

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

**Chapter III: Student/Community Profile — Overall  
Summary from Analysis of Profile Data and Progress**



## **Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress**

Faculty, staff, and leadership at GHS reflect on past progress and current data to design curriculum. According to current data, GHS is highly achieving on the AP, CST Life Science and CAHSEE examinations. Teachers continue to use results to reflect on instructional practices and to move instruction forward. AP teachers are adapting to College Board curricular redesigns and are reforming instruction through staff development and training. GHS staff continually examines course pathways and elective opportunities to ensure we meet the needs of all students on campus. In efforts to assist at-risk students, teachers, counselors, deans, and administrators analyze D and F grade lists and attendance records. Individual meetings with students and intervention plans (both formal and informal) are scheduled and designed to address respective student situations.

Based on available data, GHS has identified three critical learner needs and has begun to reflect on corresponding Student Learning Outcomes. GHS staff will continue to look at CCSS and 21<sup>st</sup> Century Learning goals to revise curriculum. Teachers, administrators, and staff will analyze Performance Tasks, Student Learning Outcomes and eventual results of the SBAC exam to modify what and how we teach our students. GHS is focused on increasing student engagement in order to meet the expectations of the CCSS. Staff will work together through Instructional Rounds, late starts, and staff development to share ideas and techniques to engage learners. GHS will focus on the diverse needs of all students. To meet these needs, we will continue to administer student surveys and review course pathways and elective opportunities as they relate to students' requirements.

Numerous important questions have arisen as a result of analyzing student performance, demographic, and perceptual data. These include the following:

- Examining the ongoing effectiveness of the Tartan Tutorial.
- Continue to look at ways to support our math students through the transition to CCSS and the new math practices.
- Engaging students in relevant learning to increase participation and work outside of class.

- Increasing student and teacher access to educational technology.
- Preparing students for college and career readiness.
- Creating a culture of compassion for our GHS family.