

CHAPTER FIVE
SCHOOLWIDE ACTION PLANS

Introduction

The Creation of These Action Plans

Focus groups completed their study of evidence, including student work, sample assignments and assessments, and the School Community Profile, among other items. After drafting responses to the WASC/CDE Criteria, focus groups created a list of the school's strengths and prioritized areas for growth. Shortly thereafter, the leadership team convened and, in light of the focus group work, drafted three Action Plans. Focus groups gave feedback on and redrafted the plans. Two of the plans were combined into one; further revisions were made, and focus group members reviewed and revised the plans once again. These plans truly represent the collective vision of the Aragon community.

Content and Format of the Plans

The leadership team involved in this self-study process looked to the future and attempted to streamline and ensure the success of these action plans. To this end, we have added a column on the far right of each action plan to specifically state how the responsible parties will monitor the progress of each step. This column also states how the school plans to extend and build upon each step as it is successfully completed. This format ensures regular follow up and accountability on the execution of these action plans. Also, it allows Aragon to set ambitious goals for the next few years and then to build upon them and adapt them to future circumstances so that we accomplish more over the next six years than possibly can be foreseen right now. These plans keep everyone focused on long-term success while striving to accomplish the shorter term-goals. Also, the plans were aligned with San Mateo Union High School District (SMUHSD) goals and with Aragon's Single Plan for Student Achievement (SPSA). Action Plan goals, or goals within each plan that align with the SPSA are marked with an asterisk (*). Goals that align with the District goals are marked with a two asterisks (**).

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Schoolwide Plan for Monitoring and Revising These Action Plans

Although each action plan includes steps for monitoring and extension, the Aragon staff wishes to ensure that we discuss progress on these plans consistently and that we make any revisions or changes to the plans that are indicated as time passes and circumstances change. The school community also felt that the review and revision should be completed in the same focus groups that worked together to make these plans. To this end, the 2012 WASC Coordinator will remain in her role over the next six years, continually updating the Community Data Profile and keeping track of progress on the plans. The Coordinator will lead at least one release-day meeting per semester with all staff to discuss action plans, evaluate progress, create next steps for items that have been completed and revise items that have become obsolete. This process will go on in addition to all of the other steps and monitoring systems described in the action plans in Chapter Five of this self-study. In addition, these action plans directly align with the SMUHSD's goals and with Aragon's SPSA. Therefore, time used to monitor and advance the goals of the district or of the SPSA will also apply to these action plans.

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Action Plan I: Support all Aragon students to achieve academic proficiency.

- Raise the percentage achieving a C or better in all courses.
- Raise the percentage achieving “proficient” or better on all CSTs and the CAHSEE.

Rationale for Action Plan I

Aragon High School’s vision, mission and ESLRs all express the school’s commitment to the success of every student. While Aragon’s API has surpassed the State goal of 800 to rest at 839, and while many subgroups on Aragon’s campus excel on CSTs, the CAHSEE exam and in API scores, there remain some cohorts of students who still have not attained proficiency in grades or on CSTs. Aragon’s Latino, Polynesian, Economically Disadvantaged and English Learner populations have been identified as lagging in all measurable areas. Other individuals outside of these groups, also, are falling behind and have been unable to attain proficiency thus far in their academic careers. An analysis of grades over the last three semesters also reveals that a significant portion of the population still earns Ds and Fs, jeopardizing their ability to graduate and to have the widest range of options after high school. For all of these reasons, Aragon has made students achieving proficiency a Critical Academic Need and the goal of Action Plan I.

Connection between Action Plan I and the ESLRs

Action Plan I mainly addresses the ESLRs where students are expected to “know foundation skills and information in each discipline” and to “think creatively using higher order thinking skills.” These ESLRs align closely with the academic standards and with Aragon course objectives in all subject areas. Therefore, when Aragon students attain proficiency on CSTs and earn grades of C or better in their courses, they will also have attained the ESLRs under the headings mentioned above, namely: identifying and understanding key facts and concepts, speaking and writing effectively, reading and listening effectively, gathering processing and communicating information using appropriate technology, gathering, analyzing and evaluating data, defining problems and proposing and implementing solutions, generating their own ideas and organizing material using a variety of techniques and thinking metaphorically and categorically.

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- Raise the percentage achieving a C or better in all courses.
- Raise the percentage achieving “proficient” or better on all CSTs and the CAHSEE. *

Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
1. Regularly identify students who are not attaining proficiency, and communicate this information to staff.**	a. Distribute and discuss disaggregated data about students not attaining proficiency on the CAHSEE, CSTs, district common assessments or those with more than one grade below a C-.	Annually/ Every six week grading period	Admin, Data & Assessment Coordinator, Faculty	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a and c are monitoring mechanisms. • Step b will be evaluated through CAHSEE scores. • Step d will be evaluated through learning team logs. • Steps a-d will be evaluated through our ability to meet SPSA growth targets. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Develop common assessments based upon the new Common Core Standards. • Collect data on improved students to identify what helped them improve.
	b. Administer the practice CAHSEE to 9 th graders and distribute detailed reports of results to 10 th grade teachers and students.	Annually		
	c. Explore making CAHSEE and CST data available as one of the functions in Schoolloop.	Spring 2013	Data & Assessment Coordinator	
	d. Begin discussions and curriculum revision to integrate the Common Core Standards.	Spring 2013	Admin, PD Coordinator, Faculty	
2. Expand tutoring and community service programs.**	a. Explore converting the tutor club into a formal tutor-training program with built-in time for students to meet. <ul style="list-style-type: none"> • Explore funding streams to run as a class • Explore offering a class for credit • Research best practices for such programs. 	Spring 2013	Admin, ASC, Tutor Club Advisor, Service Commission Advisor	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a-b will be monitored through evaluation in the ASC and the leadership team. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Use trained tutors to assist with counseling and course programming events.
	b. Continue to expand the use of service commissioners as tutors.	Fall 2012		

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
<p>3. Maximize the effect of current programs for groups identified through CST and GPA data.**</p>	<p>a. Review placement processes and ensure all students needing support receive it.</p> <ul style="list-style-type: none"> • Support class placement process (College Skills Review, Strategic Algebra Support, Strategic English Support, Intensive Algebra & English, Guided Studies, Blended Learning) • Student Study Team (SST) process to identify interventions for struggling students (504 plans and assessment for Special Education) 	<p>Fall 2012, then annually</p>	<p>Admin, Guidance, Faculty</p>	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Step a will be evaluated through analysis of grade, CAHSEE and CST data. • Step a will be evaluated through our ability to meet SPSA growth targets. • Step b will be evaluated through workshop evaluations and parent surveys. • Step c will be evaluated by exit surveys. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Revitalize Hispanic and Pacific Islander parent groups. • Modify placement and outreach after analysis of grades and/or surveys.
	<p>b. Increase outreach to parents by increasing their use of existing resources.</p> <ul style="list-style-type: none"> • Emphasize attendance at PTSO meetings. • Continue encouraging Schoolloop use via mailers, and phone messages. 	<p>Fall 2012, then semiannually</p>	<p>Guidance, ELD Assistant, Faculty</p>	
	<p>c. Increase outreach to parents of struggling students by augmenting the resources available to them.</p> <ul style="list-style-type: none"> • Offer parent education workshops in conflict resolution, career/college planning, school technology (Naviance, Schoolloop), elements of student success, etc. • Have EL Aide communicate school goals, support resources, etc. 	<p>Fall 2013</p>	<p>Admin, Guidance, Faculty, Support Teachers, ELD Outreach Aide</p>	
<p>4. Continue to evaluate and revise the support course offerings and other interventions. Improve or end unsuccessful programs; use successful ones as models. **</p>	<p>a. Compile and evaluate CST, CAHSEE and grade data for students in support classes (College Skills Review, SAS, SES, Intensive Algebra & English, Blended Learning, Guided Studies) and revise support program as needed.</p>	<p>Spring 2012, then annually</p>	<p>Admin, Data & Assessment Coordinator, Faculty</p>	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Steps a-c are monitoring mechanisms. • Steps a-c will be evaluated through our ability to meet SPSA growth targets. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Develop 10th grade Guided Studies course • Expand Blended Learning to social science, health and 9th grade English. • Add a transition support mechanism for students leaving support classes.
	<p>b. Compile and evaluate CST, CAHSEE and grade data for students in SST process and with 504 plans.</p>	<p>Spring 2012, then annually</p>		
	<p>c. Use data to evaluate effectiveness of each item in the Pyramid of Interventions.</p>	<p>Spring 2013</p>	<p>Admin, Guidance</p>	

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<p>5. Provide a variety of interventions for every student identified in Goal 1 of this plan. **</p>	<p>a. Based upon data from Goal 4, action steps a-c, revise the Pyramid of Interventions to eliminate unsuccessful programs and develop a system to ensure that every identified student receives the interventions needed.</p>	<p>Fall 2013</p>	<p>Admin, Guidance, ASC, Learning Teams</p>	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Steps a and b will be monitored through Goal 4, steps a-c and through 6 week grade reports. • Step c will be monitored through CST, CAHSEE and grade data. • Step d will be evaluated through admin/counselor review semiannually. • Step e will be monitored through the spring WASC focus group meetings. • Steps a-e will be evaluated through our ability to meet SPSA growth targets. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Research co-teaching models. • Research best practices for embedding support/tutorial time into schedule. • Consider implementing a lunchtime study table program for homework completion. • Teach students to use data to improve their own learning. • Add a transition support mechanism for students leaving support classes.
	<p>b. Research and compile proven intervention strategies; replace items deleted from Pyramid of Interventions with proven strategies.</p>	<p>Fall 2013</p>		
	<p>c. Explore new course configurations to ensure that all students have the opportunity to succeed in mainstream classes and to complete the academic core.</p>	<p>Fall 2013</p>	<p>Admin, Guidance</p>	
	<p>d. Develop a chart to track all identified students, the interventions used with them and the impact on grades and CST data.</p>	<p>Fall 2013</p>		
	<p>e. Publicly recognize/reward students who improve enough to attain proficiency in grades and CSTs.</p>	<p>Fall 2013</p>	<p>Staff</p>	
<p>6. Re-institute regular articulation meetings with primary feeder schools with a focus on <i>gathering</i> information so that Aragon can adjust its curriculum to feeder school strengths and deficits.**</p>	<p>a. Document best practices from math department's successful articulation process.</p>	<p>Spring 2013</p>	<p>Admin, Departments, Learning Teams</p>	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Steps a-c will be monitored through agendas and notes from articulation meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Use the same information-gathering model to work with post-secondary institutions to learn how to best prepare Aragon students for success.
	<p>b. Use math model to plan articulation in other departments.</p>	<p>Spring 2013</p>		
	<p>c. Work with feeder schools by departments to learn about curriculum, best practices, and challenges for their students.</p>	<p>Fall 2013</p>		

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
7. Provide the professional development (PD) needed for staff to execute these goals.**	a. Build the culture of observation at Aragon and facilitate the sharing of best practices. <ul style="list-style-type: none"> • Observation weeks • Observation open houses • Peer coaching teams • Best practices faculty meetings 	Fall 2012	PD Coordinator, ASC, Peer Coaches, Faculty, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a-f will be monitored through analysis of CAHSEE, CST and grade data. • Step a will also be monitored through statistics on the level of participation. • Steps b-f will be monitored through learning team logs • Steps a-f will be evaluated through our ability to meet SPSA growth targets. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Continue training in Data Director and development of course level common assessments. • Increase the number of peer observation teams.
	b. Research best methods and provide training on quick formative assessments	Spring 2013		
	c. Train teachers in new Common Core Standards to support goal 1, action step d.	Spring 2013		
	d. Continue training for teachers in technology, such as Data Director, required to support achievement of these goals.	Fall 2012		
	e. Send learning teams to peer schools to learn about best practices in interventions, support programs, instruction and assessment; have them share findings.	Fall 2013		
	f. Continue to research, share best practices and provide training through effective learning teams.	Fall 2013		
8. Provide more structured, built-in, and focused time for learning teams to meet to support staff to execute these goals. **	a. Revise systems for accountability of learning teams. <ul style="list-style-type: none"> • Collect a list of learning teams, when and where they meet. • Each semester, establish clear objectives for each learning team. • Redesign learning team log in digital format, and re-institute its use. 	Fall 2012	Admin, PD Coordinator, ASC, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Step a is a monitoring mechanism. • Step b will be monitored through evaluation in the ASC. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Discuss findings and implications from goal 8, action step b. Determine next steps.
	b. Research best practices for embedding PD time into bell schedule.	Fall 2012		
* These items are directly aligned with Aragon's Single Plan for Student Achievement. ** These goals are directly aligned with the San Mateo Union High School District's 2011-2012 Goals.				

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Action Plan II: Enrich Aragon's program to better empower and engage students.

Rationale for Action Plan II

As part of the focus group work, Aragon stakeholders have noted room for improvement in a variety of areas, such as increasing the real-world content of course offerings, improving some aspects of school culture, and addressing student stress levels. While the topics noted may seem somewhat disparate, lengthy discussion in and out of focus groups have shown that many of these issues may have common solutions. Therefore, stakeholders set the goal of enriching Aragon's program to make the learning even more engaging and practical for students and to improve the overall wellness of the student body by clarifying some important policies and by overtly examining and addressing some of the stressors that inhibit students' success. The data cited in chapters one and two reveals that, while the school has continually improved the academic performance of its students, a segment of the student body still has not been able to gain academic proficiency. Also, the perception data cited in Chapter Two of this Self-study highlighted areas for improvement that are addressed by this plan. If the school truly wishes to honor the goal that *all* students should succeed, stakeholders recognize that we must make some cultural and philosophical shifts; this plan outlines the work we plan to undertake to make these shifts occur.

Connection between Action Plan II and the ESLRs

Action Plan II most obviously addresses the ESLRs related to "developing effective methods of self-management" and "contributing to a diverse, democratic community." In fact, the plan sets specific goals related to building a more "safe, clean and caring environment" and "developing personal goals for career." But, ultimately, this plan aims to remove distractions and inhibitors that keep students from succeeding, thus the plan actually connects to ESLRs under every category, know, think, develop, contribute. Even the ESLRs relating to purely academic goals such as gathering, analyzing and evaluating data will be supported through elements of this plan. And with goals and action steps such as the plan to create a new scope and sequence for technology, Action Plan II will support students to "gather, process and communicate information using appropriate technology" and to "transfer skills to emerging technologies" as well.

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Action Plan II: Enrich Aragon’s program to better empower and engage students.

Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
1. Expand course offerings to better meet students’ interests and needs.	a. Revise WASC student survey with student input to gather more data about program effectiveness, and students’ interests, needs and suggestions.	Spring 2013	WASC focus groups, Admin, Guidance	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Steps a and b are monitoring mechanisms. • Steps c, d and e will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Continue to add electives in other subject areas. • Explore possibility of more electives options for freshmen.
	b. Administer student survey annually and use data to shape Aragon’s program and professional development.	Spring 2013		
	c. Explore the development of more elective classes in subject areas.	Fall 2014	Admin, Departments, Guidance	
	d. Take steps to integrate elective courses into the English program at the 11 th and 12 th grade levels.	Fall 2014		
	e. Increase career technical education (CTE) course offerings.	Fall 2013		
2. Develop a scope and sequence of technology skills and career-exploration activities that is integrated into the curriculum across all departments. **	a. Revise the scope and sequence for technology; include software such as Schoolloop and Naviance.	Fall 2013	Technology Coordinator, Departments, Faculty	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Steps a-d will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Explore adding a life-skills and/ or a technical skills scope and sequence. • Create laptop lending/ gifting program, if feasible. • Implement communication with parents via text messaging or other technology, if feasible. • Explore textbook delivery via mobile technology. • Expand the Silver Sword Program and increase volunteer opportunities for students.
	b. Create a scope and sequence for career exploration.	Fall 2013	Guidance, Departments	
	c. Explore ways to provide supplemental technology for home use to students in need.	Fall 2013	Technology Coordinator, Staff, PTSO	
	d. Research how other schools use text messaging and other technology to communicate with parents about attendance, discipline, etc.	Spring 2012	Technology Coordinator, ASC	

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
<p>3. Help students identify and manage stressors while better caring for their health and wellness needs.</p>	<p>a. Form a wellness committee to oversee plans and initiatives.</p>	<p>Fall 2012</p>	<p>Admin, Guidance, WASC Focus Groups</p>	<p>PLANS TO MONITOR:</p> <ul style="list-style-type: none"> • Steps a-g will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. • Steps e and f will also be monitored through disaggregated enrollment data. • Steps c-g also will be monitored through the results of the Healthy Kids Survey (goal 3, action step b) and through evaluation by the wellness committee (goal 3, action step a). • Step g will also be monitored through department discussions. <p>ACTION STEP EXTENSION:</p> <ul style="list-style-type: none"> • Review nutritional selections and menus. • Explore possibilities for campus beautification projects: gardening, adding more tables, etc. • Develop a schoolwide homework policy. • Explore why at-risk students leave Aragon and go to Peninsula and explore how to mitigate this. • Explore how to help students limit the number of AP courses they take when it is in their best interest to do so.
	<p>b. Use results of Healthy Kids California Survey to inform work on goal 3.</p>	<p>Annually</p>		
	<p>c. Develop a parent education program to address students’ stress levels.</p>	<p>Spring 2013</p>	<p>Wellness Committee</p>	
	<p>d. Increase number of safe, welcoming places for students to congregate. • Re-open Student Lunch Room. • Explore creating a teen lounge.</p>	<p>Fall 2012</p>	<p>Wellness Committee</p>	
	<p>e. Identify the stressors causing students from underrepresented groups to not enter or to drop AS/AP courses.</p>	<p>Spring 2013</p>	<p>Admin, Learning Teams, Faculty</p>	
	<p>f. Develop and implement support interventions to address the stressors identified in Goal 3, action step e.</p>	<p>Fall 2013</p>		
	<p>g. Discuss homework and grading policies, to provide consistent expectations within departments and across the school. **</p>	<p>Fall 2013</p>		

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
4. Increase communication and transparency in the discipline process for all stakeholders; build consensus and consistency among staff about understanding and enforcement of policies.	a. Review discipline policies and procedures with staff at the first faculty meeting of each year, if policy has changed; review each semester.	Semiannually or annually	Dean, Faculty	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Step a is a monitoring mechanism. • Steps b-e will be monitored by administration on a regular basis. • Steps b-e will also be monitored through Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Explore alternatives to punishment for certain infractions such as defiance of the mutual respect policy or bullying. Consider: student mediation/ conflict resolution, restorative justice, etc.). • Explore Saturday School alternatives, such as assigning campus beautification. • Discuss reviving a praise-based system or other method for providing positive reinforcement.
	b. In addition to classroom visits at the start of the year, revive grade-level discipline assemblies, as done when Behaviors for Learning (BFL) first introduced.	Annually	Admin, Dean, Faculty	
	c. Review discipline policies with parents annually.	Annually	Admin	
	d. Return to the goals of BFL and the Big 5. Determine where we still have consensus and revise policies accordingly.	Fall 2012	Admin, Dean, Faculty	
	e. Agree on a consistent communication system for teachers to report discipline issues and for administration/dean to communicate what consequences were assigned and when they were carried out.	Fall 2012		
5. Provide the professional development (PD) needed for staff to execute these goals. **	a. The PD outlined in Action Plan 1 also supports this plan.	Fall 2012	PD Coordinator, Data and Assessment Coordinator, Departments, Faculty	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Step a will be monitored through the items noted in the “plans to monitor” for Action Plan I, Goal 7. • Steps b and c will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Continue to seek embedded time for PD to meet the goals of these action plans.
	b. Provide PD for teachers to be able to deliver scope and sequence from step 2 above and to keep up with technological innovation.	Fall 2013		
	c. Provide any PD teachers need to carry out the career education scope and sequence from step 2 above.	Fall 2013		
<p>* These items are directly aligned with Aragon’s Single Plan for Student Achievement. ** These items are directly aligned with the San Mateo Union High School District’s 2011-2012 Goals.</p>				