

*Glendora High School
Focus on Learning
Self-Study
2014-2015*

Chapter V: Action Plan



**Glendora High School
Glendora, California 91741
ACTION PLAN
2014-2015**

1. Statement of Area of Improvement: Develop instructional strategies that increase student engagement with curriculum and raise the level of student achievement.

Rationale / Critical Need: Through our use of Performance Tasks we are finding that students are struggling with the transition to CCSS. Classroom learning is moving toward higher depth of knowledge and we need to provide students with the skills necessary to reach these levels.

Growth Targets: Increase students' participation in classroom learning, increase students' ability to work through curriculum, increase students' awareness of depth of knowledge. This will be measured through the decrease in the percent of students on our D and F list each semester.

ESLRs Addressed: Thoughtful, Actively Engaged, Resourceful, Tenacious, and Articulate Students

Impact on student learning of academic standards and ESLRs: Students will be more comfortable and able to excel on the Smarter Balanced Assessment and will learn to become more resourceful students who are actively engaged and tenacious in their learning.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Time	Reporting
Continue Instructional Rounds to observe progress toward student engagement	Administration	Continue to evaluate the process outlined in the book <u>Instructional Rounds</u> by Richard Elmore to verify it meets the need of GHS	Perceptual data as collected by teacher observations of student engagement during the process	Four times a school year. Each year the focus of Instructional Rounds will be determined by Department Chair	Findings will be discussed in department and staff meetings
Creating and revising ongoing performance tasks in each department	Classroom Teachers and Administrators	Release time and late starts to develop and edit performance tasks Summer work on creating and editing performance tasks	Teachers will be collecting perceptual data as the performance tasks are administered as well as during grading. This will initially drive the creation and	Editing of existing performance tasks completed by Fall of 2015. Creation of performance tasks is	Administration will be responsible for facilitating the distribution of performance task data to departments and individual

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		<p>Release time and late starts to calibrate and grade performance tasks.</p> <p>Cross curricular articulation on performance tasks</p>	<p>editing process</p> <p>Once a solid performance task is created, data will be entered into Illuminate to drive instruction and prepare students for the SBAC exam</p>	<p>ongoing. Teachers will be meeting with departments during Late Starts, release days and during summer to continue the process of creating meaningful performance tasks to assess learning.</p> <p>By 2021 GHS would like to have solid performance tasks in place in each core department that align with SBAC and CCSS</p>	<p>teachers through Illuminate.</p> <p>Department Chairs will articulate needs and next steps with administration during the revision process.</p>
<p>Creating a system of formative assessments to drive daily instruction and meet the needs of student learning.</p>	<p>Teachers and Administrators</p>	<p>Formalize Standards of Learning for each core department.</p> <p>Create systems of immediate and ongoing formative assessments that measure students mastery of the Standards of Learning in content areas.</p>	<p>Archiving formative assessments to create a GHS system of validating student learning.</p>	<p>Summer of 2015</p> <p>Fall of 2015 and ongoing until the system is a part of the GHS culture.</p>	<p>Department Chairs will assist Administration in facilitating this process. Teachers will collaborate in home and focus groups.</p>

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Time	Reporting
Create a system for data analysis Comparing and aligning GHS Performance Tasks with the SBAC through the Illuminate System	District Office Administrators Teachers	Continue to align and revise GHS Performance Tasks with the SBAC exam through release and paid time for teachers Retrain teachers on the Illuminate System so they are able to compare GHS Performance Task and SBAC data Provide release and paid time for teachers to calibrate grading and create activities that can be used to assess student learning	Alignment of results between GHS Performance Tasks and SBAC results	Fall of 2015 and ongoing as data is available and updated through the State and Federal Government.	Findings will be discussed in department and staff meetings and planning
The Special Education Department will create a curriculum aligned with the core curriculum, aimed at bridging the gap between the two.	Teachers and Administrators.	Training will be provided to teachers in the areas of differentiating and scaffolding instruction. Special Education teachers will work with core content teachers to better understand the expectations of student Standards of Learning. Training and staff development will be provided in the area of formative assessments.	Initially improvement will be assessed imperically and through students successful transition to mainstream curriculum. GHS System of formative assessments.	Summer of 2015 and ongoing.	Teachers will work with Administration to archive materials supporting the system of instruction that challenges and supports the Special Education student.

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Increase technological access that is reliable and contemporary for students to engage in curriculum	District Office Administration Teachers	Continue to provide opportunities for staff development on the application of new technological trends Principal's site budget will be focused on supporting this movement through the purchase of computers, iPads, tablets and other items necessary to drive this process	Access to Schoology, Google Docs, Edmodo, and other student centered technology	Immediately and ongoing as funds permit.	Administration will continue to communicate with staff regarding needs in the Spring of each school year.
Focus on inquiry-based learning experiences for students	Teachers and Administrators	Science teachers will continue to look for and purchase more inquiry based/hands-on activities to implement in their classrooms based on NGSS and AP changes Math teachers will also work on building their repertoire of hands-on activities Release time and late starts to implement and create these activities	More lab and extended learning activities occurring across the science curriculum	Science in the fall of 2014 began investigating the changes with NGSS. Teachers will continue to attend conferences and professional development on an annual basis During the 2014-2015 school year math phased in the Integrated standards with a focus on instruction and modeling the mathematical practices. Professional	Administrators and teachers will continue to evaluate available data to determine the best practices in preparing students for the NGSS and CCSS instruction. Work will occur in departments, as a staff and in subject specific groups.

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				development will continue through this implementation process.	
Increase classroom opportunities for students to challenge themselves at higher levels of learning	Teachers and Administrators	Staff development and Instructional Rounds to demonstrate effective use of wait time Staff development and articulation to discuss strategies for encouraging productive student struggle	Students successfully taking the SBAC exam. Staff observation and perception that students are becoming tenacious learners	Full CCSS implementation began during the 2014-2015 and GHS will continue to adapt to changes dictated by the CAASPP process.	Administrators will focus on regular classroom visits. Student results on GHS performance tasks and the SBAC exam will be evaluated through the Illuminate System when data is available.
Create learners who connect their experiences at GHS to a global perspective	Teachers and Administrators	Release time and late starts to articulate within and between departments on activities for students Staff development when appropriate	Students' ability to discuss, articulate and participate in more global activities	During the 2017-2018 school year late start and professional development time will focus on cross curricular conversations and sharing of best practices relating to creating a global experiences for GHS students.	Administrators will create this time for teachers and facilitate cross curricular groups lead by teacher leaders.

2. Statement of Area of Improvement: Curriculum will be modified and designed to meet the new Common Core State Standards, Next Generation Science Standards and 21st Century Learning Skills

Rationale / Critical Need: Glendora High School will align its curriculum to meet the changing requirements of the state and federal government. Administrators, Teachers and Support Staff will work together to ensure the curricula being presented in our classrooms best prepare our students for their future.

Growth Targets: As data becomes available from the SBAC we will be examining areas of need and strength. We will continue to evaluate other markers such as CAHSEE, AYP, AP, EAP, etc.

ESLRs Addressed: Thoughtful, Actively Engaged, Resourceful, Tenacious, Articulate, Notable and Socially Responsible Students.

Impact on student learning of academic standards and ESLRs: Students will be better prepared for the changes occurring in education through the implementation of CCSS and 21st Century Learning Skills. Students will become actively engaged participants in the learning process rather than passive recipients of information.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Time	Reporting
Focus on the mathematical practices for CCSS math instruction	Math Teachers, TOSA, and Administrators	TOSA work on developing lessons to support these practices Textbook adoption that supports the mathematical practices as well as the math CCSS Release time and late starts for the Math Department to research and create activities that support the mathematical practices	Student achievement on Performance Tasks and SBAC exam	CCSS Integrated curriculum began in 2014-2015 school year and will continue to be based in through 2016-2017.	Administrators and TOSA's will work on creating a master schedule to support CCSS curriculum. Both groups will work with the math department in emphasizing the transition to mathematical practices.

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<p>Focus on the Next Generation Science Standards and the instructional practices aligned with these standards</p>	<p>Science Teachers and Administrators</p>	<p>Expert training on the background and interpretation of the NGSS standards and practices.</p> <p>Standards of Learning created with a focus on the “big ideas” surrounding the standards and practices.</p> <p>Time given for realignment of curriculum and instructional practices.</p> <p>Textbook and material adoption to support the standards.</p> <p>Release time for curriculum design, reflection and capacity building related to these standards and practices.</p>	<p>Formative and summative assessments and methods will be created to assess the Standards of Learning.</p>	<p>The planning, development and implementation phase will occur between 2014-2018. Formal implementation and assessment is scheduled to begin in 2018-2019 school year.</p>	<p>Administrators will facilitate the process and teachers will create outcome.</p>

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Time	Reporting
Critical reading strategies used across the curriculum	Teachers and Administrators	Release time and late starts for departments to research and create activities centered on critical reading Staff Development to train teachers across the campus on strategies and activities Staff Development and training for the ERWC courses 9 th -12 th with a focus on implementing relevant material into curriculum	Student achievement on Performance Tasks and SBAC exam	CCSS curriculum began in the 2014-2015 school year. In the 2015-2016 ELA will begin the adoption process for materials that support critical reading.	Administrators will continue support the transition to CCSS materials. Teachers will continue to articulate on strategies that support critical reading.
Evidence-based writing across the curriculum	Teachers and Administrators	Release time and late starts for departments to research and create activities centered on evidence-based writing Staff Development for departments in need of training on this process	Student achievement on Performance Tasks and SBAC exam	CCSS curriculum began in the 2014-2015 school year. During the 2015-2016 school year late start time will be dedicated to sharing these practices across the curriculum.	Administrators will facilitate, teachers will be sharing best practices and implementing strategies.
Standards of Learning developed for core content areas.	Teachers and Administrators	Release time and late starts to develop GHS standards of learning curriculum maps Summer work on creating and editing GHS standards of learning	Student achievement on Performance Tasks and SBAC exam	The process began in the summer of 2014 and will continue until developed in the four core content areas.	Administrators will facilitate the process and teachers will create

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Enhance strategies for moving students from DOK 1 to DOK 4	Teachers and Administrators	Staff development and Instructional Rounds to train teachers on effective scaffolding strategies	Student achievement on Performance Tasks and SBAC exam	During the 2013-2014 school year GHS began the process of Instructional Rounds identifying what these levels looked like. Instructional Rounds continue four times a year focusing on getting students to engage in higher levels of learning. During the 2015-2016 school year Late Start time will be dedicated to discuss these finding with GHS staff.	Administrators facilitate the process of Instructional Rounds. Teachers will lead the Late Start discussion of findings.
Increase exposure to primary sources and non-fiction reading	Teachers and Administrators	Release time and late starts to develop opportunities for implementation of primary sources Summer work on creating and editing GHS standards of learning Social Science Department to create a document bank for World History and US History Release time and late starts to research changes to SAT and AP curriculum aligning to match these changes	Student achievement on Performance Tasks, SBAC, SAT, ACT and AP exams	Beginning in the 2013-2014 school year and contuing through CCSS implementation as needed. Beginning in the summer of 2014 and continuing through the summer 2015.	Administators and Teachers will work on identifying areas of alignment. Teachers will work on creating banks of relevant primary and non-fiction sources.

3. Statement of Area of Improvement: All stakeholders will work to create a comprehensive school culture that embraces the diverse needs of GHS students.

Rationale / Critical Need: GHS will continue to strive to make its campus a safe and nurturing place for all, providing opportunities and support for students to explore their diverse interests. GHS will also focus on creating an environment that fosters compassion for its stakeholders and the Glendora Community.

Growth Targets: Increase student involvement in activities on campus and in the community.

ESLRs Addressed: Thoughtful, Tenacious, Articulate, Notable and Socially Responsible Students.

Impact on student learning of academic standards and ESLRs: GHS is the heart of the Glendora Community; therefore our campus will strive to provide its students with opportunities to connect with school and Glendora, hopefully increasing student achievement in the process.

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Increased focus on civic responsibility of GHS students	Teachers, Administrators, Counselors and Community Stakeholders	Release time and late starts to research and create a volunteer graduation requirement/project for our students Release time and late starts to monitor and adjust volunteer program during its initial and ongoing phases	Student involvement in our community	Beginning Fall of 2015 and ongoing	Students will be responsible for presenting experiences to a panel of stakeholders beginning in Spring of 2019
Track at risk population in an effort to close the achievement gap.	Teachers, Counselors and Administrators	Teachers, Counselors and Administrators will track “D” and “F” students based on race, gender, underserved populations, and by grade level. Individual	Data will be tracked through Illuminate and distributed to Counselors, Teachers and Administrators Staff Development	Beginning Fall of 2015 and ongoing	Counselors and Administrators will continue to track student progress and discuss intervention opportunities for those students not

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		meetings will occur with students and information will be released to teaching staff identifying students and tracking progress and interventions.	time will be given for teachers to discuss and plan appropriate instructional strategies and interventions for these students		improving. Teachers will continue to report progress and in class interventions to Counselor and Administrators.
Continue to examine the Tartan Tutorial program to assure we are meeting the needs of all students.	Teachers, Counselors and Administrators	Work with Department Chair and Staff to discuss effectiveness and possible changes to the current Tartan Tutorial	Student survey, data from teachers regarding Tartan Tutorial and student feedback	Review with staff during the 2015-2016 school year.	Discussions will begin at Department Chair meetings and continue in Department and Staff meetings.
Continue to re-visit elective opportunities for all students	Teachers, Counselors and Administrators	Research into high interest student needs and wants Release time and late starts to research and possibly develop electives in Coding, AP Computer Science, Freshman Leadership and AP Capstone programs	Student survey and registration interest	Fall of 2014 – Spring of 2017	Staff responsible for these programs will design curriculum prior to implementation. The registration and master schedule process drive student enrollment
Create CTE opportunities for our students	Teachers, Counselors and Administration	Release time and late starts to continue to articulate with local colleges and universities regarding VAPA pathways	Students' Four Year Plan Student survey and student matriculation to these programs	The process has begun in the Fall of 2014 with changes to the current GHS elective program. Beginning in Fall of	Administration will drive the process with designated staff members taking the lead on curriculum and pathways.

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				2015 GHS will study CTE opportunities through UCOP, community grants and partnerships.	
Math and English Interventions to support students in the move to CCSS	Teachers, Administrators and Counselors	Release time and late starts to develop an intervention program that aligns with the Integrated Math program at GHS Focus on maintaining Math and ELA intervention programs that best support mainstream curriculum and support students in the newly aligned CCSS courses	Monitoring students' assignment to these programs and progress in the mainstream courses	Discussion regarding intervention pathways in the winter of 2015 Implementation of intervention integrated model during the 2015-2016 school year	Administration and Math Department have created multiple pathways for students to access based on learning levels.
Continue to examine special education programs	Teachers, Administrators and Counselors	Release time and late start to align the special education curriculum with CCSS Release time and late start to align special education instruction with the CCSS Continue to provide pathways into and out of the special education department	Student achievement on performance tasks and SBAC exam Student course taking sequence	Discussions in the Fall and Spring of each school year to examine the curriculum and instructional practices for Students with Disabilities	Administration will facilitate discussions with staff directing the needed changes

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Work on early identification of students who are having social and emotional issues	Teachers, Administrators and Counselors	Staff development to identify at-risk data and behaviors Staff development to work with students at-risk Continual research and program development to create supports on campus for these students	Communication with Counseling Department and referrals to partnership agencies	Beginning in 2015-2016 counselors will regularly communicate at staff meetings the issues they are dealing with in their area to better educate the entire GHS staff	Counselors will work with administrations regarding presentations and communication to staff