

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

Chapter II – Progress Report



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After receiving a 6 year term of accreditation with a one day re-visit, Glendora High School has worked to make progress towards its action plan.

- 1. Create a data-driven culture that demonstrates ongoing achievement for all students:** Glendora High School is working to re-define what it means to have a data-driven culture in light of recent changes to curricula and assessments nationwide. Over the last three years GHS has moved from CST-based benchmark exams to creating Common Core State Standards (CCSS) based Performance Tasks. Over the last two years teachers have worked to create exams that are aligned with the CCSS, and have created rubrics that best measure student learning. Teachers work collaboratively to grade these assessments, using the results to discuss curriculum changes and additions. Teachers in the Math and Science Departments are leading the path in designing common unit Performance Tasks that will be used as solid formative assessment tools. Teachers in our English, Social Science and World Language Departments are working on developing common thematic Performance Tasks that address the critical standards of learning identified by all staff.

With regard to state and federal testing, teachers and staff continue to monitor the CAHSEE, EAP, CST Life Science and AP results. Paying close attention to the instructional reports provided by these exams, teachers are constantly working to adjust, align, and improve their curricula based on this feedback. In 2014-2015, GHS implemented an Expository Reading and Writing Course (ERWC) based on these results. Students who are identified as “conditionally qualified” are given opportunities to access Cal State University (CSU) prescribed curriculum to qualify for Freshman English in the CSU system as well as in many Community Colleges.

2. Establish collaborative practices within all departments to provide an articulated education amongst different departmental levels for all students

❖ Within each discipline, establish curriculum that allows flexibility to re-teach students who have not demonstrated proficiency

Glendora High School faculty has worked to integrate Common Core State Standards into the curriculum. Staff development occurred on the integration of critical reading and writing across the board. Teachers from many departments have been trained off site through conferences at the Los Angeles and San Diego Counties Offices of Education. Each core department has participated in release days, department meetings, and staff development. The departments worked to create Performance Tasks for each semester. These Performance Tasks, designed to prepare students for the Smarter Balance tests in the spring of 2015, require students to analyze multiple documents and integrate various sources into their writing. Teachers were given release days to grade the assessments and to discuss instructional changes necessary to improve the teaching of documents. Teachers also have used department late start days to work together in reviewing assessment data and student work. In addition to the development of Performance Tasks, teachers have also created Student Learning Outcomes, generating a list of goals for students that align with the Common Core State Standards. In an effort to explore instructional diversity and consider methods of enhancing instructional complexity, many teachers participated in walkthroughs observing fellow teachers' classroom instruction. Through these multiple collaborative practices, teachers have been able to share, discuss, and modify their instruction.

Glendora High School continues to use various intervention programs. The Literacy Strategies for Success (LSS) and Mathematics Strategies for Success (MSS) courses target incoming ninth grade students in the summer before their high school matriculation. These students, selected by CST scores and grades, review fundamental concepts and skills with their intervention teacher. They are concurrently enrolled in an LSS or MSS course during their freshman year alongside their core English Language Arts or Mathematics course. The CAHSEE intervention classes have demonstrated significant success. Second language learners are placed in an ELD course to help them with language development, writing, and study skills.

The block schedule continues to serve as a means for teachers to extend the learning process. Teachers can use this time to extend activities, re-teach, and open the class for questions, discussions, and critical reading and writing. Students increasingly use tutorial for supplemental help from teachers or fellow students. Students use this time to make up assignments, take tests, or ask questions of their teachers.

3. Create a four year educational plan appropriate for each Glendora High School student

❖ Develop criteria for early identification of students who do not meet A-G requirements.

Glendora High School created a system for each student to have an educational plan. GHS makes extensive efforts to communicate A-G requirements to all stakeholders. It publicizes and campaigns for parental involvement in many activities throughout the year, including; Back-to School Night, College Information Night and Fair, 8th Grade Parent Night, and by means of one-on-one counseling.

The school uses Naviance to inform and educate students and their parents about researching and preparing for career and educational opportunities. The College and Career Planning course (CCP) is a ninth grade requirement that introduces students to college and career options while teaching critical computer literacy skills. Using the tools of Naviance, students, parents, and counselors work closely together to customize a Four Year Plan for every student. Counselors monitor each student's progress in terms of accomplishing the goals of the Four Year Plan. These goals are revisited and revised as necessary to meet the individual student's needs as they evolve. Counselors schedule yearly meetings with every student to apprise them of their progress and advise them regarding their accomplishment of A-G requirements. With a plan in place, counselors are able to identify deficiencies in core academic skills; enroll students in appropriate interventions; monitor student progress, and adjust interventions accordingly.

At the end of each quarter, the school schedule includes an advisory period. During this time teachers are able to discuss students' educational progress, review their attendance, and encourage their success in both academic and extra-curricular activities.