Saraland High School
English 9
Quarter 2

CCRS	Standards
	Grammar
35, 36, 37	• Subject-verb agreement • Pronoun-antecedent agreement • Phrases and clauses • Sentence structure -Parts of a sentence -Writing effective sentence
	Writing-Informative
21, 23, 24, 25, 26, 27, 28, 29	• Research paper based on *Romeo and Juliet*
	Literature
1,2,3,4, 5,6,7,8, 10, 11, 13, 14, 15, 16	• Drama -*Romeo and Juliet* • Short stories -"The Lady, or the Tiger?" -"Poison" -"The Cask of Amontillado" -"The Gift of the Magi" -"A Brother's Crime" (Comic strip)
	Other
41	• Test taking strategies-English
39	• Vocabulary Workshop Units 5-7
41	• ACT Periodic
41	• Compass Learning
9	• Outside reading assessment-*The Outsiders*

Saraland High School
English 11
Quarter 1

CCRS	Standards
	Grammar
35, 36, 37	• Subject-Verb Agreement • Modifiers -Misplaced -Dangling • Voice
	Writing
1, 2, 3, 5, 7, 20, 22, 23	• Character analysis *-The Crucible*
	Literature
7, 8, 13, 15, 29	• Summer reading assessment • Background knowledge -The Salem Witch Trials • Elements of drama • *The Crucible* -View Documentary -Give notes -Read play and watch movie for comparing/contrasting -Guided reading questions
24, 25, 26	• ACT Practice via https://actonlineprep.act.org/ePrep/browserInfo.do
4, 38, 39	• Vocabulary Workshop Units 1-4

Saraland High School
English 11
Quarter 4

CCRS	Standards
	Grammar
35, 36, 37	• Sentence structure -Fragments -Run-ons -Parallel structure
	Writing-Narrative
21	• Based on *Hamlet*
	Literature
9, 18, 30, 32, 33, 34, 40	• Author study **-William Faulkner** -"A Rose for Emily" -"The Feather Pillow" -"Barn Burning" (video) -"Intruder in the Dust" **-William Shakespeare** -Read and analyze *Hamlet* -Watch movie for comparing/contrasting
34	• Character Walk
24, 25, 26	• ACT Practice via https://actonlineprep.act.org/ePrep/browserInfo.do
4, 38, 39	• Vocabulary Workshop Units 13-15

Math

	A	B	C	D	E	F	G	H	I	J
1		Gr	Last Name	First Name	Math Gr	Math RO	Eng Grad	Eng ROI	Teacher Comments	Team Comments
2	1	9	~~Anderson~~	~~Alayjah~~	62	40	67	-31	Avg 62, 1o1 instructor, small group, peer helpers (talker)	
3	2	9	~~Baro~~	~~Alex~~	69	-73	62	-83	Avg 69. 1o1, seat, peer group	
4	3	9	~~Beck~~	~~Abrianna~~	87	?	59	3	87 very bright, failed 1st QTR did not turn in a project	
5	4	9	~~Byrd~~	~~Cameron~~	60	50		-47	Misses alot Does not make up work Avg 60	
6	5	9	~~——~~	~~Brianna~~	67	-27	62	-48	67 Avg very smart, Ø distracted by the Boys	
7	6	9	~~Ellis~~	~~Cassidy~~	63	-83	60	18	Avg 63, Seats, 1o1, instructor peer helper	
8	7	9	~~Griffey~~	~~Deuber~~	66	3	43	-35	Ø work, Avg 66 0, talks alot peer helper, Tutoring	Ø eyes
9	8	9	~~——~~	~~——~~	80	120	62	-135	80 Avg 1o1 instruction, peer seating. talks Alot, Ø turn in	
10	9	9	~~Handy~~	~~Chancellor~~	48	-35	67	169	Avg 48 very Bright, behavior issues disruptive	
11	10	9	~~Handy~~	~~Tigler~~	41	40	38	-67	Avg 41 more effort this QRT	
12	11	9	~~Heathcoe~~	~~William~~	76	82	41	-107	76 small group testing, doing well in Math	
13	12	9	~~Hines~~	~~Kayonte~~	62	-11	59	-36	Avg 62. peer tutors, seating in chart	
14	13	9	~~——~~	~~Bryant~~	53	143	57	28	Avg 53 Much better effort low test Grades	
15	14	9	~~——~~	~~Jaydon~~	21	41	80	-17	Avg 21, misses a lot (medical reason) tired in class	

	A	B	C	D	E	F	G	H	I	J
16	15	9	McMullen	David	26	64	62	-96	Avg 26 struggles, good kid tries hard	being referred
17	16	9	▮▮▮	▮▮▮	68	-19	80	-131	Avg 68 Bright in Math, Ø effort doing Better	
18	17	9	▮▮▮	Andrew	84	18	54	163	Avg 84 doing Better.	
19	18	9	Sigler	Kathryn	17	185	67	-183	17 Avg in Math, weak in Math	
20	19	9	Stamper	Brandon	57	-55	51	-117	57 Avg Ø Assignment Attendance issues	
21	20	9	▮▮▮	▮▮▮	78	45	37 ?		Avg 78 Doing Much better always completes work	
22	21	9	▮▮▮	Rodney	64	101	54	-101	Avg 64, 101 just, peer helper seating, tries hard	Does work
23	22	12	▮▮▮	▮▮▮	65 ?		66		Avg 65 in class, distracted motivation	
24	24									
25	25									
26	26									
27	27									
28	28									
29	29									
30	30									

English   11-16-16

	A	B	C	D	E	F	G	H	I	J
1		Gr	Last Name	First Name	Math Gr	Math RC	Eng Grad	Eng ROI	Teacher Comments	Team Comments
2	1	9	▰▰▰	▰▰▰	62	40	67	-31	67 Avg Doing Better, low test grade early	
3	2	9	Razor	Alex	69	-73	62	-83	62 Avg better this QTR Peer in class, Bad home life	
4	3	9	Beck	▰▰▰	87	?		59	3	Avg 59, Ø here a lot Ø writing work Turned in	
5	4	9	▰▰▰	▰▰▰	60	50		-47	Avg 76 doing Great, could work harder	
6	5	9	Campbell	Brianna	67	-27	62	-48	62 Avg in English, influenced easy by others	
7	6	9	▰▰▰	Cassidy	63	-83	60	18	Emotional Ø work promptly Says she leave Avg 60	
8	7	9	▰▰▰	▰▰▰	66	3	43	-35	Ø does work, close proximity, 43 Avg to Stay on task, will not do nothing	? Spec Ed hope
9	8	9	▰▰▰	Alisha	80	120	62	-135	Avg work, Ø turn in Assignment 62 in class	
10	9	9	▰▰▰	Chancellor	48	-35	67	169	Avg 67 Ø work in class.	
11	10	9	▰▰▰	Nigiri	41	40	38	-67	Avg 38, Organization issues does Poor Work, Ø effort	? Spec Ed
12	11	9	Heathcoe	William	76	82	41	-107	two test to Makeups, Avg 41 Works hard, did Extra credit	
13	12	9	▰▰▰	▰▰▰	62	-11	59	-36	Avg 59 sleeps alot, Ø work proximity Control	
14	13	9	▰▰▰	Bryant	53	143	57	28	Ø on task, seems to care more about grades. trying more	
15	14	9	Mathis	▰▰▰	21	41	80	-17	Avg 80 Misses school	

	B	C	D	E	F	G	H	I	J
16	15	9 [redacted]	[redacted] David	26	64	62	-96	62 Aug Ø on task rush through - does not turn in	Being retored
17	16	9 [redacted]	[redacted]	68	-19	80	-131	Avg 80 Trouble staying organized	
18	17	9 [redacted]	[redacted]	84	18	54	163	1300 state, Avg 54 Ø complete Any way in class, outline	
19	18	9 [redacted]	[redacted]	17	185	67	-183	Avg 67, absent, Iss a lot skips	
20	19	9 [redacted]	[redacted]	57	-55	51	-117	Misses school a lot, Bad ADHD Makes up test late and forgotten Assignments	heart surgery?
21	20	9 [redacted]	[redacted]	78	45	37	?	Avg 37 Access Class	Spec Ed ???
22	21	9 [redacted]	[redacted]	64	101	54	-101	tries to do well, Poor test taker, Avg 54, does work	
23	22	12 [redacted]	[redacted]	65	?	66		Avg 66 not turned in paper	
24	24								
25	25								
26	26								
27	27								
28	28								
29	29								
30	30								

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	Class Visit #1 8:30-8:45	Class Visit #2 8:50-9:05	Class Visit #3 9:10-9:25
Team 1 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
Team 2 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
Team 3 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	Tammy Moore	7	3:15
(Lange)	McWain	C. Thomann	C Thomann	7:35	3:15
(Driver)	Wilkerson	M. Burkett	M. Burkett	7	3:15
(Beasley)	McCollum	B. McCall	B McCall	7	3:15
(Edge)	Carmichael	A. Gamble	Ava Gamble	7:10	3:15
(Thomas)	Mason	V. Hultquist	Virginia M. Hultquist	7:00	3:15
(Ross)	Walker	G. Maulo		7:05	3:06
(Williamson)	McNellage	D. Pledger	Danielle Pledg.	7:20	3:15

Approved by ___Beverly J. Spordike___

Title II Funds to cover cost

Instructional Rounds # 1 - 9/23/16

Teacher	Signature	Teacher	Signature
Baldwin		Malone	
Beasley	*(signature)*	Mason	*(signature)* D. Mason
Boutwell		McCollum	*(signature)*
Breland		McKinley	
Bryant		McNellage	*(signature)*
Carmichael	R Carmichael	McWain	*(signature)*
Cozad		Murphy	
Crane, A		Parkin	
Crane, V.		Roberts, D.	
Cunningham, J		Roberts, R	
Cunningham, L.		Robinson	
Davidson		Ross	K. Ross
Driver	*(signature)*	Ryan	
Easley		Simmons	
Edge	*(signature)*	Skidmore	K Skidmore
Edwards		Smith,S.	
Fancher		Spradlin	
Grogan		Steele	
Hall		Stefurak	*(signature)*
Hill		Stinson	
Huff	*(signature)*	Sunnycalb	
Inman		Thames	L. Thames
Johnson		Walker	L Walker
Jones		Whitlock	
Kelly, J.		Whitten	
Kelly, L.		Wilkerson	D. Wilkerson
Lange	Anna Lange	Williamson	*(signature)*
Larson		Wood	
Little			

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

Time	Activity
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

Time	Class Visit #1 8:35-8:50	Class Visit #2 8:55-9:10	Class Visit #3 9:15-9:30
Team 1 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
Team 2 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
Team 3 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

Powerful Conversations Network—Quarterly Meeting #2
November 2016

Learning Targets

1. Deepen understanding of teacher and student use of models and critiques.
2. Rethink the characteristics of effective feedback.
3. Assess the extent to which our school's culture promotes student-engaged assessment practices.
4. Commit to co-creation of a statewide professional learning community through active participation in PCN.

Learning Design

9:00   Registration and Networking

9:30   Welcome, Overview of Learning Targets and Guidelines for Work in Collaborative Groups

Warm-Up: Exchange of Practices—*What has been our experience in using exemplars with our students?*

What Are the Characteristics of Effective Feedback?—*Assessing Our Practice*

Preparing Students to Give Effective Feedback—*Creating Anchor Charts*

Self-Assessment, Critique, and Feedback: Praise-Question-Polish—*Application*

Common Challenges in the Use of Exemplars: *Questions, Strategies, and Support*

To What Extent Does Our School Culture Support Student-Engaged Assessment?—*Reviewing Facets of Cultures That Support SEA and Planning to Address These in Our Schools*

Final Reflection and Feedback

2:30   Adjourn

Saraland High School
Sign-In Sheet

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

Date: 10/18/16   Time: 7:35

Last Name – Print	Role – *teacher, staff, parent, etc.*	Signature
1. Beasley	Teacher (Math)	Colly-W. Beasley
2. FINNIGAN	Asst. Principal	Dr. Brian Finnigan
3. Granade	Counselor	Kandace Granade
4. Sousa	Curriculum & Instruction	Krist Sou
5. Graham	counselor	Graham
6. Skoglund	counselor	A Skoglund
7. Mellard	LMS	Mellard
8. Skidmore	teacher (English)	K. Skidmore
9. SPONDIKE	PRINCIPAL	Beverly Spondike
10. Ross	teacher	Krista Ross
11. McCollum	teacher	David McCollum
12. Granade	counselor	Kandace Granade
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
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
Increase Student Achievement through Technology			
Technology PD	✓		Chalkable Training, Compass Training, STAR Training

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

Activity	Complete	Incomplete	Data Presented
Mathematics			
Math CCRS Instruction	✓		quarterly documentation - bell ringers
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/ H.S. reading)
Math Test Prep	✓		Periodics - bell ringers - exemplars
DOK in Math	✓		ongoing
Math Tests – Regular/Pre-AP/AP	✓		ongoing
A+ and NMSI Math PD	✓		summer training
Reading			
Reading CCRS Plans	✓		DOK - regular plans
Reading CCRS Instruction	✓		monthly meetings w/ Dept. /four 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), STAR, Compass
Reading PBL	✓		Comic books, native american mythology
Reading Formative Assessments	✓		rewriting tests - reword to test format
Reading RtI	✓		use STAR - reading intervention Tier III
English			
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

Writing			
Writing CCRS	✓		Grade level cover different types of writing
Student Writing Portfolios	✓		title samples quarterly
DOK in Writing	✓		Ongoing - incorporating vocabs in writing
Writing PD	✓		grade level meetings / Dept. meetings
Content Writing in Science/Social Studies	✓		lab reports, free response questions
Science			
Science Content Writing	✓		lab reports - open ended questions
Science CCRS PD	✓		monthly dept. meeting
DOK in Science	✓		dept meetings, tests
AMSTI Science Coaching Community PD	✓		cancelled - but attending Science in Motion
Science Hands-on Discovery	✓		Science in Motion - NMSI labs
Science Tests – Regular/Pre-AP/AP	✓		ongoing
Student Engagement in Tech. in Science	✓		cell phone games
Science PBL	✓		engineering projects, egg drop, marine explorers
Science Instruction & Assessment PD	✓		review assessments during dept. meeting
Career Technical Education			
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
Decrease Attendance Concerns			
Perfect Attendance Conferences		✓	beginning second quarter
Early Warning Truancy Program	✓		quarterly meetings - effective
Project CARE	✓		counselors completed initial training

Strategies to Increase Parental Involvement

Communicating Parents Right-to-Know
Status: Annual meeting was conducted in September 2016

Conducting Parent Meetings
Status: PTO, Senior Portfolio Night, Band Parent Meeting, Booster Club, Azalea Trail Meeting

Involving Parents in the Title I Program
Status: Annual Meeting and PTO

Using Title I Parental Involvement Funds Appropriately
Status: Will be spent by Dec. 2016

Informing Parent of Curriculum Expectations and Formative and Summative Assessments
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: _Kristin Jones_

Principal Signature: _Beverly Spondike_

Leadership Team Meeting   **11/8/16**

1st quarter proficiency meeting notes

- Coach Croley- Star data, review reading data (growth in 9th grade from 1st assessment)
- Star tutoring for those in the yellow
  *10th grade CPA drop 11%
  *Pre-AP Algebra I @ 84% proficiency
- Practice ACT Sept. and Feb.
  *93% exceed benchmark
- Rewards for students for STAR results, positive growth, proficiency
- Early morning and other times (electives) computer access to practice for ACT
- Saturday sessions for proficiency
- Review exemption, comprehensive exams

Math- Absenteeism

Science- Absenteeism, motivation

- All athletes must make a 70
- AP chemistry 1st quarter exam results

Social Studies- 600 progress reports going out tomorrow to anyone with a 69 or below in any given class.

English- Reading/comprehension levels (K-12)

Science- Vertical alignment with middle school (emphasis on basic skills)
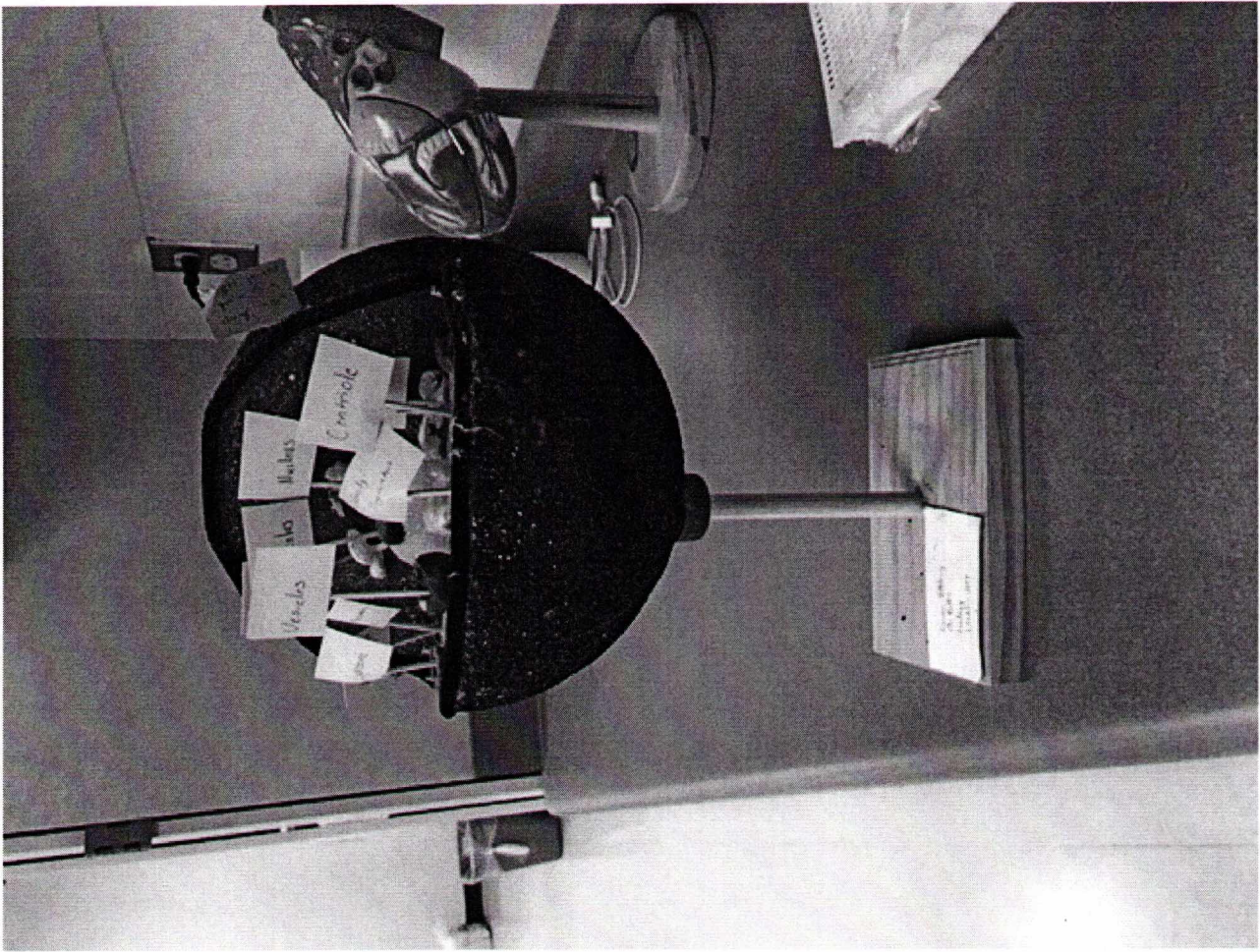
Cell project for Pre-AP Biology
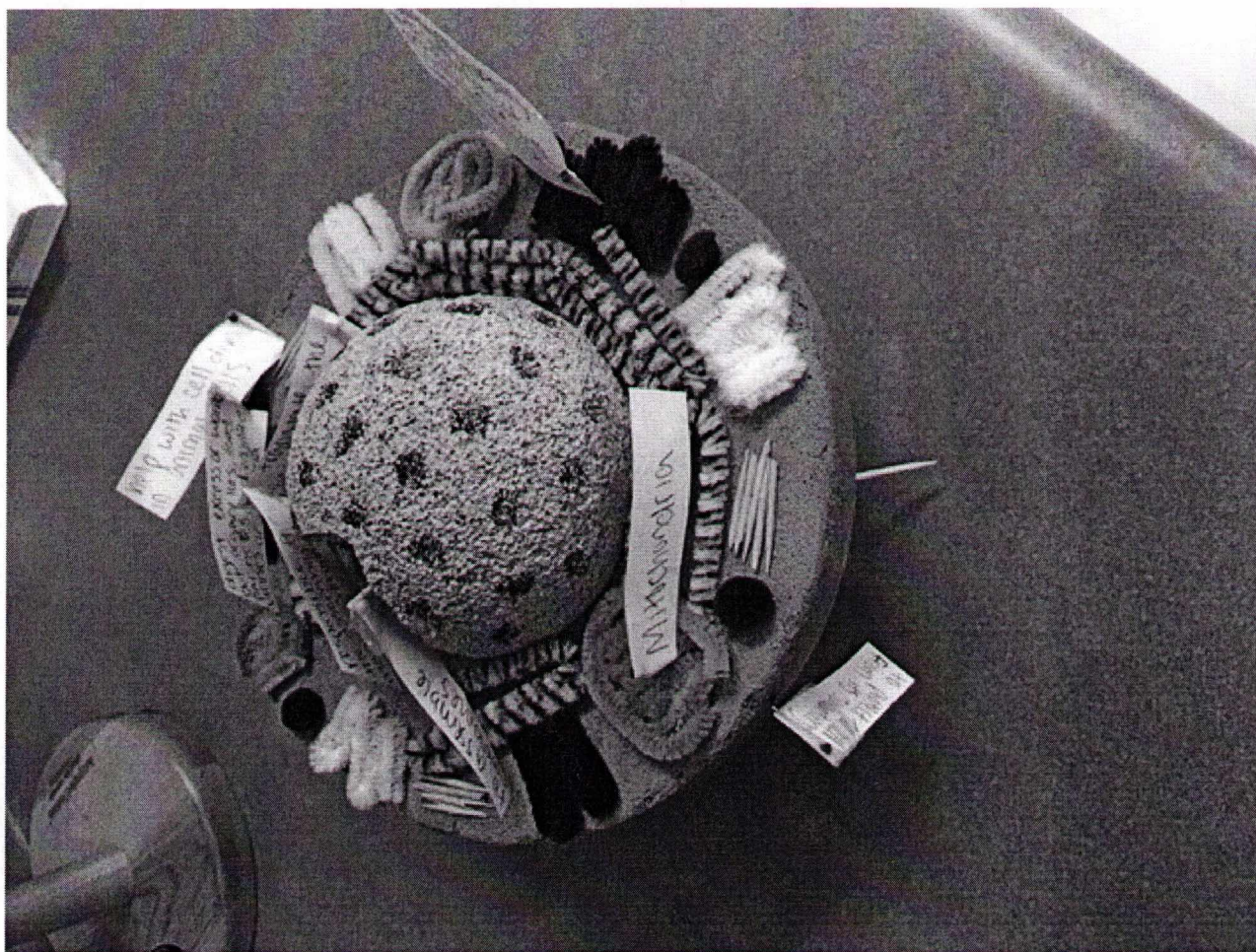
Beverly J. Spondike
Principal
Saraland High School
1115 Industrial Parkway
Saraland, Alabama 36571
251-602-8970
251-602-8980 Direct Line
bspondike@saralandboe.org

Cell project for Pre-AP
Biology
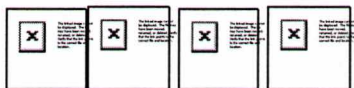
English Department Meeting Agenda

September 21, 2016

- Educate Alabama
  - Make sure you go in and select Mrs. Spondike as your first evaluator and Mr. Finnigan or Mr. Ward as your second
  - Select your two indicators for your PLP and set up a time with your designated AP to get that started
- Quarter Exams
  - Content
  - DOK Levels
  - Item analysis
  - Aligning with standardized tests
- Teacher Work Days
  - Friday, September 30
    - Meeting with Coach Croley and Mrs. Granade regarding Periodics results
    - Work on grades
  - Monday, October 3, 2016
    - Meeting with Patsy Sheffield regarding ACT ASPIRE
    - Plan for 2nd quarter
- Signing into Sadlier Vocabulary Workshop
- Exemplars
  - Bell Ringers
  - Tests
- Uniforms
- Tardies
  - DO NOT accept anyone to first period tardy
  - Send them to Mrs. Myers
  - Consistency is key
- Standardized testing-Prepare weekly through Bell Ringers
  - Works Keys
  - ACT
  - Aspire
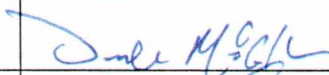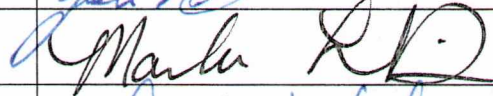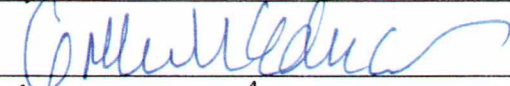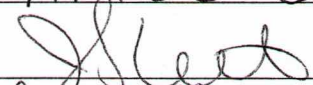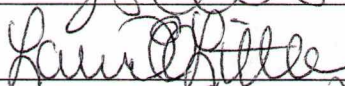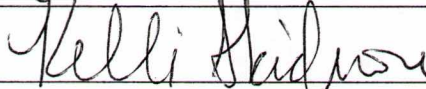
- We discussed educate *(illegible names)* Mr. Spratti, Mr. War, Mr. Fzm
- Qtr exam
  - questions on exam content, grammar, and writing question
  - DOK levels
- text to *(illegible)* on percentage of questions on DOK
- (item analysis) Mrs. Stringer has item analysis form Mr. *(illegible)* really requires this form.

- Coach *(illegible)* discussion on *(illegible)*

- teacher work day meeting with *(illegible)* at *(illegible)*

- Mon. Oct. 3 meeting with Patti *(illegible)* for ASPIRE

- signing in to Sadlier Workshop digitally (*(illegible)*, test, etc.)

- *(illegible)* enough Vocabulary *(illegible)* books 12th

- exemplars (put *(illegible)* on test *(illegible)* them as *(illegible)*

- uniform policy (it is much *(illegible)*!)

- tardies (discuss policy)

- Standardized tests weekly through Sadlier
  - discussed advanced(?). (Mar. 27 - Mar. 28)
  - things to use for technology in the classroom
  - websites like padlet and *(illegible)*

English Department Meeting Attendance

September 21, 2016

Printed name	Signature
Darrell McCollum	*signature*
Justin McNellece	*signature*
Marla Driver	*signature*
Colleen Edwards	*signature*
Anna Lange	*signature*
Jeniea Steele	*signature*
Lauren Little	*signature*
Chelsea Baldwin	*signature*
Kelli Skidmore	*signature*

Social Studies Department Meeting
8/4/16

<u>Teachers Present</u>

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

<u>Agenda</u>

1. Place lesson plans outside of door
2. Planbook.com has national and state standards on a pull down menu
3. Be sure to use outside readings. Teach charts, maps, graphs.
4. Use foldbables, venn diagrams, concept maps
5. Apply blooms taxonomy. Teach higher order thinking skills
6. Each teacher was emailed a copy of CCRS Reading and Writing standards

Social Studies Department Meeting
11/7/16

<u>Teachers Present</u>

Robin Carmichael
Tracy Edge
Randall Larson
Matt Williamson
Greg Cozad
Kendon Hughes

<u>Agenda</u>

1. Discussed the Social Studies Department quarter exam proficiency results.
2. Discussed how low some of the quarter exam results were.
3. Discussed ways to get students to do well on quarter exams, including use of study guides and oral review.
4. Discussed online review like quia.com and kahoot.it
5. Discussed getting our professional learning plans completed.

November Science Department Meeting Agenda

11/17/16

1. Exemplars
   a. Implementation
   b. Class sets
   c. Evidence
2. CCRS Pacing Guides—highlight reading and writing standards in yellow
3. Fire and tornado drill sheets
4. Be preparing evidence for quarter 2 for Mr. Finnigan
5. Failure Reports will need to be completed for 2nd quarter
6. Fees
7. Next Dept. Meeting—Webb's DOK. Please be thinking about a test you would like to review
8. Vertical Alignment with middle school teachers

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)
August	• MS/CO: August 1st – Universal Precautions Training • MS/CO: August 1st – CPR Training • ES/MS/HS/CO: August 1st – District Teacher Institute Day • ES: August 2nd – Chromebook Training • ES/MS/HS/CO: August 2nd – Dyslexia Training • HS/CO: August 2nd – Universal Precautions Training • ES/CO: August 3rd – CPR Training • MS: August 3rd – Project CARE Training • HS/CO: August 3rd – Compass Learning • ES: August 3rd – Universal Precautions Training • ES/MS/HS/CO: August 10th – Instructional Partners Training • HS: August 16th – CPR Training • MS/CO: August 22nd – Dyslexia Screening Training • MS: August 29th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators • 5-8, Administrators • All Employees • K-4, Administrators • K-12, Administrators • 9-12, Administrators • K-4, Administrators • 5-8, Administrators • 9-12, Administrators • K-4, Administrators • Administrators, IPs • 9-12, Administrators • 5-8, Administrators • 5-8, Administrators
September	• ES/MS/HS/CO: September 1st – Key Leaders Network (KLN) • ES/CO: September 2nd – Dyslexia Screening Training • HS: September 6th – Leadership Team Meeting • ES: September 7th – Instructional Rounds • HS: September 7th – Instructional Rounds Training • ES: September 8th – CPI Recertification • MS: September 8th – CPI Recertification • ES: September 8th – AMSTI Unit 1 & 2 Study • MS/CO: September 12th – Compass Learning • ES/CO: September 13th – Dyslexia Screening • ES: September 13th – AMSTI Unit 1 & 2 Study • ES: September 14th – AMSTI Unit 1 & 2 Study • ES: September 14th – Analyzing STAR Reading and Math Data to Guide Instruction • MS: September 14th – Instructional Rounds • ES/MS/HS: September 15th – Powerful Conversations Network (PCN) • ES: September 16th – AMSTI Unit 1 & 2 Study • ES/MS/CO: September 19th –20th – Instructional Partners Network Retreat • MS: September 19th – Analyzing Tier 2 & Tier 3 Student Data • HS/CO: September 19th – Compass Learning Webinar • ES: September 20th – AMSTI Unit 1 & 2 Study • HS/CO: September 21st –22nd – Instructional Partners Network Retreat • ES: September 27th – Liberty Legacy • ES: September 29th – Analyzing Tier 2 & Tier 3 Student Data • ES/MS/HS/CO: September 29th – ALSDE Attendance Workshop • ES/MS/HS/CO: September 30th – New Hire Compass Learning • MS/CO: September 30th – Using Compass Learning Science • ES: September 30th – Utilizing Components of Accelerated Reading and STAR • ES: September 30th – Utilizing Components of Accelerated Reading, STAR, ACT Periodic, and ACT Aspire	• Administrators • 1, 2, 4, Admin • Leadership Team • Admin, IPs, Teachers • 9-12, Admin, IP • K-4 SPED, Admin • 5-8, Administrators • 4 PLT • 5-8, Administrators • K-4, Administrators • 2 PLT • K PLT • K-4, Administrators • Admin, IPs, Teachers • Administrators, IPs • 1 PLT • Administrators, IPs • 5-8, Administrators • 9-12, Administrators • 3 PLT • Administrators, IP • 3, Administrators • K-4, Administrators • Admin, Counselors • 1, 2, 4, 5-12, Admin • 5-8, Administrators • K-2, Administrators • 3-4, Administrators

	• ES/CO: September 30th – Dyslexia: Multisensory Teaching in all Settings	• K-4, Administrators
October	• HS: October 3rd – Homeless AwarenessTraining	• 9-12, Administrators
	• HS/CO: October 3rd – Chalkable Aspire Training	• 9-12, Administrators
	• ES: October 4th – AMSTI Unit 3 & 4 Study	• 4 PLT
	• ES: October 5th – AMSTI Unit 3 & 4 Study	• 1 PLT
	• MS: October 10th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES: October 11th – AMSTI Unit 3 & 4 Study	• 3 PLT
	• ES: October 12th – AMSTI Unit 3 & 4 Study	• K PLT
	• HS: October 12th – Project CARE Training	• 9-12, Administrators
	• Strategic Plan Review: October 12th	• Admin, Teachers, Parents, Stakeholders
	• ES: October 13th – AMSTI Unit 3 & 4 Study	• 2 PLT
	• ES: October 17th – Homeless AwarenessTraining	• K-4, Administrators
	• ES: October 17th – Project CARE Training	• K-4, Administrators
	• MS/CO: October 18th – Chalkable Aspire Training	• 5-8, Administrators
	• HS/CO: October 18th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/CO: October 19th – Chalkable Aspire Training	• 3-4, Administrators
	• ES/CO: October 20th –21st – S.P.I.R.E Multisensory Curriculum	• K-4, Administrators
	• MS/CO: October 20th –21st – S.P.I.R.E Multisensory Curriculum	• 5-8 SPED, Admin
	• ES/CO: October 25th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• MS/CO: October 26th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: October 27th – Key Leaders Network (KLN)	• Administrators
	• ES: October 28th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
November	• MS: November 1st – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• MS: November 6th – 8th – ASAHPERD Conference	• PE Teacher
	• MS: November 7th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• MS: November 7th – Homeless Awareness Training	• 5-8, Administrators
	• HS: November 8th – Leadership Team Meeting	• Leadership Team
	• MS: November 9th – Instructional Rounds	• Admin, IPs, Teachers
	• HS/CO: November 10th – Project Lead The Way (PLTW)	• Admin, Teacher
	• ES/MS/HS/CO: November 14th – STAR Renaissance	• Admin, IPs, Counselors, Librarians
	• ES/MS/HS/CO: November 15th – STAR Renaissance	• K-10 Teachers, Administrators
	• ES/MS/HS: November 15th – Powerful Conversations Network (PCN)	• Admin, IPs
	• ES: November 16th – Instructional Rounds	• Admin, IPs, Teachers
	• ES/MS/HS/CO: November 16th –18th – Alabama Counselor Conference	• Counselors, Director
	• ES: November 17th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
	• HS: November 28th – Instructional Rounds	• Admin, IP, Teachers
	• ES: November 29th – AMSTI Unit 5 & 6 Study	• 4th PLT
	• ES/MS/HS/CO: November 29th – Teacher Mentor Training	• Liaison, IPs
	• ES: November 30th – AMSTI Unit 5 & 6 Study	• K PLT
December	• ES: December 2nd – AMSTI Unit 5 & 6 Study	• 3rd PLT
	• MS: December 5th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES: December 6th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS: December 6th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES/MS/HS/CO: December 7th –9th – Chalkable Annual Conference	• IPs, Registrars, Administrators
	• ES: December 7th – AMSTI Unit 5 & 6 Study	• 1st PLT
	• ES: December 8th – AMSTI Unit 5 & 6 Study	• 2nd PLT
	• HS: December 12th – Leadership Team Meeting	• Leadership Team
January	• ES: January 2nd – Learning Targets	• K-4, Administrators
	• ES: January 3rd – Elizabeth Sessions/Chromebooks	• K-4, Administrators
	• ES/CO: January 3rd – Dyslexia: Multisensory Teaching in all Settings	• K-4, Administrators

	• MS/CO: January 3rd – Compass Learning Training	• 5-8, Administrators
	• HS/CO: January 3rd – Compass Learning Training	• 9-12, Administrators
	• MS: January 10th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES: January 18th – Instructional Rounds	• Admin, IPs, Teachers
	• MS/HS: January 18th –20th – Chalkable/Power School Annual Conference	• Registrars, IP
	• MS/CO: January 18th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: January 19th– Key Leaders Network (KLN)	• Administrators
	• HS: January 20th – Instructional Rounds	• Admin, IP, Teachers
	• MS: January 23rd – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS/CO: January 23rd – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/CO: January 24th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES: January 26th – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
February	• ES: February 1st – AMSTI Unit 7 & 8 Study	• K PLT
	• ES: February 2nd– AMSTI Unit 7 & 8 Study	• 4th PLT
	• ES: February 3rd – AMSTI Unit 7 & 8 Study	• 3rd PLT
	• CO: February 6th–7th – Instructional Partners Retreat for Central Office	• Administrators
	• ES: February 7th – AMSTI Unit 7 & 8 Study	• 1st PLT
	• ES: February 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
	• MS: February 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• ES: February 8th – AMSTI Unit 7 & 8 Study	• 2nd PLT
	• MS: February 13th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: February 13th – Leadership Team Meeting	• Leadership Team
	• MS: February 15th – Instructional Rounds	• Admin, IP, Teachers
	• ES: February 22nd – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• ES/MS/HS: February 23rd – Powerful Conversations Network (PCN)	• Admin, IPs
March	• ES: March 7th – Instructional Rounds	• Admin, IPs, Teachers
	• MS: March 7th – Analyzing STAR Reading and Math Data to Guide Instruction	• 5-8, Administrators
	• MS: March 20th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: March 20th – Leadership Team Meeting	• Leadership Team
	• ES: March 21st – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS/CO: March 21st – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• ES/MS/HS/CO: March 23rd – Key Leaders Network (KLN)	• Administrators
April	• HS/CO: April 17th – Leadership Team Meeting (aCIP Review)	• Leadership Team
	• MS: April 24th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• ES/CO: April 26th – Leadership Team Meeting (aCIP Review)	• Leadership Team
May	• ES/MS/HS/CO: May 2th–5th – Alabama Association of School Business Officials	• Bookkeepers, Central Office Staff
	• ES: May 3rd – Analyzing Tier 2 & Tier 3 Student Data	• K-4, Administrators
	• MS: May 8th – Analyzing Tier 2 & Tier 3 Student Data	• 5-8, Administrators
	• HS: May 8th – Leadership Team Meeting	• Leadership Team
	• ES: May 10th – Analyzing STAR Reading and Math Data to Guide Instruction	• K-4, Administrators
June	• AMSTI Year 2 Science Training/New Teacher Training	• K-8, Administrators
	• District Improvement Plan (DIP) Review	• Admin, Teachers, Parents, Stakeholders
	• Administrative Retreat	• Administrative Staff
July	• New Teacher Institute	• K-12, Administrators

_____   12-2-16
Superintendent Signature   Date

Response to Instruction (RtI) Overview

Saraland High School has developed an RtI framework that is updated annually. The framework contains these components:

- Purpose of Problem Solving Teams (PSTs)
- Student Placement Procedures for PST
- Tier to Tier Transition
- Dismissal from PST Services
- Tier 2 Intervention
- Tier 2 Required Documentation
- Tier 3 Intervention
- Tier 3 Required Documentation
- Progress Monitoring Tools

All teachers and school administrators maintain a copy of the school's updated RtI framework and adhere to the guidelines presented in the document during PST meetings and classroom instruction.

Progress Monitoring Tools
Academic Performance
High school teachers will use *STAR Reading* as the progress monitoring tools for reading. *STAR Math* will be used as the progress monitoring tools for math.

Behavior Performance
High school teachers will use the Behavior Report to Parents and the SDE Progress Monitoring Data Management Calculator as the progress monitoring tools for behavior. During the PST meetings, language arts, math, science, and social studies teachers will discuss students exhibiting potential behavior concerns.

Saraland City Schools
STAR Data Form

Teacher _____   Date _____

Subject _____   Grade Level _____

Number of proficient students _____   Percentage of proficient students _____

Number of students close to proficiency _____   Percentage of students close to proficiency _____

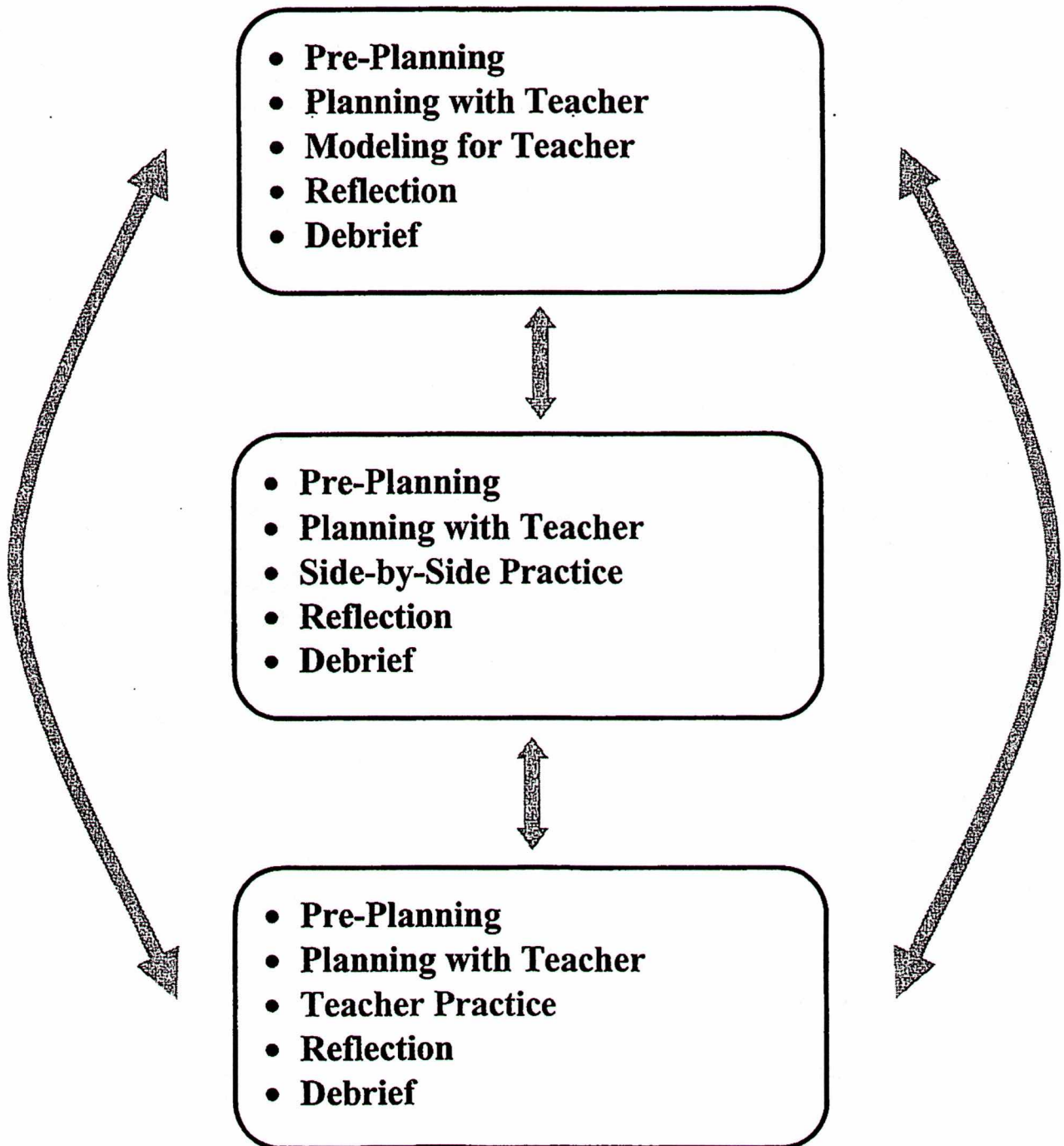Number of students in need of support _____   Percentage of students in need of support _____

Three observations and/or concerns I have about the STAR data for my students:

Three action steps I will use to help my students improve their STAR assessments:

Coaching Cycle
A Continuum for On-Going Professional Development

Always Begin with Data

- **Pre-Planning**
- **Planning with Teacher**
- **Modeling for Teacher**
- **Reflection**
- **Debrief**

- **Pre-Planning**
- **Planning with Teacher**
- **Side-by-Side Practice**
- **Reflection**
- **Debrief**

- **Pre-Planning**
- **Planning with Teacher**
- **Teacher Practice**
- **Reflection**
- **Debrief**

The Problem-Resolving Conversation Map

Begin

Honor Existing State

Frame Desired State

Locate and Amplify Resources

Check for Congruence

Reflect on Coaching Process
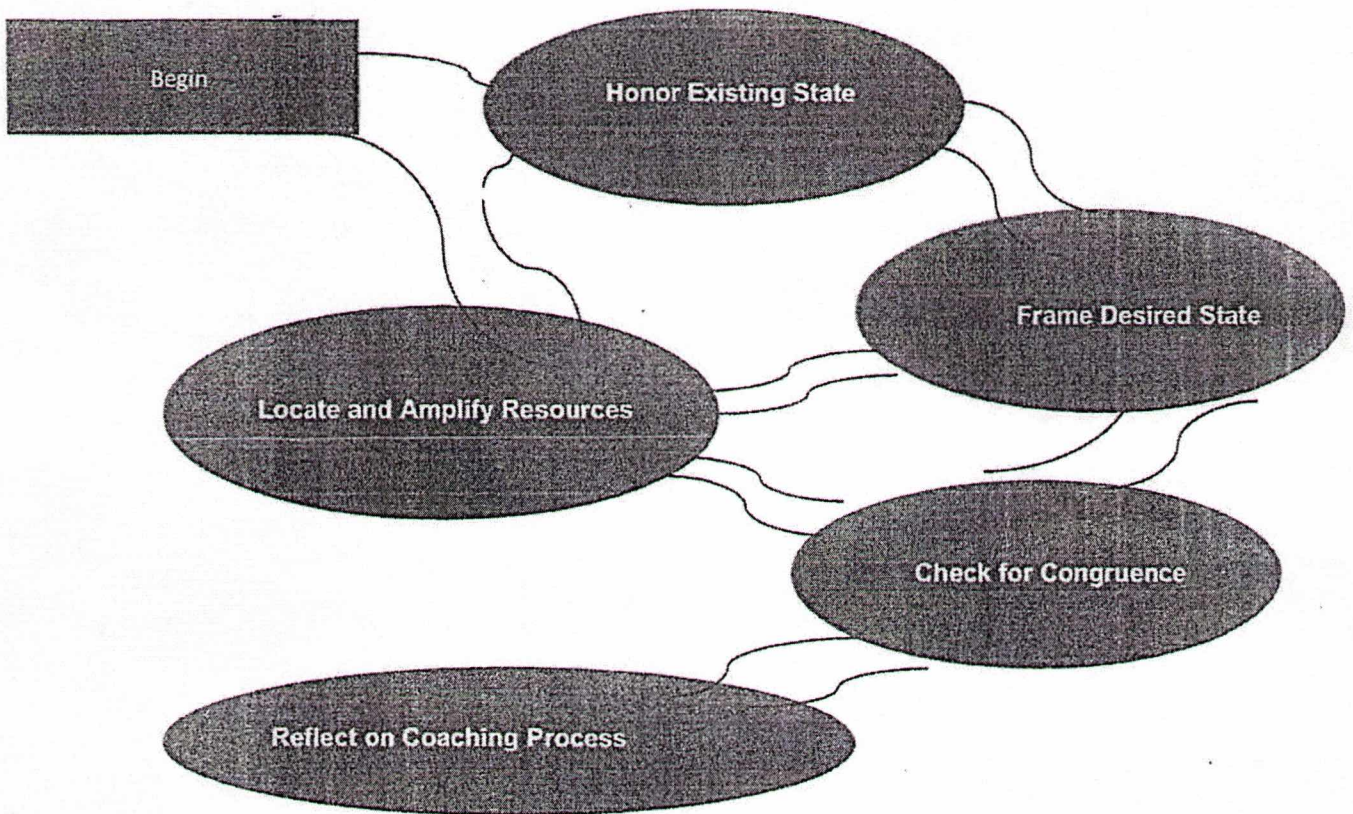
p. 218, *Cognitive Coaching, 3rd Edition*

Pace & Lead Strategy
① Acknowledge where the person is with their feelings.
   I can understand why you may be angry.

Elements of Pacing
(p. 88, *Cognitive Coaching Foundation Seminar: Learning Guide*)

To pace means to honor the existing state and frame the desired state.

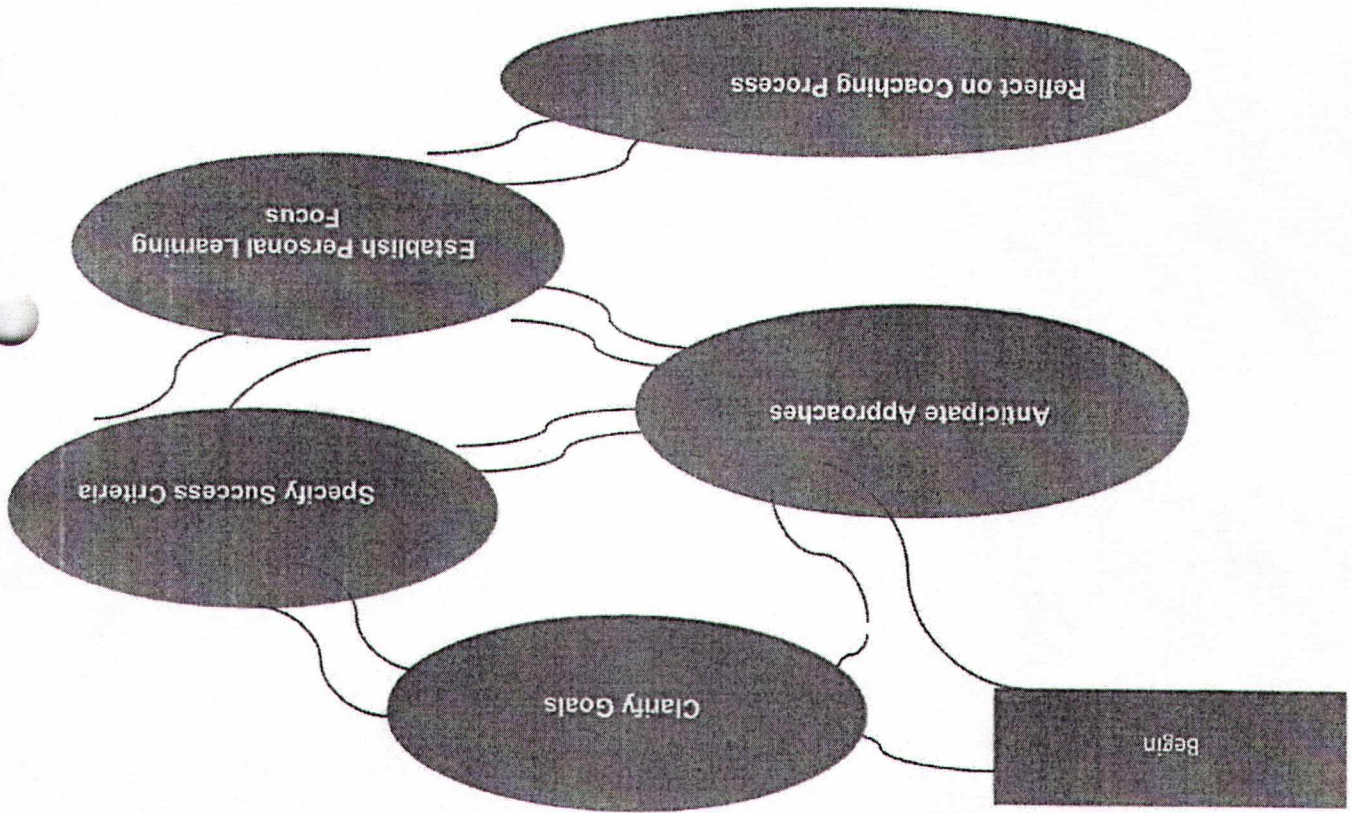| Elements	Template	Example
Empathy: Acknowledge and clarify paraphrase of the person's feelings, while matching posture, gesture, intonation, and language	You're _____.	You're frustrated.
Content: Summarize and organize paraphrase of the content of the speaker's message	because _____	because they aren't really trying.
Goal: Shift conceptual focus paraphrase of the goal/desired state the speaker wants to achieve	What you want is _____.	What you want is to be effective in motivating them to do their very best.
Pathway: Transition statement to move toward the lead	And you're looking for a way to make that happen.	And you're looking for a way to make that happen.

Characteristics of Effective Goals
(p. 89, *Cognitive Coaching Foundation Seminar: Learning Guide*)

Effective goals:

- are stated positively.
- are stated broadly—open multiple possible solutions.
- are brief and as simple as possible.
- carry positive suppositions.
- are about being, having, or feeling, not about doing—frame a destination, not a journey.
- are about the person being coached.

Lead the person- How can I get to where I'm going?

The Planning Conversation Map

Reflect on Coaching Process

Establish Personal Learning Focus

Anticipate Approaches

Specify Success Criteria

Clarify Goals

begin

The Planning Conversation
(Excerpted and adapted from pp. 201-202, *Cognitive Coaching: Developing Self-Directed Leaders and Learners* by Arthur L. Costa & Robert J. Garmston)

Costa and Garmston identify five "dominant regions" through which the coach mediates a teacher's thinking when the focus is on planning a future event. Thinking through these five will, in these authors' view, "maximize the significance, success, and meaning" of the event.
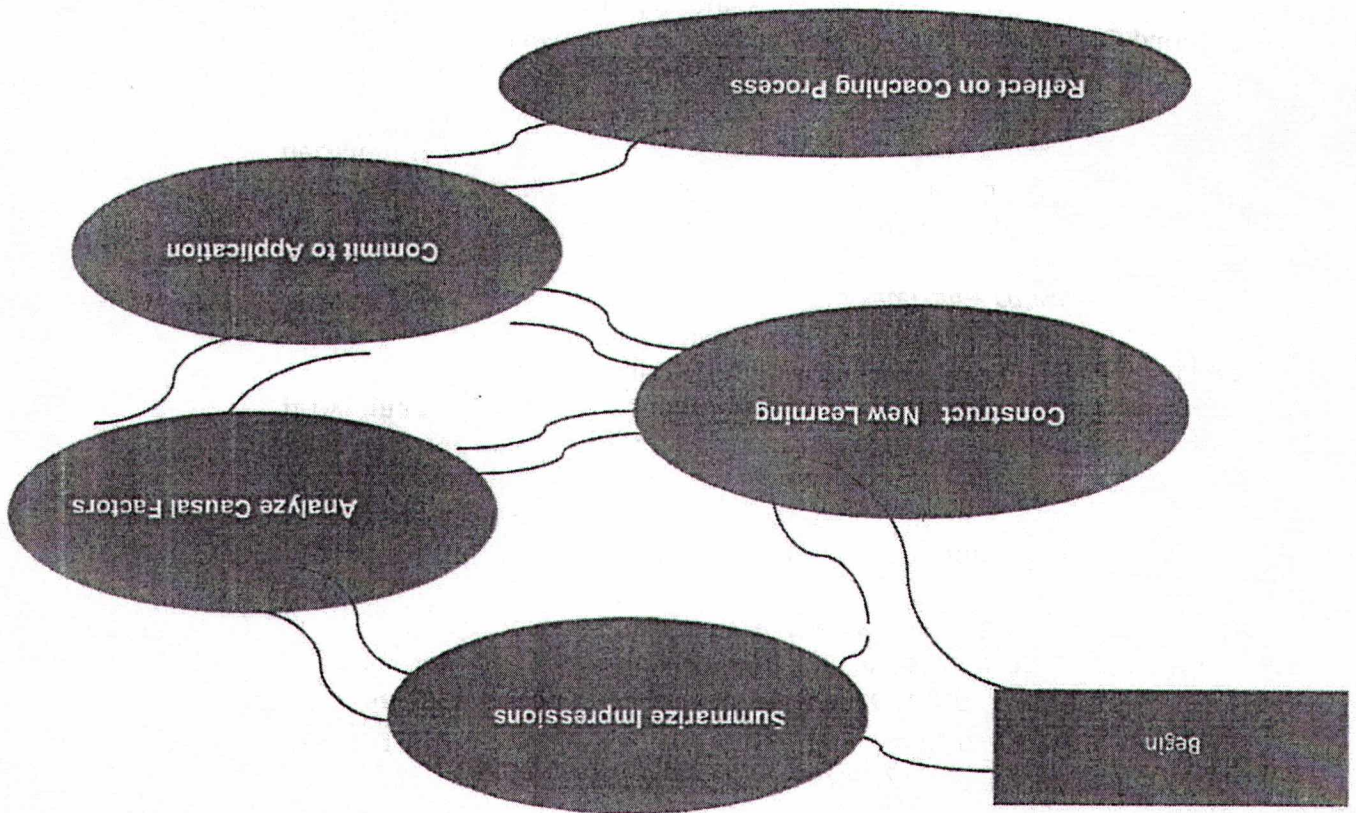
- *Clarify goals*—What are the desired or intended purposes or outcomes of the event?

- *Specify success indicators and a plan for collecting evidence*—What are the observable indicators of success? What do you envision students doing or saying to indicate that the purpose is being met? How might we monitor and collect evidence related to the success indicators?

- *Anticipate approaches, strategies, decisions, and how to monitor them*—What specific strategies or activities will be used to achieve the desired outcomes?

- *Establish personal learning focuses and processes for self-assessment*—What is the personal learning focus for the teacher? How can the teacher partner make personal meaning from the event that will enable the establishment of self-directed goals?

- *Reflect on the coaching process and explore refinements*—How did the coaching conversation affect the teacher's thinking and decision-making? How might future coaching conversations be modified to improve future planning conversations?

Mediative Questioning for Planning Conversations

(Table Appendix C, pp. 329-330, *Cognitive Coaching: Developing Self-Directed Leaders and Learners*)

If the desired cognitive thought or process is to:	Then the coach might ask:
Describe (State the purpose of the lesson.)	**What** outcomes do you have in mind for your lesson today?
Envision (Translate the lesson purposes into descriptions of desirable, observable student behaviors.)	As you see the lesson unfolding, **what will** students be doing?
Predict (Envision teaching strategies and behaviors to facilitate students' performance of desired behaviors.)	As you envision this lesson, **what do you see** yourself doing to produce those student outcomes?
Sequence (Describe the sequence in which the lesson will occur.)	**What will** you be doing **first? Next? Last?** How will you close the lesson?
Estimate (Anticipate the duration of activities.)	As you consider the opening of the lesson, **how long** do you anticipate that will take?
Define (Formulate procedures for assessing outcomes by envisioning, defining, and setting success indicators.)	**What will you see** students doing or hear them saying **that will indicate** to you that your lesson is successful?
Metacogitate (Monitor his or her own behavior during the lesson.)	**What will you be aware of** in students' reactions **to know if** your directions are understood?
Self-Assess (Identify a process for personal learning.)	As a professional, what are **you hoping to learn more about your own** practices as a result of this lesson?
Describe (Depict the data-collecting role of the observer.)	**What will you want me to look** for and give you feedback about while I am in your classroom?

The Reflecting Conversation Map

p. 203, Cognitive Coaching, 3rd Edition

Reflect on Coaching Process

Commit to Application

Construct New Learning

Analyze Causal Factors

Summarize Impressions

Begin

The Reflective Conversation
(Excerpted and adapted from pp. 204-205, *Cognitive Coaching: Developing Self-Directed Leaders and Learners* by Arthur L. Costa & Robert J. Garmston)

As with the Planning Conversation, Costa and Garmston identify five regions through which the coach mediates a teacher's thinking and processing of an event (e.g., lesson). The authors stress the intentionality with which the coach and teacher partner engage in thinking back on the event for the purpose of summarizing and assessing what occurred, while recalling data that support the assessments.

- *Summarize impressions and recall supporting information.*
  - Intent: To elicit overall thoughts and feelings of the teacher (coachee) about the event and to ground it in specific evidence or data
  - First: Because of the teacher's emotional investment in an event that was planned, it is important to begin by activating feelings or impressions of how the event went.
  - Next: Elicit the teacher's memory of events (data). Important to call forth internal data (what the reflector knows and is aware of) before providing external data.
  - Then: Provide external data, putting evidence in hand of the teacher and providing time for review and reflection.
  - Finally: Facilitate the coachee's comparison/contrast of internal data (what s/he believed happened) with external data (evidence collected.)
- *Analyze causal factors; compare, analyze, infer, and determine cause-and-effect relationships.*
  - Intent: To compare the planned event with what actually happened, to identify factors that contributed to the results, to explain and give reasons for decisions that were made during action, and to make inferences from the information that was recollected
- *Construct new learning and applications.*
  - Intent: To make meaning from the analysis, to draw insights and patterns, and to synthesize personal learnings
- *Commit to applications.*
  - Intent: To apply learnings to future events, to transfer learning, and to take action to modify personal behaviors
- *Reflect on the coaching process and explore refinements.*
  - Intent: To engage coachee in reflecting on the coaching conversation, to think about its effects on her/his thinking and decision-making, and to make suggestions to improve future reflecting conversations
  - Importance: To reinforce the collaborative nature of the coaching relationship—and to make the coachee more aware of this cognitive process so that he/she can engage in this type of reflection independently in the future

Mediative Questioning for Reflective Conversations

(Table Appendix C, pp. 330-331, *Cognitive Coaching: Developing Self-Directed Leaders and Learners*)

If the desired cognitive thought or process is to:	Then the coach might ask:
Assess (Express feelings about the lesson.)	As you reflect on your lesson, **how do you feel** it went?
Recall and Relate (Recollect student behaviors observed during the lesson to support those feelings.)	**What did** you see students doing (or hear them saying) **that made you feel** that way?
Recall (Recollect their own behavior during the lesson.)	**What do you recall** about your own behavior during the lesson?
Compare (Draw a comparison between student behavior performed with student behavior desired.)	**How did** what you observe **compare** with what you planned?
Infer (Abstract meaning from data.)	Given this information, **what do you make of it?**
Draw Conclusions (Assess the achievement of the lesson purposes.)	As you reflect on the goals for this lesson, **what can you say about** your students' achievement of them?
Metacogitate (Become aware of and monitor their own thinking during the lesson.)	**What were you thinking when** you decided to change the design of the lesson? OR **What were you aware of that students were doing that signaled you to change the format of the lesson?**
Infer from Data (Draw hypotheses and explanations from the data provided.)	What **inferences** might you **draw** from these **data?**
Analyze (Examine why the student behaviors were or were not achieved.)	What hunches do you have to **explain why** some students performed as you had hoped while others did not?
Describe Cause-Effect (Draw causal relationships.)	**What did you do** (or not do) to **produce the results** you obtained?
Self-Assess (Construct personal learnings.)	What **personal learnings** did you gain from the experience?
Apply (Prescribe alternative teaching strategies, behaviors, or conditions.)	As you plan future lessons, **what insights** have you developed that **might be carried forth** to the next lesson or other lessons?
Evaluate (Give feedback about the effects of this coaching session and the coach's conferencing skills.)	As you think back over our conversation, **what has this** coaching session **done for you? What** is it that I did (or didn't) do that was **of benefit** to you? **What assisted you? What could I do differently** in future coaching sessions?

STANDARD 3: TEACHING AND ASSESSING for LEARNING

<u>Students</u>

Average Score Charts

■ average score
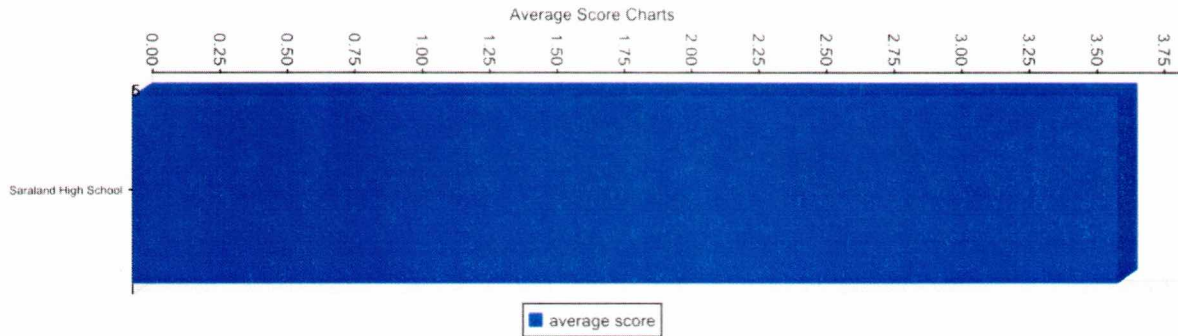
3.5 Indicator

No student data for this indicator.
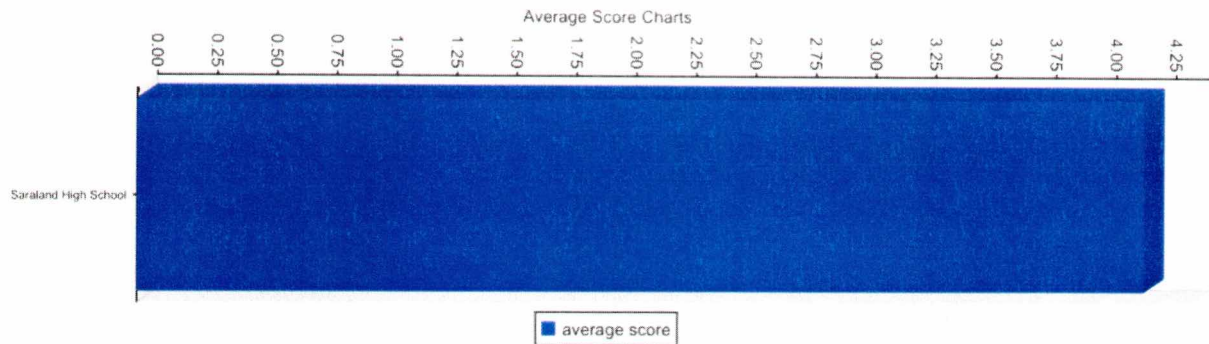
<u>Parents</u>
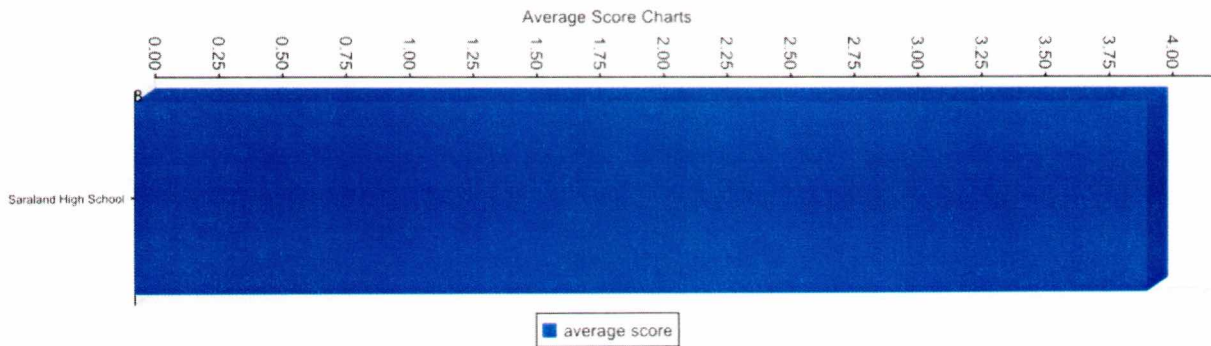
Average Score Charts

■ average score

3.5 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.5, teachers participate in collaborative learning communities to improve instruction and student learning. According to the parent survey results, the average score for this indicator was 3.45 in May 2016 and increased to

an average score of 3.82 in December 2016. Therefore, the results show parents believed the school has achieved this indicator.

Staff

Average Score Charts

3.5 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.5, teachers participate in collaborative learning communities to improve instruction and student learning. According to the staff survey results, the average score for this indicator was 4.09 in May 2016 and increased to an average score of 4.23 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.