S.S./Sci/Elective Teachers) *Policy Handbook/Procedures *Grading *iNOW (Categories, entries, Standard Based Assessment, APP)	Spondike

*Professional Dress

11:00-12:00

Lunch (Atlanta Bread Co.) Administration

Café

12:00-2:30

*Lesson Plans

Spondike

*Educate Alabama

*Parent Compacts

*Website

*IEP'S

*RTI

*Dismissal of Busses

*Leaving Campus (Teachers & Staff)

2:30-3:00

New Teacher Information

Riley/Spondike

Saraland High School Sign In Sheet

Date 8/3/16

Topic Institute

Purpose Policy Handbook (procedures), grading, INOW (Categories, entries, Standard Based Assessment)

Presenter/Administrator APP B. Spandike

Teacher signature required/Position

Austin, P. [Signature]

Baldwin, C. [Signature]

Beasley, C. [Signature]

Boutwell, B. [Signature]

Breland, C. [Signature]

Bryant, M. [Signature]

Carmichael, R. [Signature]

Chitwood, S. _____

Cozad, G. [Signature]

Crane, A. [Signature]

Crane, V. _____

Croley, S. _____

Cunningham, J. [Signature]

Cunningham, L. [Signature]

Davidson, C. [Signature]

Driver, M. [Signature]

Easley, M. [Signature]

Edge, T. [Signature]

Edwards, C. [Signature]

Fancher, C. [Signature]

Finnigan, B. _____

Graham, R. _____

Granade, K. _____

Grogan, C. [Signature]

Hall, S. [Signature]

Hill, H. [Signature]

Huff, S. [Signature]

Inman, D. [Signature]

Johnson, L. [Signature]

Jemison, D. _____

Jones, S. [Signature]

Keasler, H. _____

Kelly, C. _____

Kelly, J. _____

Kelly, L. L. Kelly

Lange, A. Anna Lange

Larson, R. R. Larson

Little, L. L. Little

Malone, E. E. Malone

Mason, D. D. Mason

McCollum, D. D. McCollum

McKinley, J. J. McKinley

McNellage, J. J. McNellage

McWain, A. A. McWain

Moody, S. S. Moody

Murphy, R. R. Murphy

Parkin, M. M. Parkin

Ray, L. _____

Riley, D. _____

Roberts, D. D. Roberts

Roberts, R. R. Roberts

Ross, K. K. Ross

Ryan, A. A. Ryan

Simmons, L. L. Simmons

Skidmore, K. K. Skidmore

Skoglund, A. _____

Smith, M. M. Smith

Smith, S. S. Smith

Spondike, B. _____

Spradlin, L. L. Spradlin

Steele, J. J. Steele

Stefurak, R. R. Stefurak

Stinson, J. J. Stinson

Stringer, J. _____

Sunnycalb, D. D. Sunnycalb

Thames, T. T. Thames

Walker, T. T. Walker

Ward, J. _____

Watts, T. _____

West, C. C. West

Whitlock, S. S. Whitlock

Whitten, J. J. Whitten

Wiggins, C. _____

Wilkerson, D. D. Wilkerson

Willard, M. M. Willard

Williamson, M. M. Williamson

Wood, C. C. Wood

W. J. [unclear] 11/6

Saraland High School Sign In Sheet

Date 8/2/16

Topic Teacher Institute

Purpose * Universal Precautions

Presenter/Administrator Beverly Spondike ; Diana Collins

Teacher signature required/Position

Austin, P. [Signature]

Baldwin, C. [Signature]

Beasley, C. [Signature]

Boutwell, B. [Signature]

Breland, C. [Signature]

Bryant, M. [Signature]

Carmichael, R. [Signature]

Chitwood, S. [Signature]

Cozad, G. [Signature]

Crane, A. [Signature]

Crane, V. _____

Croley, S. [Signature]

Cunningham, J. [Signature]

Cunningham, L. [Signature]

Davidson, C. [Signature]

Driver, M. [Signature]

Easley, M. [Signature]

Edge, T. [Signature]

Edwards, C. [Signature]

Fancher, C. [Signature]

Finnigan, B. [Signature]

Graham, R. [Signature]

Granade, K. [Signature]

Grogan, C. [Signature]

Hall, S. [Signature]

Hill, H. [Signature]

Huff, S. [Signature]

Inman, D. [Signature]

Johnson, L. [Signature]

Jemison, D. _____

Jones, S. [Signature]

Keasler, H. _____

Kelly, C. Cassandra Kelly

Kelly, J. J Kelly

Kelly, L. Lisa Kelly

Lange, A. Anna Lange

Larson, R. R Larson

Little, L. L Little

Malone, E. E Malone

Mason, D. D Mason

McCollum, D. D McCollum

McKinley, J. McKinley

McNellage, J. J McNellage

McWain, A. A McWain

Moody, S. S Moody

Murphy, R. R Murphy

Parkin, M. M Parkin

Ray, L. L Ray

Riley, D. D Riley

Roberts, D. D Roberts

Roberts, R. R Roberts

Ross, K. K Ross

Ryan, A. A Ryan

Simmons, L. L Simmons

Skidmore, K. K Skidmore

Skoglund, A. A Skoglund

Smith, M. M Smith

Smith, S. S Smith

Spondike, B. B Spondike

Spradlin, L. L Spradlin

Steele, J. J Steele

Stefurak, R. R Stefurak

Stinson, J. J Stinson

Stringer, J. J Stringer

Sunnycalb, S. S Sunnycalb

Thames, T. T Thames

Walker, T. T Walker

Ward, J. J Ward

Watts, T. T Watts

West, C. C West

Whitlock, S. S Whitlock

Whitten, J. J Whitten

Wiggins, C. C Wiggins

Wilkerson, D. D Wilkerson

Willard, M. M Willard

Williamson, M. M Williamson

Wood, C. C Wood

Beverly Spondike

From: [REDACTED] >
Sent: Wednesday, March 02, 2016 8:36 AM
Subject: SSAB - Foundation for Education
Attachments: FFE Application.doc

SSAB is proud and honored for the continued association with your school and able to contribute to it success!

Find attached the Application for Funding from the SSAB Foundation for Education. The amount that will be distributed to your school for this year will be \$10,000.00.

Please complete the application and return by Thursday, March 10, 2016, or sooner. The application will be reviewed by the committee and after approval, a check will be awarded to your school. If you are unable to return the application by this date, please let me know.

Remember, these funds need to be spent for learning tools for the students.

Please confirm that you received this e-mail. If you have any questions on this, please let me know.

Thanks!

[REDACTED]
Assistant to General Manager
SSAB Alabama
662-4772

Grant opportunity to
enhance and create
equitable educational
programs and learning
experiences for all
students...



SSAB Foundation for Education
 12400 Highway 43 North
 Axis, AL 36505
 Phone (251) 662-4772
 Fax (251) 662-4379

Application for Funding

*Use of SSAB
 Grant.*

Date: March 8, 2016

School: Saraland High School

Current Headcount: 1,007

Person Submitting Application: Beverly Spondike, Principal

Phone #: 251-602-8970

Description of Project: (Briefly describe the project, its anticipated cost and duration, and the Grade(s) and number of participants. If space is insufficient, please attach details.)

1 Chromebook/Laptop Charging Cart

Over the past five years, Saraland High School has increased student enrollment by 454 pupils. With constant growth, the need for additional technology has increased as well. In order to accommodate more teachers/students with technology needed for learning activities, a rolling computer cart will enable them to achieve additional opportunities such as, the use of online programs to practice for the ACT Aspire and ACT Plus Writing. The cost for the cart to store the chromebooks is \$825.95.

27 Chromebook Computers

Chromebooks are designed to be used primarily while connected to the Internet, with most applications and documents living in the cloud. As a result, these computers have proven to be very cost efficient and education friendly. Purchasing 27 chromebooks for the rolling cart would enable teachers/students to remain in their classroom while utilizing the computers for learning activities. The cost for the 27 chromebooks is \$9,174.05. These two purchases total \$10,000.00.

Signature of Person Submitting Application: *Beverly J. Spondike*
 Signature of School Principal: *Beverly J. Spondike*

SSAB Foundation for Education is a 501(c) registered non-profit corporation devoted to the advancement of public education in Alabama.

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www.ssab.com

Pride Surveys Questionnaire for Grades 6 thru 12 Executive Summary

Saraland High School

Saraland, AL

May 05, 2016



PRIDE SURVEYS
2140 Newmarket Pkwy, #116
Marietta, GA 30067
T 800-279-6361
F 770-726-9327
www.pridesurveys.com

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Survey Results

1 Introduction

If you have questions about this report or if you wish to have information on other *Pride Surveys* services and products, please call the *Pride Surveys* Office or write to the following address:

The *Pride Surveys* staff has reviewed the education legislation, No Child Left Behind (NCLB), and attended meetings in Washington, D.C., with USDOE for briefings on the legislation. This summary and the complete report on your CD-ROM are intended to assist you in meeting the requirements of NCLB.

Under the NCLB, schools are required to establish a Uniform Management and Information Reporting System. The collected data, from *anonymous student surveys*, shall include:

"...the incidence and prevalence, age of onset, perception of social disapproval of drug use and violence by youth in schools and communities".

The graphs and tables in this summary are compiled from data collected in your school(s) using the *Pride Surveys Questionnaire for Grades 6-12*. These graphs and tables cover the areas typically of most interest for school systems. The areas covered are demographics, past 30 day drug use, perception of risk, students' perception of parental and peer disapproval, age of first use, violence indicators, where and when students use drugs, school and community safety, and risk and protective factors. The drugs covered in this summary are cigarette/tobacco use, alcohol use, marijuana use, and prescription drug use.

This summary and the accompanying CD-ROM (full report) will assist you in meeting the requirements of NCLB and requirements from agencies that have similar requirements in assessment and evaluation.

NOTE: THIS IS ONLY A BRIEF SUMMARY OF YOUR RESULTS. YOUR FULL AND COMPLETE REPORT CAN BE FOUND ON YOUR CD-ROM.

Pride Surveys
2140 Newmarket Pkwy SE
Suite 116
Marietta, GA 30067
1-800-279-6361
1-770-726-9327
E-Mail: info@pridesurveys.com
Web Site: www.pridesurveys.com

2 Demographics

Total number of students surveyed: 303

- Number of 9th grade students surveyed: 98 (32.3%)
- Number of 10th grade students surveyed: 113 (37.3%)
- Number of 11th grade students surveyed: 57 (18.8%)
- Number of 12th grade students surveyed: 35 (11.6%)

Breakdown by sex - it is possible for the sum of the numbers by sex to be less than the overall total since not all students will answer the sex question.

- Number of Male students surveyed: 148 (52.7%)
- Number of Female students surveyed: 133 (47.3%)

3 Past 30 Day Drug Use

NOTE: For tables, *N of Valid* is the number of students who answered the question and *N of Missing* is the number of students who did not answer the question.

Table 1: Past 30 Day Use - Cigarettes

Grade Level	N of Valid	N of Miss	30 Day Use
9th	97	1	2.1
10th	110	3	6.2
11th	57	0	1.8
12th	35	0	8.6
9-12	299	4	5.0
Total	299	4	5.0

Table 2: Past 30 Day Use - Alcohol

Grade Level	N of Valid	N of Miss	30 Day Use
9th	98	0	18.4
10th	110	3	20.9
11th	57	0	14.0
12th	35	0	25.7
9-12	300	3	19.3
Total	300	3	19.3

Table 3: Past 30 Day Use - Marijuana

Grade Level	N of Valid	N of Miss	30 Day Use
9th	98	0	3.1
10th	110	3	10.0
11th	57	0	1.8
12th	35	0	11.4
9-12	300	3	6.3
Total	300	3	6.3

Table 4: Past 30 Day Use - Prescription Drugs

Grade Level	N of Valid	N of Miss	30 Day Use
9th	98	0	3.1
10th	110	3	3.6
11th	57	0	1.8
12th	35	0	5.7
9-12	300	3	3.3
Total	300	3	3.3

Typically, students perceive a decreasing amount of disapproval from their friends as they grow older. This is helpful in understanding peer pressure. The following tables detail your students' responses to their friends' disapproval.

Table 13: Students' Perception of Friends' Disapproval of Use of Tobacco

Grade Level	N of Valid	N of Miss	Wrong or Very Wrong
9th	95	3	73.7
10th	105	8	61.9
11th	57	0	63.2
12th	34	1	70.6
9-12	291	12	67.0
Total	291	12	67.0

Table 14: Students' Perception of Friends' Disapproval of Use of Alcohol

Grade Level	N of Valid	N of Miss	Wrong or Very Wrong
9th	95	3	70.5
10th	106	7	55.7
11th	57	0	66.7
12th	34	1	67.6
9-12	292	11	64.0
Total	292	11	64.0

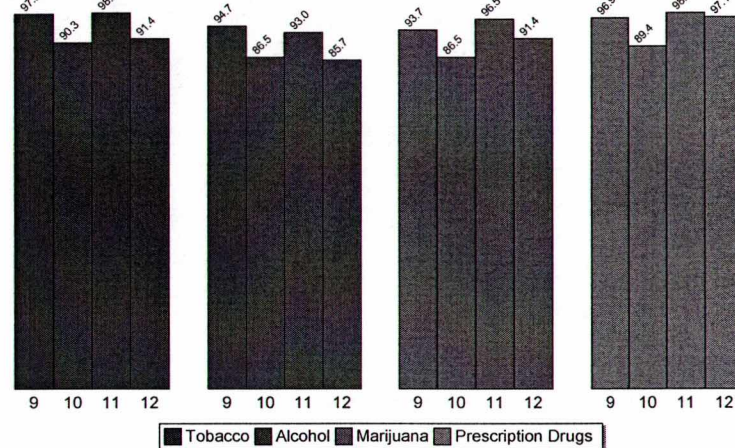
Table 15: Students' Perception of Friends' Disapproval of Use of Marijuana

Grade Level	N of Valid	N of Miss	Wrong or Very Wrong
9th	95	3	80.0
10th	106	7	62.3
11th	57	0	70.2
12th	34	1	76.5
9-12	292	11	71.2
Total	292	11	71.2

Table 16: Students' Perception of Friends' Disapproval of Use of Prescription Drugs

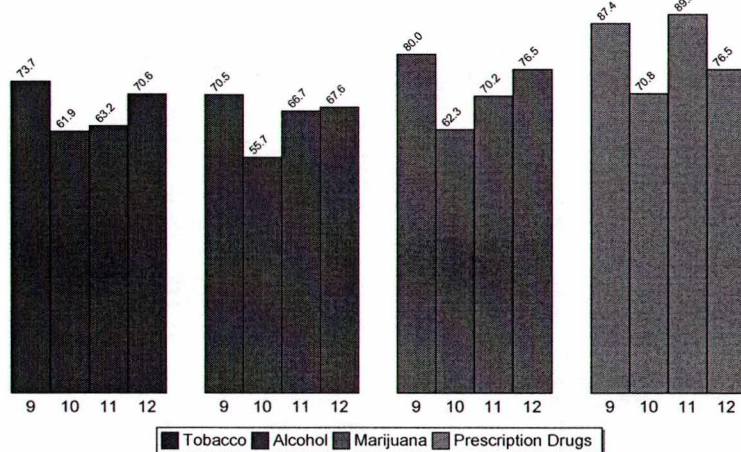
Grade Level	N of Valid	N of Miss	Wrong or Very Wrong
9th	95	3	87.4
10th	106	7	70.8
11th	57	0	89.5
12th	34	1	76.5
9-12	292	11	80.5
Total	292	11	80.5

% Perceive Parents Feel It Is Wrong or Very Wrong For Students To Use Tobacco, Alcohol, Marijuana and Prescription Drugs



Source: Pride Surveys

% Perceive Friends Feel It Is Wrong or Very Wrong For Students To Use Tobacco, Alcohol, Marijuana and Prescription Drugs



Source: Pride Surveys

6 Age of First Use

The question *At what age did you first use...* is used to measure this statistic. The possible responses to this question range from *10 or Under* to *17 or Older* and *Never Used*. The table shows the average age of first use for those students who answered the question with a response other than *Never Used*.

Table 17: When did you first use any tobacco?

Grade Level	N of Valid	N of Miss	Avg Age
9th	15	83	12.9
10th	19	94	12.8
11th	13	44	13.5
12th	8	27	14.1
9-12	55	248	13.2
Total	55	248	13.2

Table 18: When did you first use any alcohol?

Grade Level	N of Valid	N of Miss	Avg Age
9th	38	60	13.1
10th	52	61	13.3
11th	29	28	14.3
12th	14	21	14.2
9-12	133	170	13.5
Total	133	170	13.5

Table 19: When did you first use any marijuana?

Grade Level	N of Valid	N of Miss	Avg Age
9th	4	94	13.0
10th	15	98	13.7
11th	5	52	15.4
12th	6	29	14.3
9-12	30	273	14.0
Total	30	273	14.0

Table 20: When did you first use any prescription drugs?

Grade Level	N of Valid	N of Miss	Avg Age
9th	3	95	13.3
10th	3	110	12.7
11th	4	53	15.5
12th	2	33	13.5
9-12	12	291	13.9
Total	12	291	13.9

Saraland High School
Compass Learning Training
 Science, Social Studies, and Special Education Teachers

August 3, 2016

~~8:00~~ 9:30 am - 11:00 am

8:00 - 9:30 AGENDA

1 1/2 hrs
 8/26/16
 [Signature]

Assignment Builder

Millie Tavarez-Aponte

Archive Builder

Question and Answer

MEETING PARTICIPANTS

Name (First and Last)	School/Central Office	Position
R. Carmichael	SHS	teach
R. Roberts	SHS	teacher
Jeremy Stinson	SHS	Teacher
Drew Inman	SHS	teacher
M. Williamson	SHS	Teacher
Ma # Par kin	SHS	Teacher
Michael Smith	SHS	Teacher
Tiffani Walker	SHS	teacher
Jodie McKinley	SHS	Teacher
Makenzie Eastley	SHS	teacher
Sharie Whitlock	SHS	teacher
Greg Cozud	SHS	Teacher.
Anitra Skoglund	SHS	Counselor
Emily Malone	SHS	teacher
Randall Larson	SHS	Teacher



MUST KNOW:

CREATING A CLASS

1. Select **My Students** on navigation bar.
2. Select **Students & Classes**.
3. Select **New → Class**.
4. Class pop up box appears → **Type your class name**.
5. Other options are optional.
6. **Click Save.**
(Your new class will save under **My Classes**.)

FINDING THE STUDENTS IN THE SCHOOL DATABASE AND ADDING TO MY CLASS

1. Go to **My Students** Tab.
2. On Left click on **My School** and **Students**.
3. Once you locate the student, click on the box next to student you want in your class. (To locate students, you can use the search box or use grade level filters on the lower left.)
4. Click **Actions**, **Add to Class**, Click on **class name** and **Add**.

Note: You may have the need to remove a student from your class list. To do this, find the student name, click on the box next to the name, Select **Action**, then select **remove from class**. This removes the student from your class and returns the profile to the school database. It does not delete the student profile.

IMPORTANT: What do I do if I cannot find a student's name in the school database? You may need to contact your school administrator so that the student profile can be entered. Where applicable, you may create a new student profile using the student naming conventions that already exists in your school/district.



SHOULD KNOW:

BUILDING CUSTOM ASSIGNMENTS

There are several ways to build custom assignments. Consider the reason for your customization:

- Do I want an assignment based on a topic or skill? Or do I want to search using a standard code?
- Is this assignment for a specific student that needs a sequence of skills?
- How much time does the student have to complete this assignment? (week, month, quarter, semester). This will help determine the length of the assignment.

1. Select **Courses and Assignments**.
2. Click **Assignment Builder**.

→To search by skill or chapter names:

3. Select **Odyssey Curriculum** (default) to view subjects by Chapters/Lessons/Activities.
4. Click down arrow to select a **Subject**.
5. Click on the **HS subject** you will use.
On Upper right, select to View by:
 - a. **Sequences** (chapters/lessons), **Skills**, or **Standards**
6. Select **HS** for level.

→To search by standards:

7. Select the **Standards** button on top or you will see a **Common Core** button as well. Select your preference.
8. Click on the standard to view content and descriptions.
9. Click on **standard code** to reveal the activities.
10. Click individual **activity titles** to preview the online activity (activity #s appear on this level).
11. To select activities to include in your assignment, **click in the select box** to the left of the title (*multiple activities may be selected.*)



ARI Dyslexia Simulation Training
Saraland High School – Room 201
August 2, 2016
8:00 am – 11:00 am

3 hrs
 [Signature]

Agenda

ARI Dyslexia Simulation Training

SDE ARI Specialist

Question and Answer

Meeting Participants

Name	School/Central Office	Position
Stacy Hall	SHS	SPED
Valerie Washburn	SMS	Teacher - SS 7/8
Mackenzie Yancey	SMS	Math - 7
Nancy Springer	SMS	Math - 8
Carolanne Gregan	SHS	Science
Cory Wiggins	SHS	SPED
SHEA BLANCHARD	SMS	PARAPROFESSIONAL
Kaysie Meacham	SMS	science/Reading 6
Anna Lange	SHS	English 10
Sonja Yates	Central Office	Dyslexia/Homebound
Dana Wilkerson	SHS	Teacher - Math
Summer Huff	SHS	Teacher - Math
Rachel Roberts	SHS	Teacher - Science
Devin Roberts	SHS	Teacher Math

Name	School/Central Office	Position
Brian Finnigan	Saraland H.S.	Assistant Principal
Darrell McCollum	Saraland H.S.	teacher
Daphne Hany	ALVA	Teacher
New Inman	Saraland H.S.	Teacher
Sharie Whitlock	Saraland H.S.	teacher
Makenzie Easley	SHS	teacher
Tracy Edge	SHS	teacher - Social Studies
Tiffani Walker	SHS	teacher
B. Carmichael	SHS	teacher
Janna Conlin	SES	teacher
Jiffany Gibbs	SES	LMS
Jeryl Schlotman	SES	teacher
Kristen Young	SES	Teacher
Emily Malone	SHS	Teacher
Matt Parker	SHS	Teacher

SIGN IN SHEET -- Department Meeting

3/18/2016

1 Randy Larson

2 Matt Williamson

3 Michael Watkins

4 A Skoelund

5 P Campbell

6 Nancy Cox

7 [Signature]

8
9 M Cozart

10

11

12

13

14

Social Studies Department Meeting

3/18/16

Teachers Present

Robin Carmichael
Tracy Edge
Randall Larson
Anitra Skoglund
Andy Ryan
Matt Williamson
Greg Cozad
Mike Watkins

Agenda

1. Make sure our gradebook has 3 categories.
2. Make sure to have the appropriate number of grades for each category.
3. Verifications must be turned in by Monday
4. Discussed CCRS Reading & Writing standards
5. Put CCRS reading and writing standards in lesson plans and curriculum writing
6. Work on reading skills and vocabulary with Social Studies students
7. Emphasis on ACT Practice tests
8. Be aware that our department has a Chrome Book Cart now.

CCRS Writing Standards

- : Write arguments focused on discipline-specific content
- 1:A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 1:B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- 1:C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.
- 1:D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1:E Provide a concluding statement or section that follows from or supports the argument presented.
- 2: Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 2:A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
- 2: B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 2: C Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- 2: D Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as the expertise of likely readers.
- 2:E Provide a concluding statement or section that follows from and supports the information or explanation provided (articulating implications or the significance of the topic).
- 3: Narrative skills continue to grow in these grades. Incorporate narrative elements effectively into arguments and informative/explanatory texts. Students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
- 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9: Draw evidence from informational texts to support analysis, reflection, and research.
- 10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

CCRS Reading Standards

- 1: 9-10 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of this information
- 1: 11-12 Cite, specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2: 9-10 determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2: 11-12 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3: 9-10 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3: 11-12 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence
- 4: 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/ social studies
- 4: 11-12 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses or refines the meaning of a key term over the course of a text.
- 5: 9-10 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- 5: 11-12 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6: 9-10 compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6: 11-12 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7: 9-10 Integrate visual information
- 7: 11-12 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively as well as in words) in order to address a question or solve a problem.
- 8: 9-10 assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8: 11-12 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9: 9-10 Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9: 11-12 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 10: 9-10 By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.
- 10: 11-12 By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

PROFESSIONAL LEARNING COMMUNITIES IN ACTION

<p>Administrative Team Members in Attendance: C. White J. Rowland Amber Gray Rhonda Prince K. Ross M. Parks</p>	<p>Date: 11/27/16 Time: Purpose of Meeting: <input type="checkbox"/> Review of Data <input type="checkbox"/> Plan <input type="checkbox"/> Examine Student Work <input type="checkbox"/> Solve Instructional Problem <input checked="" type="checkbox"/> Other (specify) turnaround training</p>	<p>Need-Based Focus for Meeting: Objective: essential questions learning targets Big idea DOK</p>
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Minutes of Meeting: Reviewed the 7 Norms of Collaboration and how to successfully collaborate. We discussed the focus of our PLT. Teachers were given a list of routine tasks and asked to determine the DOK level. We then discussed the crosscutting concepts and how they progress across the grade levels. We identified the components of an essential question and discussed the proper use of essential questions and learning targets. We also reviewed how to unpack a standard.

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Administrator Signature _____ **Date** _____

Comments:

Saraland City Schools Vertical Alignment Meeting

AMSTI Turnaround Training

- Review the Norms of Collaboration
- PLT 3 Big Ideas
 - Learning is the fundamental purpose
 - Establish a collaborative culture
 - Assess effectiveness on results
- Determining DOK levels with routine tasks
- Crosscutting concepts are “common themes”
- Brainstorm about essential questions
- Unpacking standards
- Learning Targets

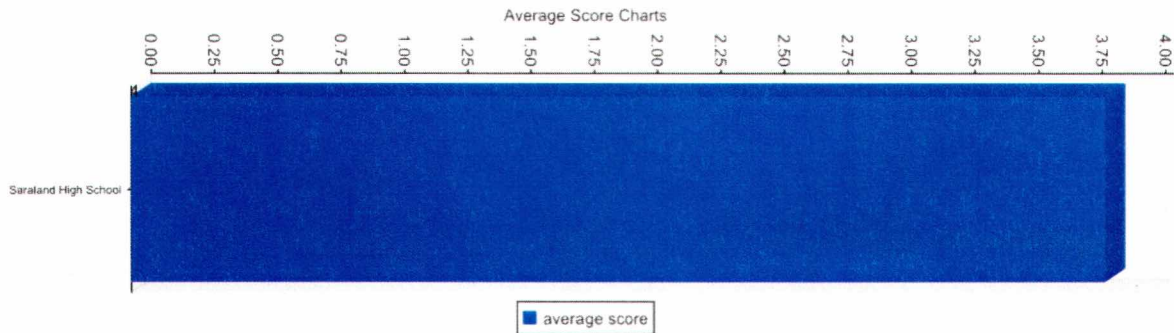
SHS Survey Evidence Standard 1.2

STANDARD 1: PURPOSE AND DIRECTION

Students

Average Score By Institution Charts Section

STANDARD 1: Purpose and Direction



1.2 Indicator

Standard 1 states the school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. For indicator 1.2, SHS's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. According to the high school parent survey results, the average score for this indicator was 3.72 in May 2016 and slightly decreased to an average score of 3.62 in December 2016. Even with the slight decrease, the results show the students believed the school has achieved this indicator.

Parents

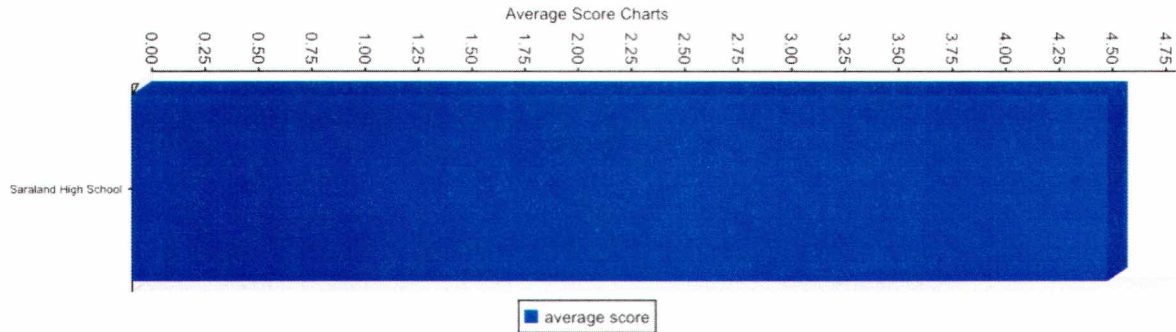
There is no parent data for this indicator.

SHS Survey Evidence Standard 1.2

Staff

Average Score By Institution Charts Section

STANDARD 1: Purpose and Direction



1.2 Indicator

Standard 1 states the school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. For indicator 1.2, SHS's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. According to the high school parent survey results, the average score for this indicator was 4.55 in May 2016 and increased to an average score of 4.57 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.