Saraland High School
Sign-In Sheet

Title: 1st Quarter Proficiencies **Presenter:** Dr. B Finnigan

Date: 11/8/16 **Time:** 7:35

Last Name – Print	Role – *teacher, staff, parent, etc.*	Signature
1. Finnigan	Asst. Principal	Dr Brian Finnigan
2. Skoglund	Counselor	A Skoglund
3. Cooley	IP	S. Cooley
4. McCollum	teacher	
5. Malone	SPED Chairperson	Emily Malone
6. Ross	teacher	Krista Ross
7. Cozad	Teacher	
8. Crane	CTE teacher	V Crane
9. Skidmore	teacher	K. Skidmore
10. SPONDIKE	PRINCIPAL	B. Spondike
11. Graham	Counselor	Rgraham
12. Granade	Counselor	K. Granade
13.		
14.		
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22.		
23.		
24.		
25.		

* Leadership Team Meeting

Saraland High School Sign In Sheet

Date 11/8/16

Topic STAR / ACT Practice Data

Purpose To review proficiency / benchmarks from STAR / ACT Practice

Presenter/Administrator Croley

Teacher signature required/Position

Austin, P. _____

Baldwin, C. _____

Beasley, C. _____

Boutwell, B. _____

Breland, C. _____

Bryant, M. _____

Carmichael, R. _____

Chitwood, S. _____

Cozad, G. M Cozad

Crane, A. _____

Crane, V. V Crane

Croley, S. S. Croley

Cunningham, J. _____

Cunningham, L. _____

Davidson, C. _____

Driver, M. _____

Easley, M. _____

Edge, T. _____

Edwards, C. _____

Fancher, C. _____

Finnigan, B. Dr. Brian Finnigan

Golden, A. _____

Graham, R. RGraham

Granade, K. _____

Grogan, C. _____

Hall, S. _____

Harbin, L. _____

Hill, H. _____

Huff, S. _____

Inman, D. _____

Jemison, D. _____

Johnson, L. _____

Jones, S. _____

Keasler, H. _____

Kelly, C. _____

Kelly, J. _____

Kelly, L. _____

Kuhn, C. _____

Lange, A. _____

Larson, R. _____

Little, L. _____

Malone, E. E. Malone

Mason, D. _____

McCollum, D. _____

McKinley, J. _____

McNellage, J. _____

McWain, A. _____

Moody, S. _____

Murphy, R. _____

Myers, C. _____

Parkin, M. _____

Ray, L. _____

Riley, D. _____

Roberts, D. _____

Roberts, R. _____

Robinson, K. _____

Ross, K. K. Ross

Ryan, A. _____

Simmons, L. _____

Skidmore, K. K. Skidmore

Skoglund, A. A. Skoglund

Smith, S. _____

Spondike, B. B. Spondike

Spradlin, L. _____

Steele, J. _____

Stefurak, R. _____

Stinson, J. _____

Stringer, J. _____

Sunnycalb, D. _____

Thames, T. _____

Walker, T. _____

Ward, J. _____

Watts, T. _____

West, C. _____

Whitlock, S. _____

Whitten, J. _____

Wiggins, C. _____

Wilkerson, D. _____

Willard, M. _____

Williamson, M. _____

Wood, C. _____

Science Department Meeting

9-30-16

1. Perioidics data discussion
2. Lab Utilization/Organization
    a. Sign-up sheets
    b. Cleaning up labs
    c. Labs-please keep track of labs. We turn in a list quarterly
3. Lab Safety
    a. Eyewash in labs without water
    b. Contracts
4. Lab equipment use procedure discussion
5. Purchasing laboratory equipment
    a. Scales, science cart
6. Tests-include open ended; DOK Levels
7. Educate Alabama
8. Align content standards to Aspire (10^{th}) and ACT (11^{th} and 12^{th})
    a. Implementation of Exemplars
    b. copies, PPT, etc.
9. Common Assessments
10. Project Based Learning
11. Projects
    a. be diligent with length
    b. 1 per semester
    c. please do not use projects for quarter exam grades
    d. display student work: classroom, hallway, library, etc.
12. Dauphin Island Sea Lab Workshop: October 15^{th}
13. Pacing Guides
14. Additional comments/concerns

Science Department Meeting Agenda October

1. Lab organization
2. Collaboration with teachers of same subject
3. ACT Perioidics
4. Exemplar discussion

English Department Meeting Agenda

August 22, 2016

- Quarterly data
  - Test/Quarter average proficiencies
- Professional development
- Align standards with the following:
  - 9-10: ACT Aspire
  - 11: ACT + Writing
  - 12: ACT Work Keys
  -
- Sub folders
  - See handbook for content
  - Select buddy teacher
  - Emergency lesson plan
- Remind 101 implementation
- A+ College Ready Curriculum for 9 and 10 Pre-AP
  - Refer to Scope and Sequence
  - Implement at least two lessons per quarter
- Summer reading
  - Great for references throughout the year
  - Assessment
  - Assessment date _____
- Heading of papers
  - MLA
- Library sign-ups
  - Labs
  - DEAR
- Lesson plans
  - Displayed outside of classroom
  - Template used
  - Common Core
  - Novels
  - Assessments
    - DOK (rigor)
    - Common assessments for equivalent courses
    - Differentiated tests for different class levels
    - Fresh reads
    - Quarter exams
  - Shakespeare
    - English 9: Romeo and Juliet
    - English 10: Julius Caesar
    - English 11: Hamlet
    - English 12: Macbeth

- Writing curriculum
  - Turnitin.com
  - Writing folders
- Grading parameters
  - Enter 2 grades a week
  - Six grades in the 60% category per quarter
- Tutoring/Make-up schedule
- Credit Recovery/Student Failure Report
- State Testing
  - Aspire (10th grade-April)
  - ACT Work Keys (12th grade-February)
  - ACT + Writing (11th grade-April)
- Benchmark testing (Quarterly)
  - Online test builder
    - Website http://www.act.org/qualitycore
    - User name alstateaccess
    - Password ACT001
- All technology issues-See Ms. Holt
- Questions/comments

English Department Meeting Minutes

August 22, 2016

- professional development
- aligning standards to ACT Aspire, plus writing, and workkeys.
- Pre-AP 10 taking PSAT

Have subfolder together

A+ College Ready 9 and 10 Pre-AP - implement at least 2 lessons per Qtr.

Summer reading — test and assessment

Heading of papers across the board

Lesson plans — template, display outside of classroom, RIGOR. common assessments for equivalent courses.

- Importance of fresh reads on tests.
- Shakespeare per class
- Use turnitin.com

Grading parameters

tutoring schedule

	PM	AM
M	Lange, Skidmore	
T	Edwards	
W	McNellage, Little	
Th	Driver	
F	N/a	
M		
T		Baldwin, Edwards
W		
Th		Baldwin
F		

→

- credit recovery report
- State testing schedule
- benchmark testing
- same diagnostic quarterly per grade level
  - implement
- Preparing for AdvancEd.

English Department Meeting Attendance

August 22, 2016

Printed name	Signature	Planning Period
Colleen Edwards	Colleen Edwards	6th
Justin McNelage		4th
Marla Driver	Marla Driver	5th
Chelsea Baldwin	Chelsea Baldwin	7th
Anna Lange	Anna Lange	3rd
Lauren Little	Lauren Little	3rd
Kelli Skidmore	Kelli Skidmore	1ST

9-11 Writing Portfolio Guidelines

Writing samples to be filed in purple writing portfolios beginning with the **2015-2016** school year:

Grade	Writing Samples	Total # Filed
9	Narrative Informative Argumentative ACT Mock Writing	4 or more
10	Narrative Informative Argumentative ACT Mock Writing	4 or more
11	Narrative Informative Argumentative ACT Mock Writing	4 or more

Note: Writing portfolios should be labeled (printed or handwritten) with the **student's last name, first name**. Students will file the samples above in their purple writing portfolios at the end of the school year. The portfolios will be passed to a specified English teacher for the upcoming grade level. Each teacher will review all student samples at the beginning of the school year to determine proficiency. Samples can then be sent home with students.

Order writing will be taught beginning with the **2016-2017** school year:

Grade	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
9	Narrative	Informative	Argumentative	Informative
10	Informative	Argumentative	Informative	Narrative
11	Informative	Argumentative	Argumentative	Narrative
12	Informative	Argumentative	Argumentative	Narrative

Note: The mode order above was designed to prepare students for the ACT with Writing Test and address all CCRS writing standards. The **40 minute exam** measures critical thinking and accomplished composition in the argumentative (persuasive) mode. To prepare for the writing exam, mock writing assessments will be administered in grades 9-10 (informative) and 11 (argumentative) throughout the school year, beginning first quarter. All mock writing assessments will focus on the argumentative (persuasive) mode tested on ACT with Writing. This test prep activity will not be graded and recorded in the grade book. The samples will be scored using the ACT with Writing rubric.

Class
K. Skidmore
Tentative

Week Objectives:

Dates

Date	Topic	Bell Ringer	Activities	Assessment	Homework
				-Teacher Observation -Participation	
				-Teacher Observation -Participation	
				-Teacher Observation -Participation	
				-Teacher Observation -Participation	
				-Teacher Observation -Participation	

Math Department

Monthly Department Meeting
11/9/2016
7:10-7:30

Meeting called by: C.W. Beasley
Attendees: Colby-Win Beasley, [signature] Smith, [signature] Spradlin, Summer Huff, Andrew Crane, Dana Wilkerson, Dana K. Mason.

ACIP Documentation

Test

DOK: Depth of Knowledge

Multiple Choice vs. Free Response

Differentiate instruction and tests.

Lesson Plans

Lesson Plans should be up to date

ACIP will want documentation of LPs

Google Documents

Will use Google Documents to share resources.

Please email LLSpradlin@gmail.com to be added to the Department Group.

SARIC, LTF, and A+ Workshop Opportunities

If you are interested in attending any workshops, please email Mr. Besley the dates and costs associated.

http://technologytalk.wikispaces.com/

http://www.apluscollegeready.org/

https://www.nms.org

Social Studies Department Meeting
10/13/16

Teachers Present

Robin Carmichael
Tracy Edge
Randall Larson
Matt Williamson
Greg Cozad
Katt Robinson

Agenda

1. ACIP documentation is required by next Wednesday.
2. Please turn in the documentation to Dr. Finnigan.
3. Make sure to include lesson plans, sample bell ringers, tests, project based learning, and how you incorporated CCRS Reading and Writing Standards.
4. Continue to incorporate close reading strategies in your lessons.
5. Continue to use outside readings.

CCRS Pacing Guide
English 10

2016-2017

COS#	Qtr	Standards/Objectives	ACT Aspire Reading	ACT Aspire English	ACT Aspire Writing	Dates Tested /Retested
1		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]	√			
2		Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]	√			
3		Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. [RL.9-10.3]	√			
4		Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]	√			
5		Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time	√			

CCRS Pacing Guide
English 10

2016-2017

		(e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. [RL.9-10.5]				
6		Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. [RL.9-10.6] (Alabama)	√			
7		Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's*Landscape with the Fall of Icarus*). [RL.9-10.7]	√			
8		Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9] (Alabama)	√			
9		By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently. [RL.9-10.10]	√			
10		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.9-10.1]	√			
11		Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RI.9-10.2]	√			
12		Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. [RI.9-10.3]	√			
13		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [RI.9-10.4]	√			

CCRS Pacing Guide
Geometry Pre-AP [redacted]

2016-2017

COS	Qtr	Objective	ACT	Dates Tested /Retested
1	1	1.) Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc. [G-CO1]	✓	8/26/16 /8/30/16, 9/28/16
2	1	2.) Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). [G-CO2]	✓	9/23/16, 9/28/16
3		3.) Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. [G-CO3]		
4	1	4.) Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. [G-CO4]	✓	9/23/16
5	1	5.) Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. [G-CO5]	✓	9/24/16
6		6.) Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. [G-CO6]		
7		7.) Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. [G-CO7]		
8		8.) Explain how the criteria for triangle congruence, angle-side-angle (ASA), side-angle-side (SAS), and side-side-side (SSS), follow from the definition of congruence in terms of rigid motions. [G-CO8]		
9	1	9.) Prove theorems about lines and angles. *Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; and points on a perpendicular bisector of a*	✓	9/09/16, 9/13/16, 9/28/16

CCRS Pacing Guide
Geometry Pre-AP ([redacted])

2016-2017

		line segment are exactly those equidistant from the segment's endpoints. [G-CO9]		
10		10.) Prove theorems about triangles. *Theorems include measures of interior angles of a triangle sum to 180º, base angles of isosceles triangles are congruent, the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length, and the medians of a triangle meet at a point.* [G-CO10]		
11		11.) Prove theorems about parallelograms. *Theorems include opposite sides are congruent, opposite angles are congruent; the diagonals of a parallelogram bisect each other; and conversely, rectangles are parallelograms with congruent diagonals.* [G-CO11]		
12		12.) Make formal geometric constructions with a variety of tools and methods such as compass and straightedge, string, reflective devices, paper folding, and dynamic geometric software. *Constructions include copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.* [G-CO12]		
13		13.) Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. [G-CO13]		
14		14.) Verify experimentally the properties of dilations given by a center and a scale factor. [G-SRT1] a. A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged. [G-SRT1a] b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor. [G-SRT1b]		
15		15.) Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. [G-SRT2]		
16		16.) Use the properties of similarity transformations to establish the angle-angle (AA) criterion for two triangles to be similar. [G-SRT3]		
17		17.) Prove theorems about triangles. *Theorems include a line parallel to one side of a triangle divides the other two*		

CCRS Pacing Guide
Geometry Pre-AP ([redacted])

2016-2017

		proportionally, and conversely; and the Pythagorean Theorem proved using triangle similarity. [G-SRT4]		
18		18.) Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. [G-SRT5]		
19		19.) Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle leading to definitions of trigonometric ratios for acute angles. [G-SRT6]		
20		20.) Explain and use the relationship between the sine and cosine of complementary angles. [G-SRT7]		
21		21.) Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* [G-SRT8]		
22		22.) (+) Prove the Law of Sines and the Law of Cosines and use them to solve problems. [G-SRT10]		
23		23.) (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). [G-SRT11]		
24		24.) Prove that all circles are similar. [G-C1]		
25		25.) Identify and describe *relationships* among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.* [G-C2]		
26		26.) Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. [G-C3]		
27		27.) (+) Construct a tangent line from a point outside a given circle to the circle. [G-C4]		
28		28.) Derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. [G-C5]		
29		29.) Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. [G-GPE1]		
30	I	30.) Use coordinates to prove simple geometric theorems algebraically. [G-GPE4]	✓	8/26/16, 8/30/16, 9/28/16
31	I	31.) Prove the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems (e.g., find the	✓	9/21/16, 9/23/16, 9/28/16

CCRS Pacing Guide
Geometry Pre-AP ([redacted])

2016-2017

		equation of a line parallel or perpendicular to a given line that passes through a given point). [G-GPE5]		
32		32.) Find the point on a directed line segment between two given points that partitions the segment in a given ratio. [G-GPE6]		
33		33.) Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* [G-GPE7]	✓	8/26/16, 8/30/16, 9/28/16
34		34.) Determine areas and perimeters of regular polygons, including inscribed or circumscribed polygons, given the coordinates of vertices or other characteristics. (Alabama)		
35		35.) Give an informal argument for the formulas for the circumference of a circle; area of a circle; and volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.* [G-GMD1]		
36		36.) Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* [G-GMD3]		
37		37.) Determine the relationship between surface areas of similar figures and volumes of similar figures. (Alabama)		
38		38.) Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. [G-GMD4]		
39		39.) Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* [G-MG1]		
40		40.) Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, British Thermal Units (BTUs) per cubic foot).* [G-MG2]		
41		41.) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost, working with typographic grid systems based on ratios).* [G-MG3]		
42		42.) (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). [S-MD6]		
43		43.) (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). [S-MD7] (Alabama)		

Lesson Plans

*Lesson plans are displayed in plastic sign holders on the wall outside of every teacher's classroom door. The lesson plans include objectives and standards and are updated weekly.

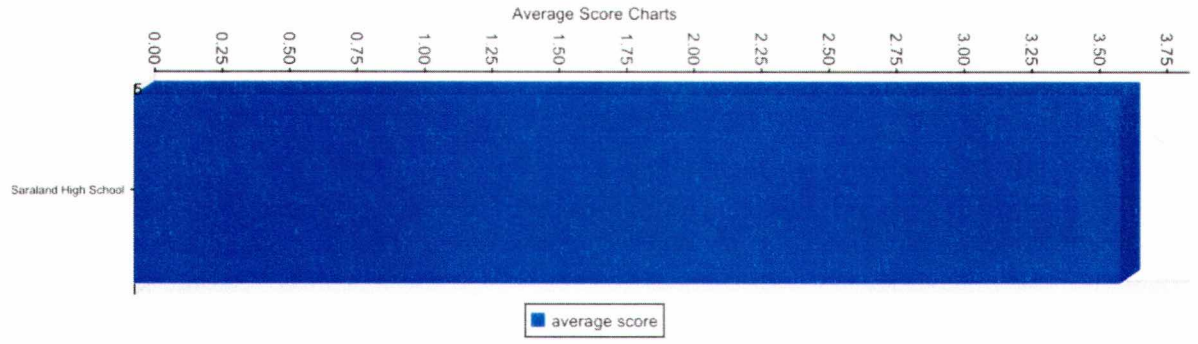
Common Assessments at Saraland High School

At Saraland High School, teachers who teach the same subject on the same grade level create common assessments. Common assessments are beneficial for several reasons. First of all, it ensures that students taking the same course/level are challenged equally. For example, students cannot argue that one teacher is harder or easier than another. Common assessments are also helpful in scheduling. If a student's schedule has to be changed, he or she will be covering redundant material in his or her "new" teacher's class. Finally, one of the most valuable reasons SHS utilizes common assessments is to encourage teacher collaboration. Colleagues working together ensures rigor and consistency.

SHS Survey Evidence
Standard 3.2

STANDARD 3: TEACHING AND ASSESSING for LEARNING

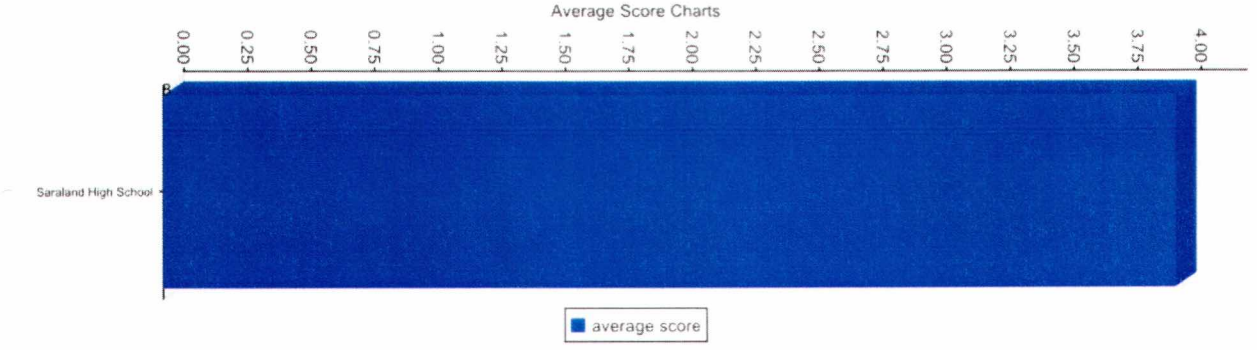
Students



3.2 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.2, SHS's curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. According to the high school student survey results, the average score for this indicator was 3.89 in May 2016 and stayed consistent with an average score of 3.89 in December 2016. The results show students believed the school has achieved this indicator.

Parents

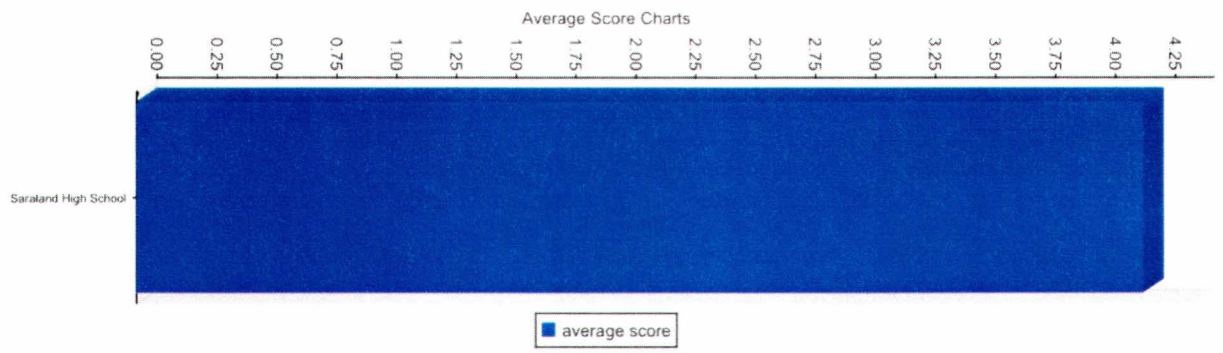


SHS Survey Evidence
Standard 3.2

3.2 Indicator

There was no data from parents for Indicator 3.2.

Staff



3.2 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.2, SHS's curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. According to the high school student survey results, the average score for this indicator was 4.11 in May 2016 and slightly decreased with an average score of 4.08 in December 2016. While a small decrease, the results still show the staff believed the school has achieved this indicator.