



\*decisions aligned with school purpose

# SARALAND Board of Education

943 Highway 43 South Saraland, Alabama 36571 Phone (251) 375-5420

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**SUPERINTENDENT – Aaron Milner, Ed.D.**

## PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact: Frankie Mathis, Director of Student Services  
Office: (251) 375-5420  
fmathis@saralandboe.org

### **Saraland Schools Prepare Students for Health Science Careers**

Saraland – In its first two years, Saraland High School's program designed to jump start a student's pursuit of a medical career has seen the number of classes and student enrollment grow. In 2014, the Health Sciences Program initially offered two courses and served 48 students and has now grown to a total of 80 enrolled students and offers the four courses needed to prepare students for the CNA test.

This spring, the program's first class of 19 students will qualify to test for the Certified Nursing Assistant (CNA) credential. The test consists of both a written and clinical skills test.

To be able to take the test, students are required to complete coursework as well as 24 clinical hours recognized by the State of Alabama Department of Public Health. Saraland students are obtaining clinical experience at North Mobile Nursing Home and Rehabilitation in Eight Mile.

"The experience they gain through the internship is invaluable as it allows students to provide hands on care to patients and deal with real healthcare situations," said Tammi Thames, MSN, RN, who teaches the program. "It is rewarding to observe students demonstrating the skills and knowledge they have obtained throughout the Health Sciences Program."

This program not only provides students courses and experience valuable on a transcript or resume, but also affords real world experience in the medical field. An additional benefit to participation is that students can earn the CNA credential before they graduate from high school.

"Offering the CNA program to high school students allows students the opportunity to explore the health care field prior to entering college," Thames said. "This experience is dynamic as it helps students determine if healthcare is their true passion and something they want to further pursue in college as a lifelong career."

The program typically begins in the 10<sup>th</sup> grade with Foundations of Health Science, which is followed by Medical Terminology the next year. Senior level courses include Therapeutics of Health Science and the internship. Participating students build a foundation in health sciences which includes medical terminology and terms, diagnosis and treatments, along with a focus on learning and mastering CNA skills.

"These students will graduate prepared to enter the workforce," said Dr. Aaron Milner, Superintendent of Saraland City Schools. "This is additional evidence that Saraland City Schools is focused on the workforce development needs of Southwest Alabama. Not only is Saraland City Schools improving the lives of current students, our system is initiating academic programs which will have a strategic impact on the economy of Mobile County by ensuring graduates are qualified employees, equipped to enter fields of the greatest need in our region."

The health science classroom at Saraland High School is designed with four clinical lab stations, including hospital beds and bedside tables, two mannequins, a patient monitor, functional nursing station, vital signs equipment, ambulatory and transport equipment, a stretcher, CPR equipment, 11 computers, and 25 iPads that allow students to receive optimal training experiences.

The Health Sciences Program is funded by a 21<sup>st</sup> Century Workforce Development Grant from the state of Alabama. The competitive grant for over \$71,000.00, allowed the high school to offer the four required courses and to hire experienced personnel to teach the program.

"Mrs. Thames has done an outstanding job with the Health Sciences Program in an extremely short time span," said Dr. Kristen Sousa, Executive Director of Curriculum and Instruction for Saraland City Schools. "The daily instruction delivered to the students is rigorous and meaningful and will equip them with skills needed for the medical field."





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Office: (251) 375-5420

[fmathis@saralandboe.org](mailto:fmathis@saralandboe.org)

## Saraland Schools Fulfill Campaign Promises

Saraland – At the January Saraland City School Board meeting, in addition to recognition of Saraland Middle School's recent regional robotics competition performance and recognition of the work of Saraland's Board of Education, Dr. Aaron Milner, Superintendent of Saraland City Schools, delivered good news about the progress of capital plan initiatives to the community.

Milner addressed the City School Board with an update on the capital plan efforts, which have been in motion for more than a year, to inform them that the addition planned for Saraland High School is on track to be completed on time. The date set for this is July 2016, and the school system will meet this date for completion.

“We are pleased with the progress of these construction projects,” Milner said. “The citizens of Saraland are able to witness their support of our school system as our capital plan is being implemented exactly as described prior to the passage of the additional revenue designated for the children of Saraland City Schools. Our citizens can take pride in the manner this school board is utilizing their tax dollars for the betterment of our community.”

In all, construction efforts expected to be complete in 2016 include an addition at Saraland High School, construction of the Saraland Early Education Center, and construction of a covered batting facility.

The expansion to the high school building will add 16 classrooms to the school, providing space for two additional computer labs along with a pre-engineering facility and welding shop. Addition of these career technical programs on campus will allow students to learn skills necessary for employment in high demand occupations while concurrently participating in other school activities. The brick and steel batting facility being built in the high school athletic complex will add five cages with turf for baseball and softball team use. The batting facility is slated for completion in February 2016.

To date, completed capital plan technology initiatives include WiFi in every classroom with faster speed and connections for more devices as well as an email system upgrade. Additionally, computers in existing labs were refreshed at the high school. The long-term plan is to have a device available for every student to use.

Currently, a 65,750 square ft Early Education Center is being constructed on Celeste Road. The facility will house pre-school, kindergarten, and 1<sup>st</sup> grade students in 29 classrooms and is slated for completion in December 2016. In January 2017, after the early grade students transition to the new facility, the elementary school will serve 2<sup>nd</sup>-5<sup>th</sup> grades and the middle school will serve grades 6<sup>th</sup>-8<sup>th</sup>, opening additional classroom space at both facilities as a result of Early Education Center construction.

The capital plan for the city schools is funded through a 7.5 mil ad valorem tax that was voted into place by the community in January 2015. The tax costs the average homeowner less than \$100 annually but drastically impacts lives of Saraland's students through additions, improvements, and expansions to the schools. In Alabama, 38 other municipalities, including Mountain Brook, Huntsville, and Birmingham, also have ad valorem taxes for educational purposes. Since 2008, the enrollment at Saraland City Schools has increased by 1,327, which equates to 86% more students attending the schools than in 2008, so more space is needed.

“Building a World Class Educational System for Our Children”

\*Collaboration & shared leadership.

**Learning Walk  
Saraland High School  
September 1, 2016**

8:15-8:30 Welcome / Planning

8:32-9:50 Classroom Visits

8:32-8:41

**Pop-Ins**

Coach Cozad- AP European History (Rm 111)

Coach Ryan- US History II CPA (Rm 105)

Mrs. Thames- Health Sciences (Rm 401)

8:42-8:52

**Observe**

Mr. Stinson- Physics Pre-AP (Rm 505)

8:52-9:01

**Pop-Ins**

Mr. Beasley- Algebra II/Trig Pre-AP (Rm 501)

Mrs. Roberts- Physical Science CPR (Rm 605)

Coach Crane- Algebraic Connections (Rm 604)

9:02-9:12

**Observe**

Mrs. Smith- Algebra I CPR (Rm 602)

9:14-9:24

**Pop-Ins**

Mrs. Kelly- Dance I (Rm 303)

Mrs. Little- English 9 CPA (Rm 129)

Mrs. Driver- English 11 CPA (Rm 123)

9:25-9:35

**Observe**

Mrs. Baldwin- Mythology (Rm 121)

9:41-9:50

**Pop-Ins**

Mrs. Grogan- AP Biology (Rm 205)

Mrs. Crane- Advanced BTA (Rm 220)

Mrs. Steele- English 12 CPR (Rm 127)

9:50-10:25 Charting

10:25-11:00 Patterns and Debriefing



\*Collaboration } Shared leadership.

**Instructional Rounds #1  
Saraland High School  
Friday, September 23, 2016**

7:45 - 7:55 Sign In

7:55 - 8:25 Welcome / Group Focus

8:30 - 9:25 Classroom Visits

9:30 - 9:45 Individual Review of Notes / Identifying Descriptive Evidence

9:45 - 10:00 Break

10:00 - 11:30 Mapping / Categories / Patterns / Commitment Cards

11:35-12:30 Gallery with faculty observed / Commitment Cards

Time	<u>Class Visit #1</u> 8:30-8:45	<u>Class Visit #2</u> 8:50-9:05	<u>Class Visit #3</u> 9:10-9:25
<b><u>Team 1</u></b> S. Croley K. Skidmore R. Stefurek A. McWain	S. Huff Rm 500 Subject: Pre Calculus	D. Inman Rm 231 Subject: Earth/Space Science	A. Lange Rm 221 Subject: English 10 CPA
<b><u>Team 2</u></b> B. Spondike D. Wilkerson D. McCollum R. Carmichael	M. Driver Rm 123 Subject: English 11 CPA	C. Beasley Rm 501 Subject: Pre AP Alg II/Trig	T. Edge Rm 225 Subject: US Government
<b><u>Team 3</u></b> J. Ward D. Mason T. Walker J. McNellage	T. Thames Rm 401 Subject: Therapeutic Services	K. Ross Rm 201 Subject: Pre AP Chemistry	M. Williamson Rm 109 Subject: US History II CPA



## Saraland City Schools

Event Instructional Rounds #1  
 Date: 9/23/16

Location: Saraland High School

	Teacher	Substitute Print	Substitute Signature	Time In	Time Out
(Huff)	SKidmore	K. Boothe	Kaye Boothe	7:15	3:15
(Inman)	Stefurak	T. Moore	Jammy Moore	7	3:15
(Lange)	McWain	C. Thomann	C. Thomann	7:35	3:15
(Driver)	Willerson	M. Burkett	M. Burkett	7	3:15
(Beasley)	McCollum	B. McCall	B. McCall	7	3:15
(Edge)	Car michael	A. Gamble	Alvin Gamble	7:10	3:15
(Thomas)	Mason	V. Hultquist	Vigrid M. Hultquist	7:00	3:15
(Ross)	Walker	G. Mayo	G. Mayo	7:05	3:00
(Williamson)	McNellage	D. Pledger	Danielle Pledge	7:20	3:15

Approved by Beverly J. Spordika

Title II Funds to cover cost

Instructional Rounds # 1 - 9/23/16

Teacher	Signature
Baldwin	
Beasley	<i>M. W. Beasley</i>
Boutwell	
Breland	
Bryant	
Carmichael	<i>R. Carmichael</i>
Cozad	
Crane, A	
Crane, V.	
Cunningham, J	
Cunningham, L.	
Davidson	
Driver	<i>M. Driver</i>
Easley	
Edge	<i>K. Edge</i>
Edwards	
Fancher	
Grogan	
Hall	
Hill	
Huff	<i>S. Huff</i>
Inman	<i>Inman</i>
Johnson	
Jones	
Kelly, J.	
Kelly, L.	
Lange	<i>Anna Lange</i>
Larson	
Little	

Teacher	Signature
Malone	
Mason	<i>D. Mason</i>
McCollum	<i>D. W. McCollum</i>
McKinley	
McNellage	<i>J. McNellage</i>
McWain	<i>McWain</i>
Murphy	
Parkin	
Roberts, D.	
Roberts, R	
Robinson	
Ross	<i>K. Ross</i>
Ryan	
Simmons	
Skidmore	<i>K. Skidmore</i>
Smith, S.	
Spradlin	
Steele	
Stefurak	<i>R. Stefurak</i>
Stinson	
Sunnycalb	
Thames	<i>J. Thames</i>
Walker	<i>Walker</i>
Whitlock	
Whitten	
Wilkerson	<i>D. Wilkerson</i>
Williamson	<i>M. Williamson</i>
Wood	



**Instructional Rounds #2**  
**Saraland High School**  
**Monday, November 28, 2016**

7:45 - 7:55 Sign In

7:55 - 8:30 Welcome / Group Focus / Needed Materials

8:35 - 9:30 Classroom Visits

9:30 - 9:45 Individual Review of Notes / Identifying Descriptive Evidence

9:45 - 10:00 Break

10:00 - 11:30 Mapping / Categories / Patterns / Commitment Cards

12:15-1:15 Gallery with faculty observed / Commitment Cards

<b>Time</b>	<b><u>Class Visit #1</u></b> 8:35-8:50	<b><u>Class Visit #2</u></b> 8:55-9:10	<b><u>Class Visit #3</u></b> 9:15-9:30
<b><u>Team 1</u></b> S. Croley J. Cunninham C. Edwards R. Larson	L. Little Rm 129 Subject: English 9 CPA	D. Roberts Rm 600 Subject: Geometry CPR	C. Grogan Rm 205 Subject: AP Biology
<b><u>Team 2</u></b> B. Spondike A. Crane R. Roberts J. Steele	K. Robinson Rm 107 Subject: US History I	M. Bryant Rm 503 Subject: Spanish I	C. Baldwin Rm 121 Subject: Mythology
<b><u>Team 3</u></b> B. Finnigan S. Smith J. Stinson S. Whitlock	G. Cozad Rm 111 Subject: AP European History	L. Spradlin Rm 504 Subject: Aglebra I CPA	M. Parkin Rm 606 Subject: Pre AP Biology

Lab 224

Saraland High School Sign In Sheet

✓ indicates signatures on second page

Date 10/17/16

Topic Advanced Staff

Purpose Survey participation

Presenter/Administrator \_\_\_\_\_

Teacher signature required/Position

Austin, P. [Signature]

Edge, T. [Signature]

Baldwin, C. [Signature]

Edwards, C. [Signature]

Beasley, C. [Signature]

✓ Fancher, C. \_\_\_\_\_

Boutwell, B. [Signature]

Finnigan, B. [Signature]

✓ Breland, C. \_\_\_\_\_

Golden, A. [Signature]

Bryant, M. [Signature]

Graham, R. [Signature]

Carmichael, R. [Signature]

• Granada, K. [Signature]

Chitwood, S. [Signature]

✓ Grogan, C. \_\_\_\_\_

Cozad, G. [Signature]

Hall, S. [Signature]

✓ Crane, A. \_\_\_\_\_

Harbin, L. [Signature]

Crane, V. [Signature]

✓ Hill, H. \_\_\_\_\_

✓ Croley, S. \_\_\_\_\_

Huff, S. [Signature]

✓ Cunningham, J. \_\_\_\_\_

✓ Inman, D. \_\_\_\_\_

Cunningham, L. [Signature]

Jemison, D. [Signature]

Davidson, C. [Signature]

✓ Johnson, L. \_\_\_\_\_

Driver, M. [Signature]

✓ Jones, S. \_\_\_\_\_

Easley, M. [Signature]

Keasler, H. [Signature]



Kelly, C. S. Kelley  
✓ Kelly, J. \_\_\_\_\_  
✓ Kelly, L. \_\_\_\_\_  
Kuhn, C. Chuey Kuhn  
✓ Lange, A. \_\_\_\_\_  
Larson, R. R. Larson  
Little, L. L. Little  
Malone, E. E. Malone  
Mason, D. D. Mason  
McCollum, D. D. McCollum  
✓ McKinley, J. \_\_\_\_\_  
McNellage, J. J. McNellage  
✓ McWain, A. \_\_\_\_\_  
Moody, S. S. Moody  
✓ Murphy, R. \_\_\_\_\_  
Myers, C. C. Myers  
✓ Parkin, M. \_\_\_\_\_  
Ray, L. \_\_\_\_\_  
Riley, D. D. Riley  
Roberts, D. D. Roberts  
Roberts, R. R. Roberts  
✓ Robinson, K. \_\_\_\_\_  
✓ Ross, K. \_\_\_\_\_  
Ryan, A. A. Ryan

Simmons, L. L. Simmons  
Skidmore, K. K. Skidmore  
Skoglund, A. A. Skoglund  
Smith, S. S. Smith  
Spondike, B. Beverly Spondike  
Spradlin, L. L. Spradlin  
Steele, J. J. Steele  
Stefurak, R. R. Stefurak  
✓ Stinson, J. \_\_\_\_\_  
Stringer, J. J. Stringer  
✓ Sunnycalb, D. \_\_\_\_\_  
✓ Thames, T. \_\_\_\_\_  
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

Lab 222

Saraland High School Sign In Sheet

Date 10/17/16  
Topic Survey  
Purpose \_\_\_\_\_  
Presenter/Administrator \_\_\_\_\_

Teacher signature required/Position

Austin, P. \_\_\_\_\_  
Baldwin, C. \_\_\_\_\_  
Beasley, C. \_\_\_\_\_  
Boutwell, B. Bob Boutwell  
Breland, C. Breland  
Bryant, M. \_\_\_\_\_  
Carmichael, R. \_\_\_\_\_  
Chitwood, S. \_\_\_\_\_  
Cozad, G. \_\_\_\_\_  
Crane, A. \_\_\_\_\_  
Crane, V. \_\_\_\_\_  
Croley, S. S. Croley  
Cunningham, J. \_\_\_\_\_  
Cunningham, L. \_\_\_\_\_  
Davidson, C. \_\_\_\_\_  
Driver, M. \_\_\_\_\_  
Easley, M. \_\_\_\_\_

Edge, T. \_\_\_\_\_  
Edwards, C. C. Edwards  
Fancher, C. C. Fancher  
Finnigan, B. B. Finnigan  
Golden, A. \_\_\_\_\_  
Graham, R. \_\_\_\_\_  
Granade, K. \_\_\_\_\_  
Grogan, C. C. Grogan  
Hall, S. \_\_\_\_\_  
Harbin, L. \_\_\_\_\_  
Hill, H. H. Hill  
Huff, S. \_\_\_\_\_  
Inman, D. \_\_\_\_\_  
Jemison, D. \_\_\_\_\_  
Johnson, L. \_\_\_\_\_  
Jones, S. \_\_\_\_\_  
Keasler, H. \_\_\_\_\_



Kelly, C. \_\_\_\_\_

Kelly, J. [Signature]

Kelly, L. [Signature]

Kuhn, C. \_\_\_\_\_

Lange, A. Anna Lange

Larson, R. \_\_\_\_\_

Little, L. \_\_\_\_\_

Malone, E. E. Malone

Mason, D. \_\_\_\_\_

McCollum, D. \_\_\_\_\_

McKinley, J. [Signature]

McNellage, J. \_\_\_\_\_

McWain, A. [Signature]

Moody, S. \_\_\_\_\_

Murphy, R. [Signature]

Myers, C. [Signature]

Parkin, M. [Signature]

Ray, L. \_\_\_\_\_

Riley, D. \_\_\_\_\_

Roberts, D. \_\_\_\_\_

Roberts, R. \_\_\_\_\_

Robinson, K. [Signature]

Ross, K. [Signature]

Ryan, A. \_\_\_\_\_

Simmons, L. \_\_\_\_\_

Skidmore, K. \_\_\_\_\_

Skoglund, A. \_\_\_\_\_

Smith, S. \_\_\_\_\_

Spondike, B. \_\_\_\_\_

Spradlin, L. \_\_\_\_\_

Steele, J. \_\_\_\_\_

Stefurak, R. \_\_\_\_\_

Stinson, J. [Signature]

Stringer, J. \_\_\_\_\_

Sunnycalb, D. [Signature]

Thames, T. [Signature]

Walker, T. \_\_\_\_\_

Ward, J. [Signature]

Watts, T. \_\_\_\_\_

West, C. \_\_\_\_\_

Whitlock, S. \_\_\_\_\_

Whitten, J. [Signature]

Wiggins, C. \_\_\_\_\_

Wilkerson, D. \_\_\_\_\_

Willard, M. \_\_\_\_\_

Williamson, M. \_\_\_\_\_

Wood, C. \_\_\_\_\_

Example of Educate Alabama  
PLP of SS Teacher

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Alabama does not link student achievement data to teacher or leader evaluation

[Evaluate Profile](#) > Professional Learning Plan

### Current Professional Learning Plan (PLP)

Last Name: [Redacted]  
Middle Name: [Redacted]  
First Name: [Redacted]  
Primary Evaluator: Spondike, Beverly  
Secondary Evaluator: Finnigan, Brian

Prep Program:  
Local Education Agency: Saraland City  
Schools:  
Saraland High School

Step 6: Professional Learning Plan - Complete by 10/19/2016

[Step 6 Video](#) - [Detailed Directions \(PDF\)](#) - [FAQ](#) - [Example PLP](#)

Upon assigning indicators to your PLP, complete the PLP following the prompts, in collaboration with your Evaluator. After careful review and mutual agreement, both parties will sign the PLP. Both signatures will close and lock the PLP for the year.

Do you need professional study options to support indicators assigned to your PLP? Click EDUCATOR LEARNING (Bottom right of each indicator text box in PLP) to find available professional development resources.

The actions and strategies should reflect the *Alabama Quality Teaching Standards* and the *Alabama Continuum for Teacher Development*, and their specific impact on student learning and achievement.

**PLP Indicator(s):** The indicator(s) selected will determine goal(s)/standard(s), and will be the PLP focus for the year.

**Proposed Actions and Strategies:**

- Educator Learning: Specify what you need/want to learn based on your selected indicator(s) of focus
  - Estimated Timeframe for Educator Learning: approximate when professional learning will/may occur.
- Implementation of Educator Learning: Specify what strategies/activities you will implement to demonstrate learning based on your selected indicator(s) of focus.
  - Estimated Timeframe for Implementation of Educator Learning: approximate when you will implement what you have learned in your specific educational setting (classroom, school, system, other).

**PLP Anticipated/Expected Evidence:** What ongoing evidence will/may be documented throughout the year?

**PLP Anticipated/Expected Impact:** What is the expected impact of educator actions on student achievement and/or student behavior at the end of the year?

### 3.4

*Integrates narrative and expository reading strategies across the curriculum*

#### Proposed Actions and Strategies

Professional Learning:

To improve student's reading skills, our school purchased a Jackson Spielvogel textbook, "Western Civilization". [Redacted] will take professional development time to develop reading passages from the book and then combine them with multiple choice questions which require both comprehension of the text and prior knowledge of history in order to answer the question. This is a higher order of question and requires more from the students.

Timeframe: 10/13/2016 To: 11/30/2017

Implementation of Professional Learning:

[Redacted] will do this development during October or November.

#### Anticipated/Expected Evidence

[Redacted] will produce questions for each of the major thematic units of his course. The evidence will be the questions themselves and the required readings.

#### Anticipated/Expected IMPACT

The anticipated impact will be higher scores on the AP European History Exam, and also on student's ACT exams.



3.7

*Identifies and integrates available emerging technologies into the teaching of all content areas*

**Proposed Actions and Strategies**

Professional Learning:

Implementation of Professional Learning:

~~Coach Conrad~~ will add more online content to the Saraland High School quia.com interface for the AP European History and Pre-AP World History courses.

~~Coach Conrad~~ will add more content to the Quia.com interface, which allows students to do reading comprehension and multiple choice questions as well as historical art analysis.

Timeframe: 10/13/2016 To: 5/25/2017

**Anticipated/Expected Evidence**

The evidence will be more games, review programs, reading comprehension, close reading programs and tests available for students online.

**Anticipated/Expected IMPACT**

The impact will be that students will have the opportunity to do more work at home or outside of the classroom. This will "flip the classroom" so that more of the testing and review can be done on electronic devices by students.

Evaluatee Signature	<del>Coach Gregory Howard 10/13/2016</del>
Evaluator Signature	Finnigan, Brian Paul 10/19/2016

Educator/Instructional Leader signatures signify that this completed PLP was developed and agreed during the initial Dialogue held between the Educator (Evaluatee) and Instructional Leader (Evaluator). Signatures indicate that the Dialogue was based upon the Educator's completed Self-Assessment and other data sources.

NOTE: WHEN BOTH SIGNATURES ARE APPLIED, THE PLP MAY NOT BE RE-OPENED.

Division of Teaching and Learning | Educator Effectiveness Section  
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P.O. Box 302101 | Montgomery, AL 36130-2101  
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Alabama does not link student achievement data to teacher or leader evaluation

[Educator Profile](#) > Self-Assessment Status

### Educator Self Assessment Summary : Assign indicators to PLP

Step 4: Evaluatee Self Assessment - Complete by 9/19/2016

[Step 4 Video](#) - [Detailed Directions \(PDF\)](#) - [FAQ](#)

**Directions:** Carefully consider all 39 indicators and select the level that best describes your current teaching practice for each one. When you have assessed all indicators, click **Finished** to complete the current year's self-assessment. Click on Indicator 1.1 to begin.

### Self Assessment Status

#### Standard 1: Content Knowledge

<input checked="" type="radio"/> <a href="#">1.1</a> Integrating	Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills
<input checked="" type="radio"/> <a href="#">1.2</a> Integrating	Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals
<input checked="" type="radio"/> <a href="#">1.3</a> Innovating	Connects the curriculum to other content areas and real-life settings to promote retention and relevance.
<input checked="" type="radio"/> <a href="#">1.4</a> Integrating	Designs instructional activities based on state content standards
<input checked="" type="radio"/> <a href="#">1.5</a> Integrating	Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

#### Standard 2: Teaching and Learning

<input checked="" type="radio"/> <a href="#">2.1</a> Integrating	Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.
<input checked="" type="radio"/> <a href="#">2.2</a> Integrating	Creates a positive climate that promotes respect and responsibility
<input checked="" type="radio"/> <a href="#">2.3</a> Integrating	Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners
<input checked="" type="radio"/> <a href="#">2.4</a> Integrating	Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development
<input checked="" type="radio"/> <a href="#">2.5</a> Applying	Engages learners in developing and monitoring goals for their own learning and behavior.
<input checked="" type="radio"/> <a href="#">2.6</a> Integrating	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies
<input checked="" type="radio"/> <a href="#">2.7</a> Integrating	Creates learning activities that optimize each individual's growth and achievement within a supportive environment
<input checked="" type="radio"/> <a href="#">2.8</a> Applying	Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction



**Standard 3: Literacy**

<p>3.1 Integrating</p> <p>Demonstrates standard oral and written communications and integrates appropriate communication strategies</p>
<p>3.2 Applying</p> <p>Fosters and responds to effective verbal and nonverbal communications during instruction</p>
<p>3.3 Integrating</p> <p>Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components</p>
<p>3.4 Integrating</p> <p>Integrates narrative and expository reading strategies across the curriculum</p>
<p>3.5 Emerging</p> <p>Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions</p>
<p>3.6 Applying</p> <p>Communicates mathematical concepts, processes, and symbols within the content taught</p>
<p>3.7 Integrating</p> <p>Identifies and integrates available emerging technologies into the teaching of all content areas</p>
<p>3.8 Integrating</p> <p>Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency</p>

**Standard 4: Diversity**

<p>4.1 Applying</p> <p>Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status</p>
<p>4.2 Applying</p> <p>Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation</p>
<p>4.3 Applying</p> <p>Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning</p>
<p>4.4 Emerging</p> <p>Supports learners to accelerate language acquisition by utilizing their native language and linguistic background</p>
<p>4.5 Emerging</p> <p>Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning</p>
<p>4.6 Emerging</p> <p>Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning</p>
<p>4.7 Applying</p> <p>Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention</p>
<p>4.8 Applying</p> <p>Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities</p>
<p>4.9 Emerging</p> <p>Helps students assess their own learning styles and build upon identified strengths</p>
<p>4.10 Integrating</p> <p>Designs learning experiences that engage all learning styles and multiple intelligences</p>

**Standard 5: Professionalism**

<p>5.1 Applying</p> <p>Collaborates with stakeholders to facilitate student learning and well-being</p>
<p>5.2 Integrating</p> <p>Engages in ongoing professional learning to move practice forward</p>
<p>5.3 Applying</p> <p>Participates as a teacher leader and professional learning community member to advance school improvement initiatives</p>
<p>5.4 Integrating</p> <p>Promotes professional ethics and integrity</p>
<p>5.5 Integrating</p> <p>Complies with local, state, and federal regulations and policies</p>

Division of Teaching and Learning | Educator Effectiveness Section  
 50 N. Ripley St. Gordon Persons Bldg. | Rm. 5221  
 P.O. Box 302101 | Montgomery, AL 36130-2101  
 Telephone: 334-242-9962 | Fax: 334-353-0075  
 ASA Helpdesk: 1-800-338-8320

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10/10/16  
J

Saraland High School  
**Compass Learning Training**  
ELA, Math, and Special Education Teachers  
September 19, 2016  
3:15 pm – 4:15 pm

AGENDA

Student Progress Reports

Millie Tavarez-Aponte

Question and Answer

MEETING PARTICIPANTS

Name (First and Last)	School/Central Office	Position
Shannon Smith	SHS	Math Teacher
Lauren Little	SHS	teacher
Chelsea Baldwin	SHS	Teacher
Anna Lange	SHS	Teacher
Opdie McKinley	SHS	Teacher
Stacey M. Hall	SHS	Teacher
Christy Kuhn	SHS	Sped teacher
Makenzie Easley	SHS	teacher
Emily Malone	SHS	Sped. Teacher
Lauren Cunningham	SHS	Sped. Teacher
Piscilla Austin	SHS	Sped. Teacher
Dana Wilkerson	SHS	Math
Lindsay Spradlin	SHS	math
Kelli Skidmore	SHS	teacher
Dr. Brian Imigian	SHS	Asst. Principal
Keith Jan	CO	Executive Direct of C&I

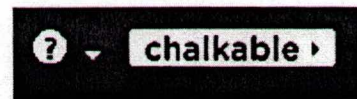
# Introduction

**Welcome to Chalkable Classroom Training!** This course is designed to prepare teachers to successfully use Chalkable Classroom. There are 10 Modules, followed by a final assessment. Throughout this booklet, **red words** indicate those you should click or type.

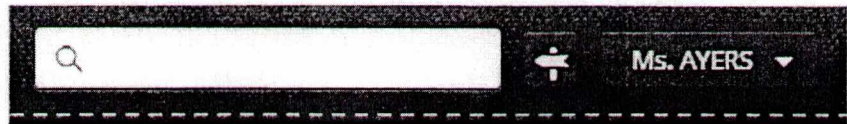
## Module 1 – Classroom Overview

This module provides an overview of Chalkable Classroom. Watch the attached video and then complete each of the following steps:

- 1) Go to **http://tinyurl.com/AETCChalk**. Login to iNow with the user ID and password found on your card. Choose the school and the academic session provided by your instructor.
- 2) In the upper right corner, click on the **Chalkable** button. This will take you into the Chalkable Classroom environment.
- 3) If you are asked to verify the email address, click **Skip**. Once you actually verify your real email address (using your school email address and in your own system), you will not have to do this again. Instead, you will begin logging in to **classroom.chalkable.com**. Do not change your iNow password during this step!



- 4) Now that you are in the Chalkable Classroom environment, note the classes you teach listed across the top and user options down the left side of the screen. You should also see your teacher name in the upper right corner. You can return to iNow by clicking on your name and choosing **Go to iNow**. Do that, and then **switch back again**.



- 5) Immediately to the left of your name is the icon for your message center. Red flags will appear here when you have an incoming message. You should also see a search bar next to the message center.



## Module 2 – Feed/Setup

In this module, you will learn what the **Feed** is and how it is used. You will also learn how to change your password, view your profile and personal information, set your gradebook up for the coming year, and set other gradebook options.

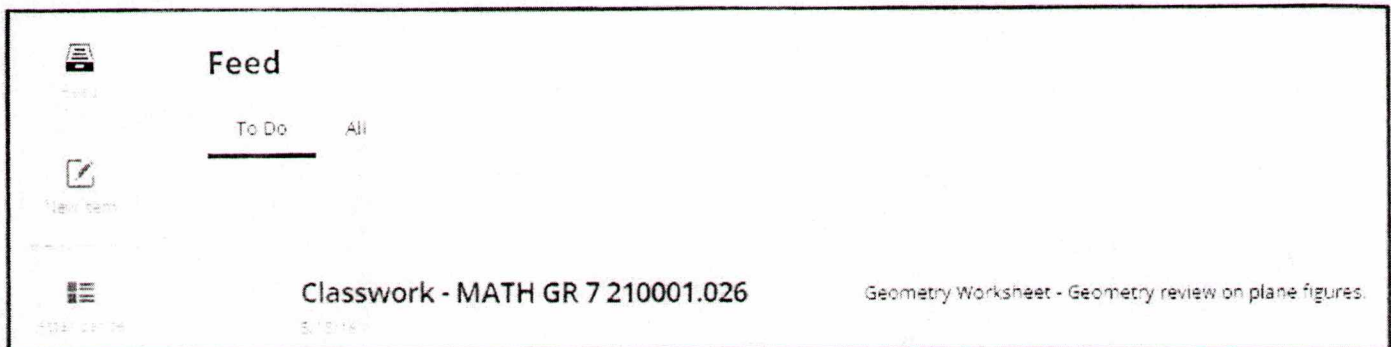
- 1) Change the Feed Menu from **To Do** to **All**. The To Do list shows all items currently awaiting completion for the class that you have selected. This could include tests, homework, classwork, lesson plans – in short, any category you set up in your initial setup. Once you mark an item complete, it will remain visible only under the **All** tab.




## Module 6 - Grading

Once graded activities have been created as an item, you are ready to enter student grades. In this module, you will learn how to do just that in different views, how to create reports, and the meaning of flags. You will also learn what other features are available to make entering grades easier.

- 1) Click on **Feed** on the top of the left menu bar. Your new classwork item should appear at the top of your **To Do** list. Click on the **Classwork Item "Geometry Worksheet" you just created**.

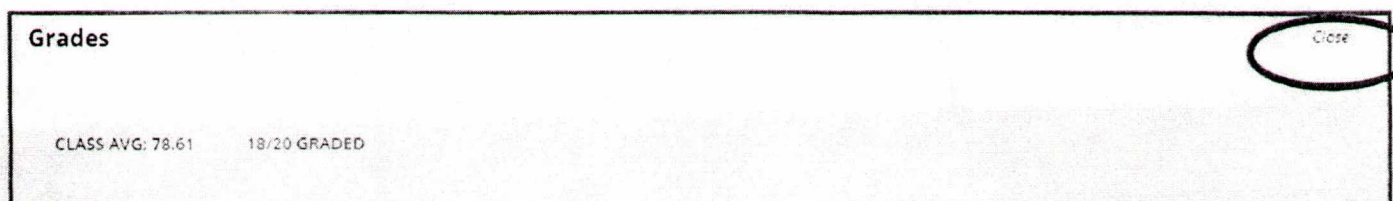
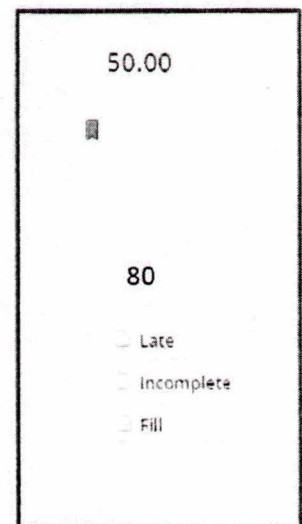


- 2) You should see the item as you previously described it. Below the description box, you will find a listing of all students in the class. This is one way to enter student grades.
- 3) Click out to the far right of the first student in your list. An empty box should appear. Enter a grade of **90 for the first student, 50 for the second, and 72 for the third**. The easiest way to do this is to type the number, then hit **Enter**. If you had marked any of these first three students absent, skip them and go on to the next. A blue flag  indicates absence.

- 4) Go to any other present student and **enter an 80** for their grade. **Right-click** on the 80 and choose **Fill**. All other present students' grades will be filled in with an 80. Make-up work for absent students must be manually entered.

**Note:** You may notice a spinning wheel after entering grades. This happens because averages are automatically recalculated with each entry. There is no need to click a "Recalculate" button.

- 5) **Return** to the bar above the top student's name. Here you will find the current average for the assignment, along with the number of student grades completed. Click **Close** in the upper right corner.





## Saraland City School System

### Professional Development Plan FY17

The LEA Advisory Council for the Saraland City School System analyzed state mandated test data and data collected from system-wide (grades K-12) formative assessments to determine the following professional development needs: *Grades K-12* - reading, language arts/English, mathematics, science, social studies, technology, and using data and standards-based assessments to improve learning; *Grades K-12* - English as a Second Language.

Month	Professional Development Activities	Grade Level(s)
<b>August</b>	<ul style="list-style-type: none"> <li>• MS/CO: August 1<sup>st</sup> – Universal Precautions Training</li> <li>• MS/CO: August 1<sup>st</sup> – CPR Training</li> <li>• ES/MS/HS/CO: August 1<sup>st</sup> – District Teacher Institute Day</li> <li>• ES: August 2<sup>nd</sup> – Chromebook Training</li> <li>• ES/MS/HS/CO: August 2<sup>nd</sup> – Dyslexia Training</li> <li>• HS/CO: August 2<sup>nd</sup> – Universal Precautions Training</li> <li>• ES/CO: August 3<sup>rd</sup> – CPR Training</li> <li>• MS: August 3<sup>rd</sup> – Project CARE Training</li> <li>• HS/CO: August 3<sup>rd</sup> – Compass Learning</li> <li>• ES: August 3<sup>rd</sup> – Universal Precautions Training</li> <li>• ES/MS/HS/CO: August 10<sup>th</sup> – Instructional Partners Training</li> <li>• HS: August 16<sup>th</sup> – CPR Training</li> <li>• MS/CO: August 22<sup>nd</sup> – Dyslexia Screening Training</li> <li>• MS: August 29<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• 5-8, Administrators</li> <li>• 5-8, Administrators</li> <li>• All Employees</li> <li>• K-4, Administrators</li> <li>• K-12, Administrators</li> <li>• 9-12, Administrators</li> <li>• K-4, Administrators</li> <li>• 5-8, Administrators</li> <li>• 9-12, Administrators</li> <li>• K-4, Administrators</li> <li>• Administrators, IPs</li> <li>• 9-12, Administrators</li> <li>• 5-8, Administrators</li> <li>• 5-8, Administrators</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>• ES/MS/HS/CO: September 1<sup>st</sup> – Key Leaders Network (KLN)</li> <li>• ES/CO: September 2<sup>nd</sup> – Dyslexia Screening Training</li> <li>• HS: September 6<sup>th</sup> – Leadership Team Meeting</li> <li>• ES: September 7<sup>th</sup> – Instructional Rounds</li> <li>• HS: September 7<sup>th</sup> – Instructional Rounds Training</li> <li>• ES: September 8<sup>th</sup> – CPI Recertification</li> <li>• MS: September 8<sup>th</sup> – CPI Recertification</li> <li>• ES: September 8<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• MS/CO: September 12<sup>th</sup> – Compass Learning</li> <li>• ES/CO: September 13<sup>th</sup> – Dyslexia Screening</li> <li>• ES: September 13<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• ES: September 14<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• ES: September 14<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>• MS: September 14<sup>th</sup> – Instructional Rounds</li> <li>• ES/MS/HS: September 15<sup>th</sup> – Powerful Conversations Network (PCN)</li> <li>• ES: September 16<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• ES/MS/CO: September 19<sup>th</sup> –20<sup>th</sup> – Instructional Partners Network Retreat</li> <li>• MS: September 19<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• HS/CO: September 19<sup>th</sup> – Compass Learning Webinar</li> <li>• ES: September 20<sup>th</sup> – AMSTI Unit 1 &amp; 2 Study</li> <li>• HS/CO: September 21<sup>th</sup> –22<sup>nd</sup> – Instructional Partners Network Retreat</li> <li>• ES: September 27<sup>th</sup> – Liberty Legacy</li> <li>• ES: September 29<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• ES/MS/HS/CO: September 29<sup>th</sup> – ALSDE Attendance Workshop</li> <li>• ES/MS/HS/CO: September 30<sup>th</sup> – New Hire Compass Learning</li> <li>• MS/CO: September 30<sup>th</sup> – Using Compass Learning Science</li> <li>• ES: September 30<sup>th</sup> – Utilizing Components of Accelerated Reading and STAR</li> <li>• ES: September 30<sup>th</sup> – Utilizing Components of Accelerated Reading, STAR, ACT Periodic, and ACT Aspire</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• 1, 2, 4, Admin</li> <li>• Leadership Team</li> <li>• Admin, IPs, Teachers</li> <li>• 9-12, Admin, IP</li> <li>• K-4 SPED, Admin</li> <li>• 5-8, Administrators</li> <li>• 4 PLT</li> <li>• 5-8, Administrators</li> <li>• K-4, Administrators</li> <li>• 2 PLT</li> <li>• K PLT</li> <li>• K-4, Administrators</li> <li>• Admin, IPs, Teachers</li> <li>• Administrators, IPs</li> <li>• 1 PLT</li> <li>• Administrators, IPs</li> <li>• 5-8, Administrators</li> <li>• 9-12, Administrators</li> <li>• 3 PLT</li> <li>• Administrators, IP</li> <li>• 3, Administrators</li> <li>• K-4, Administrators</li> <li>• Admin, Counselors</li> <li>• 1, 2, 4, 5-12, Admin</li> <li>• 5-8, Administrators</li> <li>• K-2, Administrators</li> <li>• 3-4, Administrators</li> </ul>



<p><b>October</b></p>	<ul style="list-style-type: none"> <li>• ES/CO: September 30<sup>th</sup> – Dyslexia: Multisensory Teaching in all Settings</li> <li>• HS: October 3<sup>rd</sup> – Homeless Awareness Training</li> <li>• HS/CO: October 3<sup>rd</sup> – Chalkable Aspire Training</li> <li>• ES: October 4<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>• ES: October 5<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>• MS: October 10<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• ES: October 11<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>• ES: October 12<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>• HS: October 12<sup>th</sup> – Project CARE Training</li> <li>• Strategic Plan Review: October 12<sup>th</sup></li>   <li>• ES: October 13<sup>th</sup> – AMSTI Unit 3 &amp; 4 Study</li> <li>• ES: October 17<sup>th</sup> – Homeless Awareness Training</li> <li>• ES: October 17<sup>th</sup> – Project CARE Training</li> <li>• MS/CO: October 18<sup>th</sup> – Chalkable Aspire Training</li> <li>• HS/CO: October 18<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>• ES/CO: October 19<sup>th</sup> – Chalkable Aspire Training</li> <li>• ES/CO: October 20<sup>th</sup> –21<sup>st</sup> – S.P.I.R.E Multisensory Curriculum</li> <li>• MS/CO: October 20<sup>th</sup> –21<sup>st</sup> – S.P.I.R.E Multisensory Curriculum</li> <li>• ES/CO: October 25<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>• MS/CO: October 26<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>• ES/MS/HS/CO: October 27<sup>th</sup> – Key Leaders Network (KLN)</li> <li>• ES: October 28<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> </ul>	<ul style="list-style-type: none"> <li>• K-4, Administrators</li> <li>• 9-12, Administrators</li> <li>• 9-12, Administrators</li> <li>• 4 PLT</li> <li>• 1 PLT</li> <li>• 5-8, Administrators</li> <li>• 3 PLT</li> <li>• K PLT</li> <li>• 9-12, Administrators</li> <li>• Admin, Teachers, Parents, Stakeholders</li> <li>• 2 PLT</li> <li>• K-4, Administrators</li> <li>• K-4, Administrators</li> <li>• 5-8, Administrators</li> <li>• Leadership Team</li> <li>• 3-4, Administrators</li> <li>• K-4, Administrators</li> <li>• 5-8 SPED, Admin</li> <li>• Leadership Team</li> <li>• Leadership Team</li> <li>• Administrators</li> <li>• K-4, Administrators</li> </ul>
<p><b>November</b></p>	<ul style="list-style-type: none"> <li>• MS: November 1<sup>st</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>• MS: November 6<sup>th</sup> – 8<sup>th</sup> – ASAPERD Conference</li> <li>• MS: November 7<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• MS: November 7<sup>th</sup> – Homeless Awareness Training</li> <li>• HS: November 8<sup>th</sup> – Leadership Team Meeting</li> <li>• MS: November 9<sup>th</sup> – Instructional Rounds</li> <li>• HS/CO: November 10<sup>th</sup> – Project Lead The Way (PLTW)</li> <li>• ES/MS/HS/CO: November 14<sup>th</sup> – STAR Renaissance</li>   <li>• ES/MS/HS/CO: November 15<sup>th</sup> – STAR Renaissance</li>   <li>• ES/MS/HS: November 15<sup>th</sup> – Powerful Conversations Network (PCN)</li> <li>• ES: November 16<sup>th</sup> – Instructional Rounds</li> <li>• ES/MS/HS/CO: November 16<sup>th</sup> –18<sup>th</sup> – Alabama Counselor Conference</li> <li>• ES: November 17<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>• HS: November 28<sup>th</sup> – Instructional Rounds</li> <li>• ES: November 29<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>• ES/MS/HS/CO: November 29<sup>th</sup> – Teacher Mentor Training</li> <li>• ES: November 30<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> </ul>	<ul style="list-style-type: none"> <li>• 5-8, Administrators</li> <li>• PE Teacher</li> <li>• 5-8, Administrators</li> <li>• 5-8, Administrators</li> <li>• Leadership Team</li> <li>• Admin, IPs, Teachers</li> <li>• Admin, Teacher</li> <li>• Admin, IPs, Counselors, Librarians</li> <li>• K-10 Teachers, Administrators</li> <li>• Admin, IPs</li> <li>• Admin, IPs, Teachers</li> <li>• Counselors, Director</li> <li>• K-4, Administrators</li> <li>• Admin, IP, Teachers</li> <li>• 4<sup>th</sup> PLT</li> <li>• Liaison, IPs</li> <li>• K PLT</li> </ul>
<p><b>December</b></p>	<ul style="list-style-type: none"> <li>• ES: December 2<sup>nd</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>• MS: December 5<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• ES: December 6<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>• MS: December 6<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>• ES/MS/HS/CO: December 7<sup>th</sup> –9<sup>th</sup> – Chalkable Annual Conference</li>   <li>• ES: December 7<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>• ES: December 8<sup>th</sup> – AMSTI Unit 5 &amp; 6 Study</li> <li>• HS: December 12<sup>th</sup> – Leadership Team Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> PLT</li> <li>• 5-8, Administrators</li> <li>• K-4, Administrators</li> <li>• 5-8, Administrators</li> <li>• IPs, Registrars, Administrators</li> <li>• 1<sup>st</sup> PLT</li> <li>• 2<sup>nd</sup> PLT</li> <li>• Leadership Team</li> </ul>
<p><b>January</b></p>	<ul style="list-style-type: none"> <li>• ES: January 2<sup>nd</sup> – Learning Targets</li> <li>• ES: January 3<sup>rd</sup> – Elizabeth Sessions/Chromebooks</li> <li>• ES/CO: January 3<sup>rd</sup> – Dyslexia: Multisensory Teaching in all Settings</li> </ul>	<ul style="list-style-type: none"> <li>• K-4, Administrators</li> <li>• K-4, Administrators</li> <li>• K-4, Administrators</li> </ul>



	<ul style="list-style-type: none"> <li>MS/CO: January 3<sup>rd</sup> – Compass Learning Training</li> <li>HS/CO: January 3<sup>rd</sup> – Compass Learning Training</li> <li>MS: January 10<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>ES: January 18<sup>th</sup> – Instructional Rounds</li> <li>MS/HS: January 18<sup>th</sup> –20<sup>th</sup> – Chalkable/Power School Annual Conference</li> <li>MS/CO: January 18<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/MS/HS/CO: January 19<sup>th</sup>– Key Leaders Network (KLN)</li> <li>HS: January 20<sup>th</sup> – Instructional Rounds</li> <li>MS: January 23<sup>rd</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS/CO: January 23<sup>rd</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/CO: January 24<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES: January 26<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> </ul>	<ul style="list-style-type: none"> <li>5-8, Administrators</li> <li>9-12, Administrators</li> <li>5-8, Administrators</li> <li>Admin, IPs, Teachers</li> <li>Registrars, IP</li> <li>Leadership Team</li> <li>Administrators</li> <li>Admin, IP, Teachers</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>Leadership Team</li> <li>K-4, Administrators</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>ES: February 1<sup>st</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>ES: February 2<sup>nd</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>ES: February 3<sup>rd</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>CO: February 6<sup>th</sup>–7<sup>th</sup> – Instructional Partners Retreat for Central Office</li> <li>ES: February 7<sup>th</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>ES: February 7<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>MS: February 7<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>ES: February 8<sup>th</sup> – AMSTI Unit 7 &amp; 8 Study</li> <li>MS: February 13<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS: February 13<sup>th</sup> – Leadership Team Meeting</li> <li>MS: February 15<sup>th</sup> – Instructional Rounds</li> <li>ES: February 22<sup>nd</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>ES/MS/HS: February 23<sup>rd</sup> – Powerful Conversations Network (PCN)</li> </ul>	<ul style="list-style-type: none"> <li>K PLT</li> <li>4<sup>th</sup> PLT</li> <li>3<sup>rd</sup> PLT</li> <li>Administrators</li> <li>1<sup>st</sup> PLT</li> <li>K-4, Administrators</li> <li>5-8, Administrators</li> <li>2<sup>nd</sup> PLT</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>Admin, IP, Teachers</li> <li>K-4, Administrators</li> <li>Admin, IPs</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>ES: March 7<sup>th</sup> – Instructional Rounds</li> <li>MS: March 7<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> <li>MS: March 20<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS: March 20<sup>th</sup> – Leadership Team Meeting</li> <li>ES: March 21<sup>st</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>MS/CO: March 21<sup>st</sup> – Leadership Team Meeting (aCIP Review)</li> <li>ES/MS/HS/CO: March 23<sup>rd</sup> – Key Leaders Network (KLN)</li> </ul>	<ul style="list-style-type: none"> <li>Admin, IPs, Teachers</li> <li>5-8, Administrators</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>K-4, Administrators</li> <li>Leadership Team</li> <li>Administrators</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>HS/CO: April 17<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> <li>MS: April 24<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>ES/CO: April 26<sup>th</sup> – Leadership Team Meeting (aCIP Review)</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>5-8, Administrators</li> <li>Leadership Team</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>ES/MS/HS/CO: May 2<sup>th</sup>–5<sup>th</sup> – Alabama Association of School Business Officials</li> <li>ES: May 3<sup>rd</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>MS: May 8<sup>th</sup> – Analyzing Tier 2 &amp; Tier 3 Student Data</li> <li>HS: May 8<sup>th</sup> – Leadership Team Meeting</li> <li>ES: May 10<sup>th</sup> – Analyzing STAR Reading and Math Data to Guide Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Bookkeepers, Central Office Staff</li> <li>K-4, Administrators</li> <li>5-8, Administrators</li> <li>Leadership Team</li> <li>K-4, Administrators</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>AMSTI Year 2 Science Training/New Teacher Training</li> <li>District Improvement Plan (DIP) Review</li> <li>Administrative Retreat</li> </ul>	<ul style="list-style-type: none"> <li>K-8, Administrators</li> <li>Admin, Teachers, Parents, Stakeholders</li> <li>Administrative Staff</li> </ul>
<b>July</b>	<ul style="list-style-type: none"> <li>New Teacher Institute</li> </ul>	<ul style="list-style-type: none"> <li>K-12, Administrators</li> </ul>

  
 Superintendent Signature

12-2-16  
 Date

# Career and Technical Education LEA Advisory Council Meeting

## Saraland Middle School

May 3, 2016  
3:30 PM

### Agenda

\*Examples of  
programs and decisions  
in support of  
continuous improvement  
plan goals.

Introductions (Media Center)

Dr. Kristen Sousa  
Saraland Executive Director

FY17 CTE Application

- **Middle School:**

- Business - Chip Travis – BTA
- FACS - Kim Patterson – Teen Connections, Teen Discoveries

- **High School:**

- **Business** - Vicky Crane – BTA, Advanced BTA, Business Essentials, Cooperative Ed.
- **Business/Career Preparedness** – Jennifer Cunningham – Career Preparedness, Multimedia Design, Multimedia Publications
- **FACS** - Ashley McWain – Family and Consumer Science, Food Innovations and Media, Sports Nutrition
- **Health Science** – Tammi Thames - Foundations of Health Science, Medical Terminology, Therapeutic Services, Health Science Internship
- **Welding** - In Process of Filling Position – NCCER Welding I, NCCER Welding II, NCCER Welding III, and NCCER Welding IV
- **PLTW Engineering** – Jonathan Stinson – Introduction to Engineering, Principles of Engineering, Civil Engineering and Architecture
- **Career Preparedness** – Robert Murphy

SMS FCCLA – San Diego, CA Bound

Mrs. Kim Patterson/Ms. Ashley McWain  
CTE Teachers and Students

SHS FBLA – Atlanta, GA Bound

Mrs. Vicky Crane/Mrs. Jennifer Cunningham  
CTE Teacher and Students

### Break Out Sessions

FACS Meeting  
Location: Media Center

Mrs. Kim Patterson  
CTE Middle School Teacher  
Ms. Ashley McWain  
CTE High School Teacher

Business, Management, and Administration Meeting  
Location: Mr. Travis' Room

Mr. Chip Travis  
CTE Middle School Teacher  
Mrs. Vicky Crane  
CTE High School Teacher

Health Science Meeting  
Location: Media Center

Mrs. Tammi Thames  
CTE High School Teacher



Saraland High School  
Sign-In Sheet

Title: a CIP Quarterly Review Presenter: Dr. Kristen Sousa

Date: 10/10/16 Time: 7:35

Last Name - Print	Role - teacher, staff, parent, etc.	Signature
1. Beasley	Teacher (Math)	Lolly W. Beasley
2. Finnigan	Asst. Principal	Dr. Brian Finnigan
3. Granada	Counselor	Kandace Granada
4. Sowa	Curriculum & Instruction	Kristina Sowa
5. Graham	Counselor	Kerri Graham
6. Skoglund	Counselor	A Skoglund
7. <del>Mc</del> ellard	LMS	M. Mcellard
8. Skidmore	teacher (English)	K. Skidmore
9. SPONDIKE	PRINCIPAL	Beverly Spodike
10. ROSS	teacher	Krista Ross
11. McCollum	teacher	Donna McCollum
12. Granada	counselor	Kandace Granada
13.		
14.		
15.		
16.		
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18.		
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24.		
25.		



**Saraland High School**  
**aCIP Quarterly Review Checklist**

Date: 10-18-16 Quarter: 1

**Goal 1: Provide Digital Tools and Resources to All Teachers/Students**

Activity	Complete	Incomplete	Data Presented
<b>Increase Student Achievement through Technology</b>			
Technology PD	✓		Chalkboard Training, Canvas Training, State Training

**Goal 2: Engage and Empower the Learner through the Effective Implementation of CCRS**

Activity	Complete	Incomplete	Data Presented
<b>Mathematics</b>			
Math CCRS Instruction	✓		quarterly documentation - level ranges
Math CCRS PD	✓		quarterly - embedded PD
Math CCRS Plans	✓		one page template fill in standard
Math PBL	✓		one project per semester
Math Formative Assessments	✓		free response w/ DOK
Math RtI	✓		small group intervention - (pulled out w/ the teacher)
Math Test Prep	✓		Periodic - bell rings - exemplars
DOK in Math	✓		ongoing
Math Tests - Regular/Pre-AP/AP	✓		ongoing
A+ and NMSI Math PD	✓		summer training
<b>Reading</b>			
Reading CCRS Plans	✓		DOK - regular plans
Reading CCRS Instruction	✓		monthly meetings w/ Dept. / focus on small group
Reading Tests - Regular/Pre-AP/AP	✓		ongoing - open ended questions
DOK in Reading	✓		Ongoing - dept. meetings
Reading Critical Thinking Strategies	✓		Sadlier purchased 9-12
Reading CCRS PD	✓		monthly plans - meetings
Student Engagement in Tech. in Reading	✓		Sadlier (9-12), state, Canvas
Reading PBL	✓		comic books, native American mythology
Reading Formative Assessments	✓		rewriting tests - reward to test format
Reading RtI	✓		use state - reading intervention Tier III
<b>English</b>			
English CCRS Instruction	✓		DOK - regular plans
English CCRS Plans	✓		Monthly meetings w/ Dept.
English Instruction & Assessment PD	✓		Monthly meetings w/ Dept.
English PBL	✓		Ongoing projects - see reading above
Student Engagement in Tech. in English	✓		Review games / Kahoot - Sadlier
English CCRS PD	✓		Embedded in dept. meetings
English Tests - Regular/Pre-AP/AP	✓		Ongoing
DOK in English	✓		embedded in lesson plans in all assessments



<b>Writing</b>			
Writing CCRS	✓		grade level cover different types of writing
Student Writing Portfolios	✓		file samples quarterly
DOK in Writing	✓		ongoing - incorporate vocab. in writing
Writing PD	✓		grade level meetings / Dept. meetings
Content Writing in Science/Social Studies	✓		lab reports, free response questions
<b>Science</b>			
Science Content Writing	✓		lab reports - open ended questions
Science CCRS PD	✓		monthly dept. meetings
DOK in Science	✓		dept. meetings, labs
AMSTI Science Coaching Community PD	✓		Cancelled - but attending Science in Motion
Science Hands-on Discovery	✓		Science in Motion - NMSI lab
Science Tests - Regular/Pre-AP/AP	✓		ongoing
Student Engagement in Tech. in Science	✓		real phone games
Science PBL	✓		engineering projects, egg drop, marine biology
Science Instruction & Assessment PD	✓		review assessments during dept. meetings
<b>Career Technical Education</b>			
Incorporate CTE Standards	✓		ongoing
Increase Number of Student Credentials	✓		ongoing

### Goal 3: Increase Student Attendance to Improve the System's Dropout Rate

Activity	Complete	Incomplete	Data Presented
<b>Decrease Attendance Concerns</b>			
Perfect Attendance Conferences		✓	beginning second quarter
Early Warning Truancy Program	✓		quarterly meetings - effective
Project CARE	✓		conferences completed initial training

### Strategies to Increase Parental Involvement

<b>Communicating Parents Right-to-Know</b>	
Status:	Annual meeting was conducted in September 2016
<b>Conducting Parent Meetings</b>	
Status:	PTO, Senior Portfolio Night, Band Parent Meeting, Recreational Club, Azalea Trail Meeting
<b>Involving Parents in the Title I Program</b>	
Status:	Annual Meeting and PTO
<b>Using Title I Parental Involvement Funds Appropriately</b>	
Status:	Will be spent by Dec. 2016
<b>Informing Parent of Curriculum Expectations and Formative and Summative Assessments</b>	
Status:	PTO, Senior Portfolio Night, Plan Book on Teacher Website

Quarterly Data Reports Submitted	Incomplete	Complete
Students Served by Title I Personnel		✓
Baseline Parenting Report		✓

LEA Representative Signature: Krista Jones

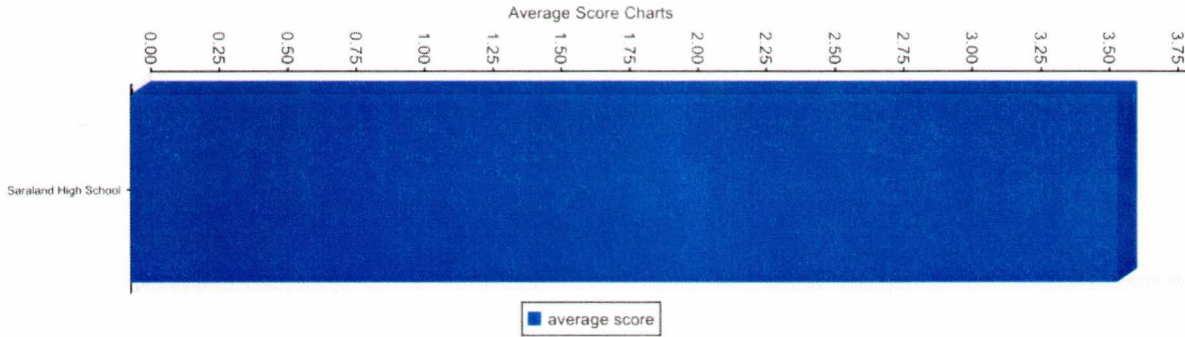
Principal Signature: Beverly Spondike



# SHS Survey Evidence Standard 2.4

## STANDARD 2: GOVERNANCE AND LEADERSHIP

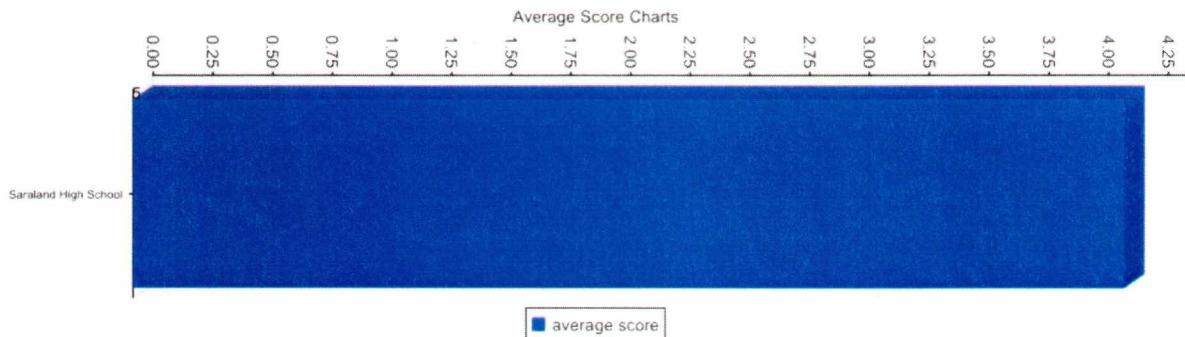
### Students



### 2.4 Indicator

Standard 2 states the school operates under governance and leadership that promote and support student performance and school effectiveness. For indicator 2.4, SHS's leadership and staff foster a culture consistent with the school's purpose and direction. According to the high school parent survey results, the average score for this indicator was 3.69 in May 2016 and slightly decreased to an average score of 3.63 in December 2016. Even with a slight decrease, the results show students believed the school has achieved this indicator.

### Parents



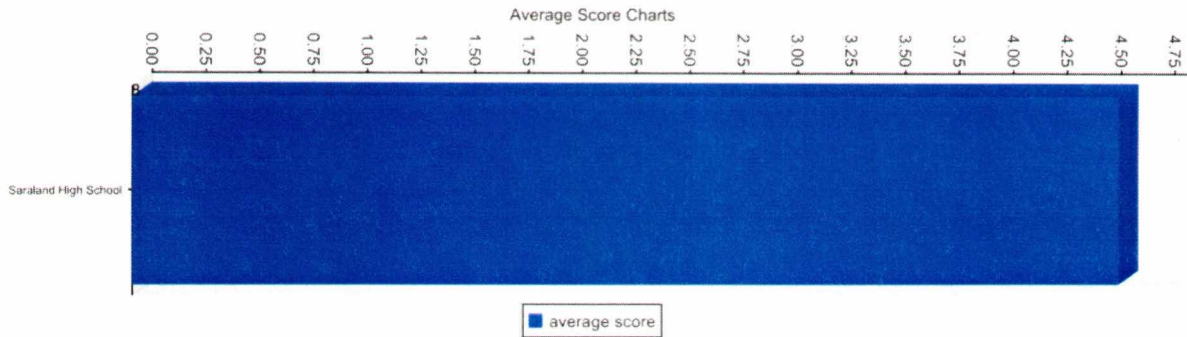
### 2.4 Indicator

Standard 2 states the school operates under governance and leadership that promote and support student performance and school effectiveness. For indicator 2.4, SHS's leadership and staff foster a culture consistent with the school's purpose and direction. According to the high school parent survey results, the average score for this indicator was 4.19 in May 2016 and increased to

## SHS Survey Evidence Standard 2.4

an average score of 4.2 in December 2016. Therefore, the results show parents believed the school has achieved this indicator.

### Staff



### 2.4 Indicator

Standard 2 states the school operates under governance and leadership that promote and support student performance and school effectiveness. For indicator 2.4, SHS's governing body establishes policies and supports practices that ensure effective administration of the school. According to the high school parent survey results, the average score for this indicator was 4.43 in May 2016 and increased to an average score of 4.6 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.