



"Prepared for All Things"

Ensuring Student Success



TROY ATHENS HIGH SCHOOL STAFF 2015-2016

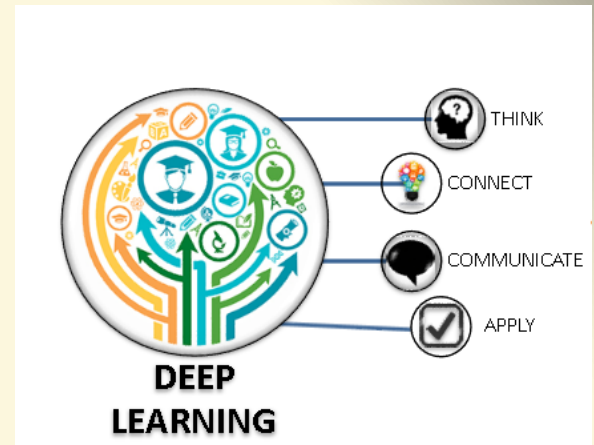
We accepted the challenge.

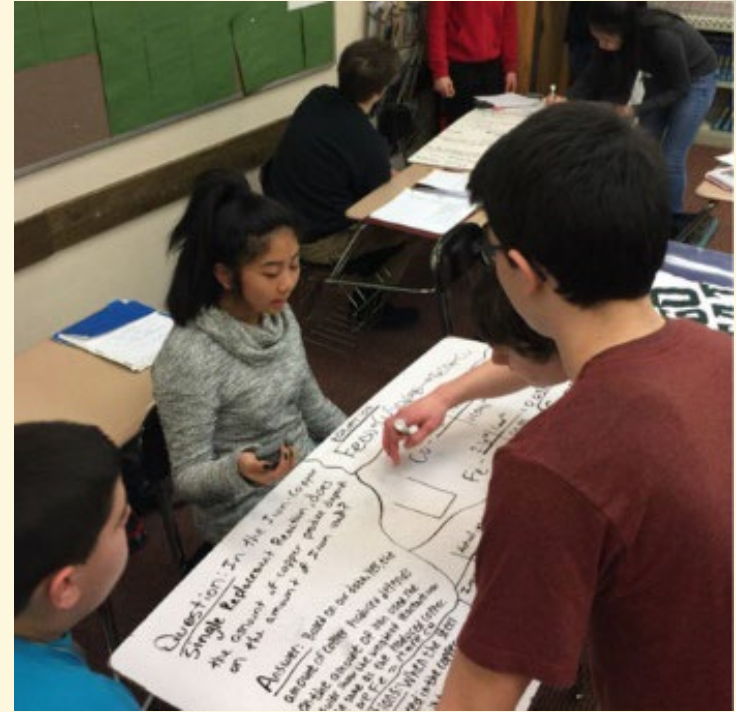


We chose one unifying direction:

Collaboratively ensure deep learning for students and staff.

Deep thinking drives
passion and innovation.

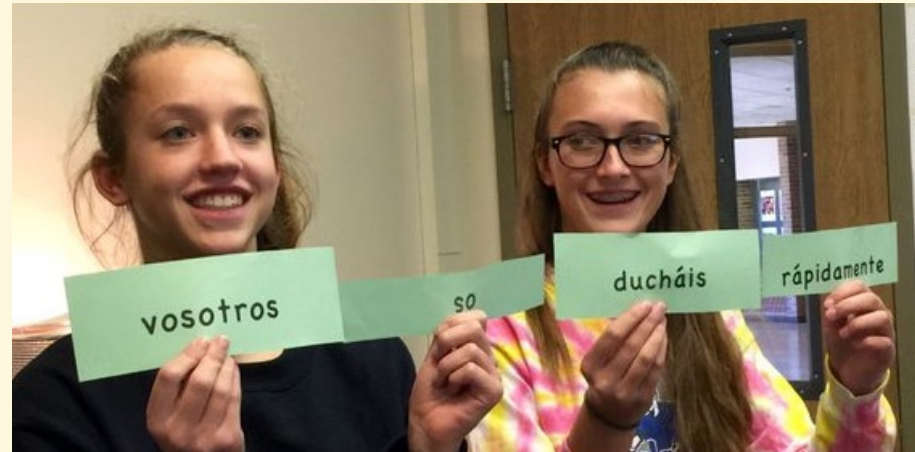
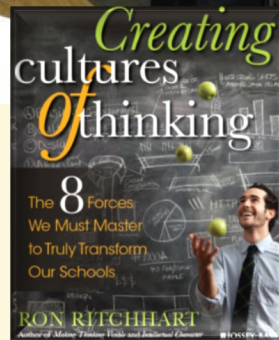




Through deep learning, we are providing students the fair and equitable education they need and deserve.



Key strategies are Collaboration, CAT & CoT, & Formative Assessment.



All Faculty participated in 1 of 3 Goals.



Literacy: English Dept.

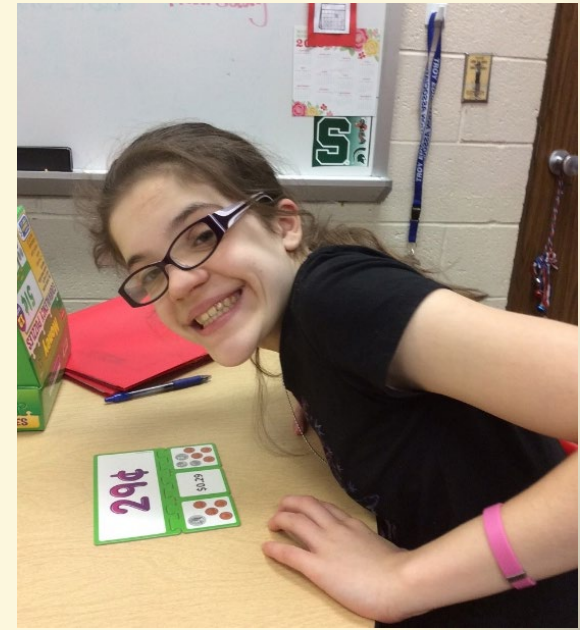


Computation & Problem Solving: Math Dept.



Deep Learning: Business, Counseling, Fine Arts, Health/Physical Ed., Science, Social Studies, Special Ed., World Language, Vocational Ed.

Students were given a variety of ways & opportunities to **show** & **refine** their **thinking**.



Students were given specific feedback, encouragement, intervention & opportunities to achieve mastery.

Pre-intervention

how?
 Vonnegut also conveys that warfare numbs those who are involved. Billy Pilgrim met Eliot Rosewater, an ex-Captain, during his stay in the mental ward. Rosewater "... was twice as smart as Billy, but he and Billy were dealing with similar crises in similar ways. They both found life meaningless, partly because of what they had seen in the war" (10). Both, Pilgrim and Rosewater, had seen things many people did not get to see. They had seen too much and when walking around the beautiful world, they see nothing but the destruction they've witnessed during the war. They no longer see people rather they see victims of the upcoming war. It could be years from where they are, but it will happen eventually. And for more those and many reasons more, they shut down; they stopped feeling and became numb to the world.

What does this show about Am. exp?
 They were both "... trying to re-invent themselves and their universe. Science fiction was a big help. Their numbness lead to trying to create another world, perhaps a work of fiction to escape the reality that no longer apposed them. While Rosewater read Kilgore Trout's novels, Pilgrim imagined that he lived them. Tralfamadore is Pilgrim's way of surviving through the horrible life he leads. He had created it with the help of Trout, ~~invented the mysterious 30 novel, which is about a man and a woman who are kidnapped and put into a cocoon on a planet called Zircan 212.~~ Also, a Tralfamadorian's view of death, conjured by Pilgrim, is there to help him cope with those he had lost during his life time. By believing that no one truly dies, he does not fear his death or anyone else's. Vonnegut discloses that numbness occurs to most of the soldiers those involved in warfare.

Good
 Vonnegut conveys how war can affect a soldier's life in the aftermath of the war in his novel, *Slaughterhouse-Five*. Through Pilgrim, it is trying to disclose that warfare does not solve problems, it creates more. It also, is embedded in American society and for dead individuals have tried to look for alternative solutions.

Good observations
 5
 24
 30
 provide a clearer connection to prompt

Post-intervention

Hannah,

Your introductory paragraphs were nicely written as they led into your thesis clearly. More specifically, I found your thesis and take on organized religion to be very inventive and thoughtful. Your body paragraphs were organized nicely with very clear claims. At times, I found some parts of your analysis to be long-winded or off-top; however, you always maintain the focus of your thesis. I liked that you used the Hootie piece to support your argument also, continue to expand your use of textual evidence and be careful not to get lost on a tangent in your conclusion. That's where you want to conclude your essay, not necessarily bring up complete new ideas. Overall, nicely written! ☺

PURPOSE (20 points) +18	Interpretations of texts and conventions of social concern.	social concern; may rely on limited evidence or only one kind of evidence	beyond the scope of the text predominates over textual evidence	premises
INTEGRATION OF TEXTUAL MATERIAL (20 points) +17	Quotations and paraphrases introduced with sufficient background information and signal-phrases when necessary; quotations smoothly integrated into the flow and syntax of the prose; no significant errors in documentation conventions	Various quotations and paraphrases present; textual material well-chosen but not always smoothly integrated or not always introduced with sufficient background information and signal-phrases; there may be some errors in documentation conventions but not so as to impede comprehension	Some quotations present, but either not clearly introduced or not smoothly integrated, or both; a significant number of errors in documentation conventions or a few errors severe enough to impede comprehension	Little to no directly-quoted textual evidence, and/or little to no attempt at integration; serious errors in documentation conventions
DEVELOPMENT OF ARGUMENT (20 points) +17	Full and rich discussion of links between evidence and claims (e.g., the implications of social concern on textual premises); different kinds of evidence woven together to support claims; no significant redundancies, digressions or irrelevances; strong and clear logical relationships among subtopics	Adequate identification, clarifying or explicating the relationship of evidence to claims; there may be minor redundancies, digressions or irrelevances but not so as to impede comprehension or persuasiveness; logical relation of subtopics may be reasonable but underdeveloped	Some explanatory commentary provided, but evidence not always clearly or fully linked to claims; or the link is ambiguous or the explanation is underdeveloped; or there are significant redundancies, digressions or irrelevances that can impede comprehension or persuasiveness; or some problems with the logical relationship of subtopics	Little explanatory commentary provided to link evidence to claims; or commentary not related to the link between evidence and claims; or there are major redundancies, digressions, or subtopics seems logically unrelated to one another
STYLE AND MECHANICS (15 points) +13	Virtually no significant errors of syntax, punctuation, etc.; style and diction are precise and vigorous, even sophisticated	Few errors of syntax, punctuation, etc.; style and diction are appropriate to the relatively formal occasion/audience	Several errors of syntax, punctuation, etc.; style and diction are occasionally inappropriately colloquial or otherwise unsuited to the occasion/audience	Frequent errors; style and diction are frequently inappropriate to the audience and occasion of academic writing

Final Grade: 90/100
7

Faculty tracked how student learning improved over time.

Above Level

PTC Reasoning

Reasoning- From all the evidence that was gathered from the PTC lab, a conclusion can be made that the Jillian's family are mostly "tasters", except for Jillian. Jillian can be a "non-taster", which means she has it as a genotype, because her parents are carriers for the mutant allele. Her parents are heterozygous which means they have one functional allele and one mutant allele. This shows codominant alleles because there are two different proteins. If it was dominant, then there would be one protein. So their genotype would be Tt. Although Jillian's parents carry the allele for the "non-tasting" ability, they are still able to taste because they need both alleles to be mutant alleles in order to not be able to taste. If a Punnett square was made with Jillian's parents genotypes, Tt and Tt, the children they have will have different phenotypes. The phenotypes include having a 25% chance of being "tasters", 50% chance of being carriers, and the last 25% could be "non-tasters". Jillian's brother (Brother #1) turned out to be a "taster". Jillian's second brother (Brother #2) turned out to be a carrier. Obviously, Jillian turned out to be in the last 25% as a "non-taster". During the lab, Jillian only had one band, which is the 221 (bp) mutant allele band. GGCC is a sequence that has to be cut in half to create GG and CC. These two strands create a functional DNA strand. The lab that used gel electrophoresis which shows if the base pair lengths separate to make a functional or mutant DNA strand. The process that occurs when this happens is restriction enzymes cut DNA strands into precise pieces called restriction fragments. Then DNA is put in wells and an electric current carries it to the positively charged side since it's on the negatively charged side. So naturally, it's attracted to the positively charged side. This makes the DNA strands separate. The smaller the fragment of DNA, the farther it travels. Then finally, the scientists read and replicate the DNA strand using PCR or Polymerase Chain Reaction and take that information to figure out who is a "taster" and who is a "non-taster". This technique or process is used in many different situations. Crime scenes are probably the most popular situation. Some scientists go into the forensic field, study of crime scene evidence, to get a DNA fingerprint and use that to find out who committed the crime. Forensics is only one out of the many other situations that could occur. For this lab, all the evidence concludes that it is possible for Jillian to be a "non-taster" while everyone in her immediate family is either a carrier or a "taster".

At Level

Shown in the punnett square, there is a 25% chance that Jillian could be a non-taster for PTC even though both her parents are, but that does not prove that she is a non-taster. To prove it we will have to use the process of Gel Electrophoresis which splits the DNA strand of a DNA sample into three categories, 221, 176, and 45. The 221 band represents the recessive trait for being a non-taster and the 176 and 45 represent the trait for being a dominant taster. Both of her parents have the 221 band mutant allele, 176 band, and 45 band. Jillian just has the 221 band. This means that her parents are heterozygous and she is homozygous recessive. and since both her parents are proven to be heterozygous tasters and Jillian has been proven to be a homozygous non-taster, It is possible for Jillian to be a non-taster while all of her extended family are tasters.

Criteria	Rating				Pts
Reasoning Used scientific principles to justify the claim (explained why or why not)	3 Excellent ✓	2 More description needed	1 Important info missing	0 Missing	3
Reasoning Evidence supported these principles	3 Excellent ✓	2 More description needed	1 Important info missing	0 Missing	3
Reasoning Explanation was in depth, used appropriate vocab and connected your reason to the "big idea."	3 Excellent	2 More description needed	1 Important info missing ✓	0 Missing	1

Below Level

The reason Jillian isn't a taster while the rest of her family is, is because if you make a Punnett square of her parents there is a 25% chance that they will have a child that will be a non-taster and a phenotype of 1:2:1. It is very rare to have a child when you have a 25% chance out of 100% to get a non-taster but it is possible. Restriction enzymes and gel electrophoresis can be used because these restriction fragments may have the same number of bands and maybe even bp's in their DNA.

Criteria	Rating				Pts
Reasoning Used scientific principles to justify the claim (explained why or why not)	3 Excellent ✓	2 More description needed	1 Important info missing	0 Missing	3
Reasoning Evidence supported these principles	3 Excellent ✓	2 More description needed	1 Important info missing	0 Missing	3
Reasoning Explanation was in depth, used appropriate vocab and connected your reason to the "big idea."	3 Excellent ✓	2 More description needed	1 Important info missing	0 Missing	3

Criteria	Rating				Pts
Reasoning Used scientific principles to justify the claim (explained why or why not)	3 Excellent	2 More description needed ✓	1 Important info missing	0 Missing	2
Reasoning Evidence supported these principles	3 Excellent	2 More description needed	1 Important info missing ✓	0 Missing	1
Reasoning Explanation was in depth, used appropriate vocab and connected your reason to the "big idea."	3 Excellent	2 More description needed	1 Important info missing ✓	0 Missing	1

All Faculty presented their learning to each other at the April 20, 2016 Showcase.



WHAT WAS YOUR GOAL?

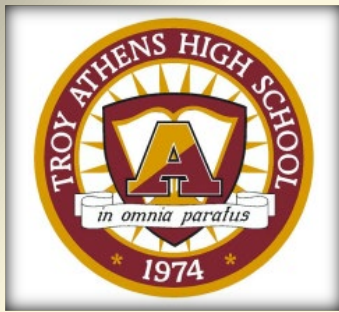
Departmental Goal- Create a performance based assessment for a unit in our curriculum and use CoT Forces to achieve the desired outcome and assess student learning.

Health- Create a performance assessment that measures student growth and knowledge in 3D modeling and animation using problem solving skills to achieve 100% proficiency.

Dent- Create a performance assessment that measures student growth and knowledge of young children, career readiness skills, and ability to work with young children. Each student will improve by at least 10% on their performance assessment by the end of the year.

Olsen- Students will use the tools, structures and patterns of behavior established in our classroom to complete each work station and "see the connections" between each of them. Each student will complete at least 70% of the stations with at least 80% proficiency.





Our steps moving forward

To further:

- **Analyze** our improvement goals
- **Quantify** whether **ALL** students have grown 1 year's growth in 1 year's time per course
- **Develop** a **support plan** for those who have not





Our steps moving forward:

Celebrate at our May 26th end-of-year gathering.





Our steps moving forward

Increase next year's small group collaboration time, specifically prioritizing common planning for core subject teachers.





Our steps moving forward

Survey students to determine whether they feel they **achieved their growth goals** & whether **more support** is needed.





Thank you for being a part
of our review.