

# **Aragon High School**

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**San Mateo Union High School District**



**Mid-Term Report**  
Accrediting Commission for Schools  
Western Association of Schools and Colleges  
March 12, 2015

# Aragon High School

San Mateo Union High School District

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Teacher, Fremont High School, Sunnyvale

Mr. Greg Ponikvar  
Teacher, Everest Public High School

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SECTION ONE  
**INTRODUCTION and  
BASIC STUDENT/COMMUNITY PROFILE DATA**

## School Description and Demographics

### Aragon's WASC Accreditation History

In 2012, the WASC visiting committee awarded Aragon a six-year accreditation with a mid-term visit. In 2006, Aragon received a six-year-clear term, and in 2000 and in 1994, Aragon received a six-year accreditation with a three-year revisit.

### Aragon's Community

Aragon High School opened in 1961. Located in a residential area of the City of San Mateo, Aragon is a four-year, comprehensive high school in the southern part of the San Mateo Union High School District (SMUHSD). Aragon primarily serves students from feeder schools in Hillsborough, Foster City and San Mateo. The school is consistently enrolled at district-determined capacity and maintains a substantial waiting list every year.

The US Census estimates that the 2013 population of San Mateo County was 747,373, with the following racial/ethnic breakdown: 40% White, 26% Asian, 25% Hispanic/Latino, 3% African-American, 2% Native Hawaiian and Other Pacific Islander, and 4% two or more races. Also according to the US Census, the Median Household Income was \$88,202 and 7.6% of the population lived below poverty level.

Aragon has very active and generous community support. The Parent Teacher Student Organization (PTSO) holds monthly meetings and oversees the Aragon Excellence fundraising drive that has yielded approximately \$400,000 each year to address a wide variety of needs on campus. Three active booster clubs- athletic, drama, and music-meet monthly and provide support for those programs in a variety of ways. Active Asian and Latino parent groups also work with the administration and staff to help support the success of all Aragon students. Also, nearly one hundred service organizations, individuals, and institutions provide over \$1,500,000 annually in scholarships and awards to Aragon students.

## Schoolwide Student Goals

### **2012 Visiting Committee's Critical Areas for Follow-up**

- 1) Investigate a variety of alternative courses to increase student opportunities.
- 2) Develop strategies to monitor and address the needs of the long-term English Language Learners
- 3) Further develop the PLC process with better communication and accountability
- 4) Continue work in using data collection and analysis to drive the curriculum and instruction

### **Aragon's Vision Statement**

Aragon will be a comprehensive high school with a reputation for quality academic, career, and co-curricular programs. These programs serve as models of creative and innovative solutions that meet the changing emotional, physical and educational needs of its student population and professional staff. The culturally diverse staff will be dedicated to professional growth, innovation, and collaboration leading to improved instruction. The community will be enhanced through a variety of educational, social, recreational, and cultural activities. By making use of its district and community resources, Aragon will be a dynamic organization constantly searching for better ways to provide a broad range of services.

### **Mission Statement**

The mission of Aragon High School is to guide students to become productive and contributing members of society. In a safe and caring environment, Aragon will provide a strong academic and co-curricular program. The staff shall coordinate the resources of the school and community in such ways that students respect themselves and others, appreciate the value of diversity and individual creativity, recognize the problems and opportunities of change, seek a set of moral standards that allows them to thrive in the world they inherit, and experience the joy of learning as a lifelong process. The value system that underlies efforts to accomplish this mission includes these beliefs:

- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.
- All members of the school community should work collaboratively. This process includes good communications, shared decision-making and accountability.
- Learning is a process in which all can participate and succeed. Inherent to the process is innovation, risk-taking, and the challenge of one's personal limits.
- Education must be responsive to the changing needs of our students, staff, and community.
- The school community should foster the intellectual, emotional, and physical well-being of each student.
- Diversity should be welcomed for the strength it brings to the education of all members of the school community.
- Education should be celebrated as a lifelong process that fosters personal and positive growth.

## **Aragon's Expected Schoolwide Learning Results (ESLRs)**

Aragon's ESLRs were created during the school's 2000 WASC process and revised in 2005 and again in 2010. Through the most recent revision process, the Aragon community kept intact the four broad categories of the original ESLRs but made major edits to streamline their content and make them more accessible to students. After completing the revision process, staff, parents and students voted overwhelmingly to accept this most recent version of the ESLRs.

**ARAGON HIGH SCHOOL'S**  
**EXPECTED SCHOOLWIDE LEARNING RESULTS**  
*KNOW THINK DEVELOP CONTRIBUTE*

*All Aragon graduates are expected to...*

**KNOW** FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

- a. Identify and understand key facts and concepts
- b. Speak and write effectively
- c. Read and listen actively
- d. Gather, process and communicate information using appropriate technology
- e. Transfer skills to emerging technologies

**THINK** CREATIVELY using HIGHER ORDER THINKING SKILLS and can

- a. Gather, analyze and evaluate data
- b. Define problems, propose and implement solutions
- c. Generate their own ideas and organize material using a variety of techniques
- d. Think metaphorically and categorically
- e. See relationships within and between disciplines

**DEVELOP** EFFECTIVE METHODS OF SELF-MANAGEMENT and can

- a. Maximize personal strengths while exploring a variety of academic and co-curricular areas
- b. Demonstrate reliability, time management, organization and self-discipline
- c. Set appropriate goals for physical fitness, hygiene, nutrition, and emotional health
- d. Develop personal goals for career, family and community life
- e. Identify areas of personal challenge and self-advocate to manage them constructively

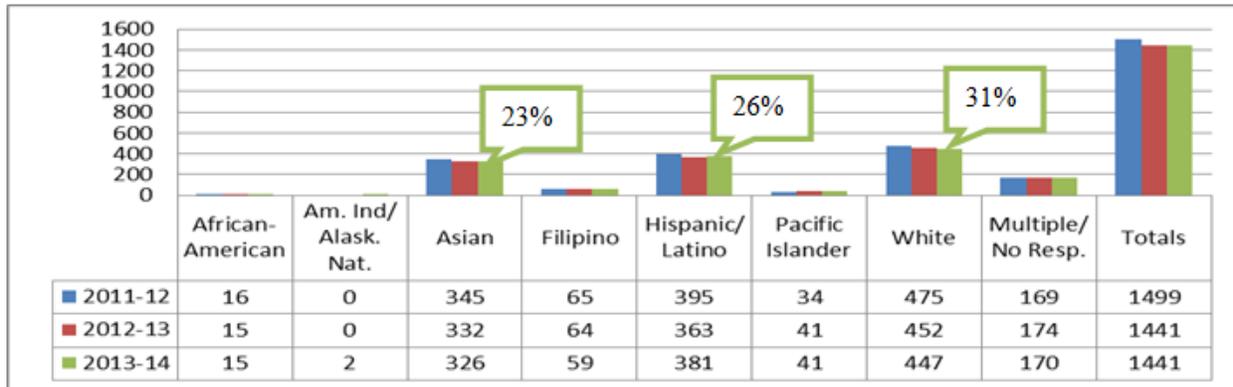
**CONTRIBUTE** to a DIVERSE DEMOCRATIC COMMUNITY and can

- a. Work effectively with others to accomplish goals
- b. Welcome diversity and other points of view and can handle conflict constructively
- c. Contribute to maintaining a safe, clean and caring environment
- d. Follow the school and community standards of ethical behavior
- e. Have integrity and take responsibility for choices

# Aragon's Enrollment

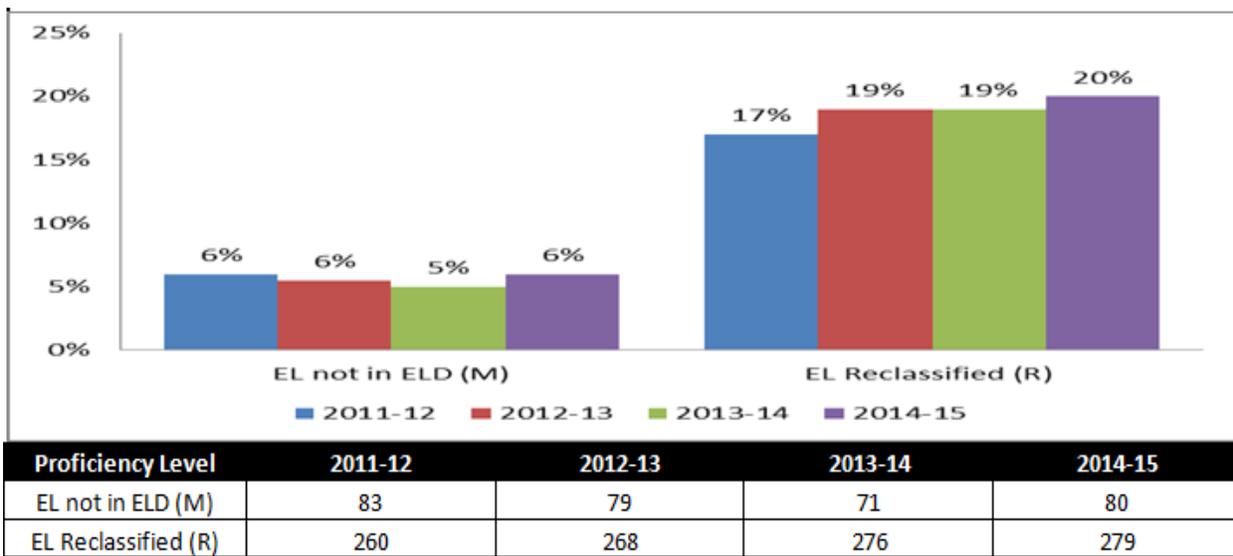
## Aragon's Enrollment Totals, Broken Down by Ethnicity

Aragon's enrollment is consistently at capacity with a waiting list. Recently, the district has more strictly limited the enrollment cap at Aragon, leading to a slight decline in numbers. While the number of White and Asian students has seen a commensurate drop, the raw numbers of students from other ethnic groups have remained about the same, meaning that the percentage of Latino and Multiple/No Response students at Aragon is increasing.



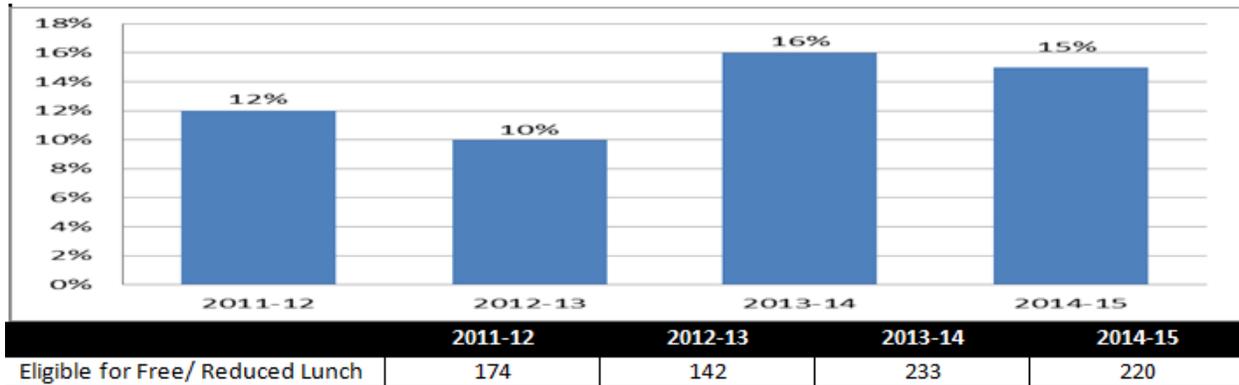
## Number and Percentage of Students by Language Proficiency Level (M's and R's)

Because a large part of the work that Aragon hopes to do is focused on Long-Term English Learners, we have studied the data on Language Minority Students much more closely. As indicated below, the percentage of students designated EL not in ELD and Reclassified have remained the same or increased, making up 26% of the students in Aragon classrooms. This increases the sense of urgency that the faculty and staff have to address the particular needs of this large and growing part of our population.



## Students Eligible for Free and Reduced Lunch

Regrettably, the percentage of Aragon students eligible for free and reduced lunch has grown over the last three years, indicating that the need to address students' health and well-being and to ensure equitable access to school resources is even more important than when we identified this as a Critical Area of Need in 2012.



## Aragon's Staff

Aragon is fortunate to have a highly qualified, caring and committed staff, and the utmost care is taken to ensure that this tradition continues with each round of hiring. While there is a fairly good balance in terms of gender among classified and certificated staff, we do still strive to have the ethnicities of the staff more in line with the diversity of the student body.

### Certificated Staff by Gender

Certificated	2011-12	2012-13	2013-14	2014-15
Male	35	37	35	34
Female	41	41	39	40
Total	76	78	74	74

### Certificated Staff by Ethnicity

Ethnicity	2011-12	2012-13	2013-14	2014-15
African-American	3	3	3	3
Am. Ind/Alask. Nat.	0	0	0	0
Asian	7	7	7	8
Filipino	0	1	1	1
Hispanic/Latino	3	3	5	6
Pacific Islander	0	0	0	0
White	63	64	59	56
Multiple/No Resp.	0	0	0	0
Totals	76	78	75	74

### Classified Staff by Gender

Classified	2011-12	2012-13	2013-14	2014-15
Male	14	15	18	17
Female	29	29	29	28
Total	43	44	47	45

### Classified Staff by Ethnicity

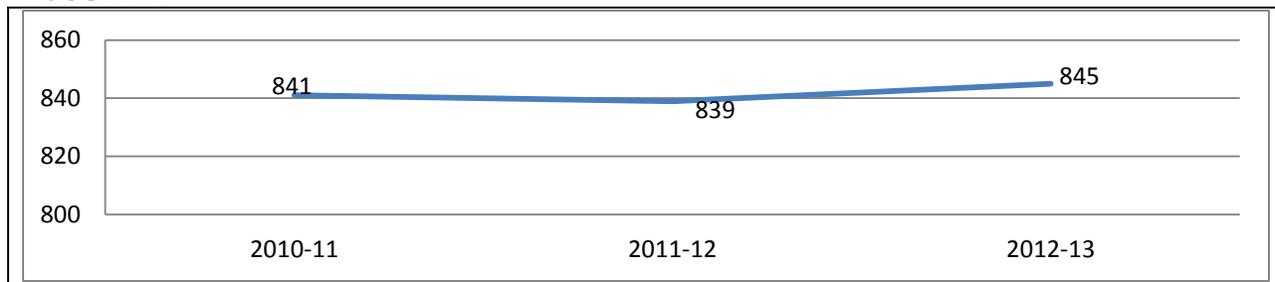
Ethnicity	2011-12	2012-13	2013-14	2014-15
African-American	2	1	1	2
Am. Ind/Alask. Nat.	1	0	1	0
Asian	3	5	5	2
Filipino	4	3	2	3
Hispanic/Latino	8	9	11	10
Pacific Islander	1	3	2	2
White	21	22	25	26
Multiple/No Resp.	3	1	0	0
Totals	43	44	47	45

## Student Performance Data

### Academic Performance Index (API)

Analysis of disaggregated API data has been very helpful in identifying the groups that Aragon most needs to target for interventions, most particularly our Long-Term English Learners. Please see the progress report and revised action plans for information about how these concerns are being addressed.

### Base API



API Overall Scores	2010-11	2011-12	2012-13
Base API	841	839	845
API Score (Growth)	839	845	849
Met Growth Target	Yes	Yes	Yes
Points Gained	-2	6	4
Statewide Rank	9	9	9
Similar Schools Rank	4	2	1

## API for Significant Subpopulations

	2010-11			2011-12			2012-13		
	Base	Growth	Met	Base	Growth	Met	Base	Growth	Met
Asian	909	-3	Yes	906	+12	Yes	918	+7	Yes
Hispanic or Latino	738	-3	No	734	+2	No	733	+25	Yes
White not Hispanic	863	+12	Yes	876	+9	Yes	886	-4	Yes
Ec. Disadvantaged	707	-2	No	705	+2	No	702	+33	Yes
English Learners	775	-67	No	707	-41	No	664	+17	Yes

## California Standards Test (CST)

CST data also powerfully supports Aragon’s focus on providing specialized support to English learners and Hispanic and Latino students. Elements of the revised action plans, including the Constructing Meaning trainings and the College Study Skills class both result from examination of these data points.

## Comparison of CST Scores for all Students – English Language Arts

	2011-2013															Percent Proficient or Advanced		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			2011	2012	2013
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Grade 9</b>	53%	52%	52%	23%	26%	29%	13%	14%	11%	6%	5%	3%	5%	3%	4%	<b>76%</b>	<b>78%</b>	<b>81%</b>
Grade 10	46%	49%	45%	25%	26%	28%	20%	14%	19%	6%	6%	4%	3%	4%	3%	<b>71%</b>	<b>75%</b>	<b>73%</b>
Grade 11	43%	44%	45%	20%	27%	28%	20%	18%	17%	5%	6%	6%	4%	5%	4%	<b>63%</b>	<b>71%</b>	<b>73%</b>

## Comparison of CST Scores for all Students – Mathematics

	2011-2013															Percent Proficient or Advanced		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			2011	2012	2013
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Algebra I*</b>	1%	3%	6%	23%	27%	34%	30%	33%	28%	30%	26%	19%	16%	12%	14%	<b>24%</b>	<b>30%</b>	<b>40%</b>
<b>Integrated Math I*</b>	0%	0%	0%	5%	9%	2%	42%	30%	26%	47%	46%	59%	5%	16%	13%	<b>5%</b>	<b>9%</b>	<b>2%</b>
<b>Geometry*</b>	9%	11%	11%	34%	36%	33%	31%	29%	27%	20%	20%	22%	5%	4%	6%	<b>43%</b>	<b>47%</b>	<b>44%</b>
<b>Integrated Math II*</b>	4%	4%	2%	27%	31%	24%	57%	43%	59%	9%	12%	13%	4%	10%	2%	<b>31%</b>	<b>35%</b>	<b>26%</b>
<b>Algebra II*</b>	20%	17%	13%	26%	31%	32%	33%	36%	34%	16%	14%	18%	5%	2%	3%	<b>46%</b>	<b>48%</b>	<b>45%</b>
<b>Summative Math*</b>	22%	30%	31%	42%	40%	40%	20%	18%	16%	16%	12%	12%	1%	1%	1%	<b>64%</b>	<b>70%</b>	<b>71%</b>

\* Data for end of course

## Comparison of CST Scores for all Students – Social Studies

2011-2013																		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			Percent Proficient or Advanced		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>World History*</b>	39%	35%	40%	23%	28%	25%	19%	23%	21%	8%	4%	7%	11%	10%	7%	<b>62%</b>	<b>63%</b>	<b>65%</b>
<b>US History- grade 11</b>	41%	41%	49%	34%	34%	29%	16%	16%	14%	4%	5%	4%	4%	4%	4%	<b>75%</b>	<b>74%</b>	<b>78%</b>

\* Data for end of course

## Comparison of CST Scores for all Students – Science

2011-2013																		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			Percent Proficient or Advanced		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Life Science- grade 10</b>	41%	42%	42%	25%	32%	26%	22%	15%	19%	4%	6%	7%	8%	4%	6%	<b>66%</b>	<b>74%</b>	<b>68%</b>
<b>Biology*</b>	36%	43%	36%	28%	29%	31%	25%	21%	23%	6%	5%	6%	5%	3%	4%	<b>64%</b>	<b>72%</b>	<b>67%</b>
<b>Chemistry*</b>	18%	23%	19%	33%	38%	32%	40%	36%	39%	7%	3%	7%	3%	0%	2%	<b>51%</b>	<b>61%</b>	<b>51%</b>
<b>Earth Science*</b>	6%	22%	13%	33%	35%	45%	37%	26%	23%	16%	10%	12%	9%	7%	7%	<b>39%</b>	<b>57%</b>	<b>58%</b>
<b>Physics*</b>	30%	54%	27%	43%	30%	50%	22%	13%	23%	2%	1%	0%	2%	1%	0%	<b>73%</b>	<b>84%</b>	<b>49%</b>
<b>Integrated Science I*</b>	9%	0%	1%	35%	11%	14%	37%	49%	42%	11%	19%	19%	9%	21%	24%	<b>44%</b>	<b>11%</b>	<b>15%</b>

\* Data for end of course

## Disaggregated CST Scores for Significant Subpopulations

Significant Subpopulations - Percent Proficient/Advanced and Number Tested											
2011 CST											
	Asian		Hisp./Latino		Econ. Disad.		Eng. Learner		White		
	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested	
ELA 9	88%	86	49%	90	40%	55	7%	27	89%	110	
ELA 10	80%	82	49%	101	40%	55	12%	26	83%	118	
ELA 11	77%	111	61%	98	49%	41	0%	13	74%	132	
Algebra I	42%	24	7%	104	5%	63	3%	39	28%	64	
Geometry	57%	47	27%	74	24%	45	25%	12	48%	98	
Algebra II	72%	64	18%	33	10%	20	N/A	4	43%	81	
Summative Math	74%	129	41%	27	N/A	10	N/A	4	55%	83	
World History	77%	82	33%	115	28%	64	9%	35	77%	123	
U.S. History	87%	111	59%	102	56%	43	20%	15	80%	132	
Life Science	77%	82	41%	106	22%	60	11%	28	79%	119	
Biology	81%	119	38%	133	34%	62	29%	21	74%	140	
Chemistry	68%	73	31%	35	8%	25	N/A	7	51%	93	
Physics	91%	43	47%	19	N/A	4	N/A	N/A	70%	44	
Integrated Science I	67%	24	49%	90	6%	18	0%	11	57%	30	

**Significant Subpopulations - Percent Proficient/Advanced and Number Tested  
2012 CST**

	<b>Asian</b>		<b>Hisp./Latino</b>		<b>Econ. Disad.</b>		<b>Eng. Learner</b>		<b>White</b>	
	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested
ELA 9	87%	63	63%	98	60%	65	17%	23	85%	118
ELA 10	88%	89	52%	82	48%	48	5%	22	81%	111
ELA 11	80%	82	49%	90	41%	49	17%	18	86%	103
Algebra I	0%	9	23%	86	25%	59	20%	25	40%	53
Geometry	64%	58	28%	83	24%	49	11%	18	58%	85
Algebra II	48%	54	37%	38	22%	23	0%	7	54%	91
Summative Math	86%	99	50%	12	0%	3	0%	1	59%	63
World History	72%	89	34%	88	26%	50	8%	24	77%	114
U.S. History	87%	82	59%	93	44%	52	30%	20	86%	103
Life Science	87%	89	45%	83	41%	49	5%	22	86%	110
Biology	84%	103	46%	103	40%	67	9%	22	81%	150
Chemistry	68%	59	44%	36	41%	22	0%	3	64%	88
Physics	90%	31	0%	6	0%	1	N/A	0	80%	20
Integrated Science I	0%	1	6%	49	9%	35	0%	17	23%	22

**Significant Subpopulations - Percent Proficient/Advanced and Number Tested  
2013 CST**

	<b>Asian</b>		<b>Hisp./Latino</b>		<b>Econ. Disad.</b>		<b>Eng. Learner</b>		<b>White</b>	
	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested	% Pro/Ad	# Tested
ELA 9	94%	95	59%	91	55%	66	0%	21	91%	106
ELA 10	88%	65	55%	93	45%	71	8%	24	83%	113
ELA 11	85%	88	48%	73	40%	42	8%	13	80%	108
Algebra I	0%	10	25%	75	21%	53	0%	19	65%	48
Geometry	62%	58	16%	74	28%	53	18%	17	52%	90
Algebra II	60%	77	25%	32	29%	17	0%	4	38%	78
Summative Math	77%	95	53%	17	0%	9	0%	1	66%	77
World History	87%	69	38%	95	36%	71	13%	25	76%	117
U.S. History	85%	88	58%	78	47%	45	17%	18	87%	108
Life Science	88%	66	44%	94	37%	71	8%	24	80%	112
Biology	88%	144	33%	135	29%	99	10%	29	75%	161
Chemistry	66%	59	31%	39	24%	21	0%	3	54%	84
Physics	71%	21	0%	5	0%	5	N/A	0	78%	27
Integrated Science I	0%	3	15%	41	10%	30	0%	13	18%	17

## California High School Exit Exam (CAHSEE)

For the last three years, all Aragon students have been able to satisfy the CAHSEE requirement for graduation, whether by passing the exam or by special education waiver. In examining this data from 10<sup>th</sup> grade administrations of the test over the last 3 years, Aragon staff again noted the needs of English Learners, making them a focus of the revised action plans. In addition, the special education population's shift to co-teaching is partly motivated by the CAHSEE data on that subpopulation.

Percent of Students Passing CAHSEE - 10 <sup>th</sup> Grade - February Administration						
Ethnicity	Class of 2013		Class of 2014		Class of 2015	
	Math	English	Math	English	Math	English
Asian	99%	96%	97%	99%	93%	100%
Filipino	100%	93%	100%	100%	100%	100%
Hispanic/Latino	83%	85%	92%	92%	81%	81%
Pacific Islander	83%	85%	N/A	N/A	64%	69%
White	98%	97%	97%	97%	95%	95%
Language Proficiency						
Reclassified English Proficient (R)	94%	95%	98%	94%	91%	91%
English Learner (M)	66%	59%	88%	63%	47%	41%
Special Designations						
Special Education	56%	52%	48%	48%	38%	41%
Economically Disadvantaged	82%	83%	91%	82%	77%	71%
General Population						
Entire 10 <sup>th</sup> Grade	93%	92%	92%	93%	93%	95%

## California English Language Development Test (CELDT) Results

Data on the number of students still struggling to attain proficiency on the CELDT exam reminds us that the language minority population is especially in need of support.

### Percentage Performing at Each Proficiency Level

Proficiency Level	2010-11	2011-12	2012-13	2013-14
Total number Tested	91	97	86	76
Advanced	14%	24%	12%	18%
Early Advanced	43%	38%	44%	42%
Intermediate	25%	26%	35%	32%
Early Intermediate	17%	11%	9%	7%
Beginning	1%	1%	0%	1%

## College Test Results

### Scholastic Aptitude Test Scores

With nearly 75% of senior students taking the SAT, Aragon's students consistently perform well above the state average and above other schools in the SMUHSD.

SAT Scores			
	2010-11	2011-12	2012-13
Number of 12 <sup>th</sup> Graders Tested	275	318	253
Percent of 12 <sup>th</sup> Graders Tested	69%	76%	72%
Critical Reading Average (verbal)	558	561	559
Math Average	593	582	582
Writing Average	571	564	565
Percent Scoring Above 1500	76%	70%	73%

### AP Exam Results

Aragon's Honors/Advanced Placement program was the first one established in the district, and the program has grown in size and success ever since.

- In 2012-13, Aragon offered 17 AP courses, growing to the current number of 19 in 2014-15.
- Although there appears to be a decline in the number of test takers in 2012-13, this is in line with the shrinking size of the senior class as district-level imposed caps shrink Aragon's enrollment. So, while growing the number and scope of AP courses offered, Aragon has been able to still produce strong results among its students with the vast majority scoring a 3 or higher on the exam.

	2010-11	2011-12	2012-13
Grade 11 + 12 Enrollment	833	785	710
Number of Exam Takers	415	388	369
Number of Exams Scoring 5	325	308	283
Number of Exams Scoring 4	287	280	257
Number of Exams Scoring 3	203	222	198
Number of Exams Scoring 2	96	86	89
Number of Exams Scoring 1	33	31	37

## Completion Rates and Post-secondary Plans

### Graduation Rate

Aragon attributes the increase in graduation rates to the success of our various intervention programs, especially On Site Credit Recovery (OSCR) and Guided Studies.

	2010-11	2011-12	2012-13
Graduation Rate	95.0%	98.1%	98.6%

### **Graduates Meeting UC/CSU Requirements, Classes of 2011, 2012 and 2013**

Aragon has maintained a strong completion rate while maintaining high standards for its students, ensuring that Aragon graduates will have the skills they need to perform in the world after high school. Because of the proximity, high quality and low cost of the College of San Mateo, only a few miles from Aragon’s campus, many Aragon students decide very early that the community college route will serve them well. Aragon staff supports students to take advantage of community college programs, but we do recognize that more and more students will need four-year degrees to compete in the Bay Area job market. For this reason, we hope to continue to grow the percentage of students meeting UC/CSU requirements, and, especially, to support underrepresented groups to do so in greater numbers.

	Class of 2011		Class of 2012		Class of 2013	
	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements
Am. Indian/Alaskan Native	1	0%	0	N/A	0	N/A
Asian	100	83%	108	87%	84	82%
Pacific Islander	19	32%	6	0%	8	50%
Filipino	16	69%	20	70%	16	69%
Hispanic or Latino	77	43%	97	44%	86	36%
African American	6	50%	6	67%	3	33%
White (not Hispanic)	114	61%	123	68%	110	67%
Two or more Races	49	67%	50	72%	47	60%
<b>Total</b>	<b>382</b>	<b>62%</b>	<b>410</b>	<b>67%</b>	<b>354</b>	<b>61%</b>

SECTION TWO

## **SIGNIFICANT SCHOOL CHANGES AND DEVELOPMENTS**

### **Bond and Construction Work**

Since Aragon's 2012 Self-study, all of the planned construction projects have been completed, so students now benefit from a beautiful 650-seat theater housed in its own structure at the east side of campus. A newly constructed Career Technical Education building was also completed in 2012 and houses programs in biotechnology, digital photography, multimedia and engineering. In late 2012, athletic facilities underwent improvements, with a new large gym, a renovated small gym, a new fitness center and dance studio and an updated locker room area for all students. Finally, as part of its technology push, the school vastly improved its wireless access which is now running well on all parts of the campus. Unfortunately, some issues with drainage planning have led to flooding of some of our newer science and math classrooms which has required the re-location of some classes until a resolution can be achieved with the responsible parties and repairs can be done.

### **Teacher Leadership**

Aragon has long been recognized as a place that fosters leadership among its faculty and staff. The current SMUHSD leadership has encouraged the development of teacher leaders over the last three years by creating TOSA positions to oversee a variety of curricular areas and to facilitate some of the districts high-priority work. In keeping with the tradition, many of the district level TOSA's were selected from Aragon's staff: the English, math, Professional Development, and On-site Credit Recovery district-level TOSA's all come from Aragon's staff, so these teachers all teach a reduced schedule, but it has also benefitted Aragon because several of the people working on key SMUHSD initiatives spend a great deal of time on Aragon's campus. The district also created two full-time literacy coach positions, and one of the teachers hired also came from Aragon but has maintained a close connection with the school, helping to provide specially designed Constructing Meaning training for Aragon faculty.

At the site level, the principal worked with the SMUHSD and allocated site funding to create several new Aragon TOSA positions as well, including an Instructional Technology Coordinator, a Data and Assessment Coordinator, two Professional Development TOSA's, a math TOSA, and an ELA and School Culture TOSA. These teacher leaders work on a special PLC with department heads and administrators to form Aragon's Leadership team, the group responsible for guiding curriculum and instruction and other site initiatives.

## On-Site Credit Recovery

As part of a district initiative, Aragon has begun to offer On-Site Credit Recovery as an alternative to sending students to the district's continuation school, Peninsula. At one time, this course led students through the Compass online program to help them attain proficiency in courses they has failed previously. In its most recent form, the class now offers direct instruction at least 20% of the time, helping students build reading and writing skills in addition to improving content knowledge. While some students still cannot manage to complete their education at Aragon and leave for Peninsula, the enrollment at the continuation school has dropped by 50%, and Aragon's graduation rate has improved, both attesting to the success of the OSCR program in helping students succeed at the comprehensive school site.

## Equity in Course Offerings

In an effort to create more equity at Aragon and to ensure that students receive the highest quality and most rigorous education possible, Aragon has made some changes to its course offerings. Since last year, Aragon has eliminated its Integrated Science 1-2 and 3-4 offerings. Instead, all students are asked to take Biology. Teachers report much improved morale among students as a result of this change as students no longer feel relegated to a lower-performing group. And, while one might expect a drop in grade performance, teachers find that there has not been a significant increase in the percentage of D's and F's in Biology courses. Also, this fall, the one-semester, ninth-grade Modern Word History I course has been de-tracked to eliminate the Advanced Standing Level. All incoming freshman now take the same course, giving them all a chance to experience high school history before being placed in a group that is pre-destined for AP or not for AP later in their academic careers.

## Addressing Social Emotional Needs

Aragon's review of survey and anecdotal evidence revealed an increased need for social and emotional support among Aragon's students. As a result, the school has increased its focus on these factors that can inhibit students' success. Each of the support courses seeks to address some element of this issue. Offered at each grade level, Guided Studies teachers bring outside counselors into classes to explicitly address these issues with students here at Aragon. Aragon also now has a School Resource Officer from the San Mateo Police Department. This officer provides a presence on campus to help ensure safety and works with the dean and administration to help students stay on track for success in school. The School Culture TOSA and other teacher volunteers have created a series of professional development opportunities to improve teachers' sensitivity to students with regard to gender and culture issues. At least three faculty meetings this year alone have been dedicated to training around these issues. As an

extension of this work with the faculty, the Leadership teacher and students created a variety of activities designed to address social and emotional issues among the student body; please see revised Action Plan II, Goal 3 for more details.

SECTION THREE  
**FOLLOW-UP AND  
PROGRESS REPORT DEVELOPMENT PROCESS**

### Aragon's Follow-Up Process

Administration members regularly refer to the WASC action plans and to the schoolwide areas for growth as they lead the staff. The Single Plan for Student Achievement, revised annually, also aligns with these action plans. In addition, the action plans are used in working with parents in the PTSO, in setting the agendas for department head and regular department meetings, in guiding distribution of the funds gathered through the Aragon Excellence Program, in discussions and goal setting with the District Strategic Plan, and in setting the agenda for work with the Aragon's Leadership Team. As mentioned in section two of this report, the Aragon Leadership Team comprises nearly 30 Aragon staff members, including administrators, department heads and site TOSA's; this has been the body primarily responsible for oversight of Aragon's plans.

Also, Aragon's Action Plans were designed with follow-up and monitoring in mind. The entire right column included specific steps for follow-up and ideas for how to extend action steps once current steps were completed. To further support the process, the Self-Study Coordinator from 2006 and 2012 kept her position throughout the time since the last self-study in order to ensure systematic follow through on these plans and goals. The coordinator has led meetings of the Aragon focus groups each spring and fall to implement elements of the action plans, to discuss and evaluate progress toward our goals, to adapt the plans when new circumstances arose and to develop new steps once original steps were accomplished.

In order to prepare this progress report, the Self-Study Coordinator has worked with focus groups each semester since the last self-study to gather input on progress and to oversee the ongoing revision of the goals and action steps in each action plan. Focus group members were also given the opportunity to review drafts of sections of this report to provide feedback and augment its content.

This report will be presented to the Governing Board by the principal and the Self-Study Coordinator, when the Board's schedule allows it, after the one-day visit has been completed.

SECTION FOUR  
**PROGRESS ON THE CRITICAL AREAS FOR FOLLOW-UP  
WITHIN THE ACTION PLAN**

## Introduction

For clarity and simplicity, we have included the content of the original action plans in condensed form, removing timelines and responsible parties. Please look in the appendix to this report to see the 2012 action plans in their entirety. For this section of the report, each goal appears together with its related action steps in the greyed-out sections; the white sections contain Aragon's progress report on each action step and on the Critical Areas for Follow-Up.

**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.

Goal 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-.
- b. Administer the practice CAHSEE to 9<sup>th</sup> graders and distribute detailed reports of results to 10<sup>th</sup> grade teachers and students.
- c. Explore making CAHSEE and CST data available as one of the functions in Schoolloop.
- d. Begin discussions and curriculum revision to integrate the Common Core Standards.

With the advent of the CCSS and the refinement of our PLC structure, Aragon's strategy for examining data has evolved significantly since these plans were written in 2011-2012. We have used faculty, department and PLC meeting time to examine and discuss trends in schoolwide testing data. Despite the many improvements in Aragon's students' performance, we do still see a lag in our success with certain groups of students, most notably our Long Term English Learners (LTEL's). While we have made some progress while working in these large group settings, we have found

that it is not the optimal place for a close examination of the data, nor for the kind of planning that would make the most impact on curriculum and instruction. For these reasons, our revised plans have shifted this type of data examination to the context of the PLC's. Please see Plan 1, goals 1 and 2 for a more detailed outline of our revised approach.

Another set of changes that have occurred since 2012 is that CST's and district common assessments have been eliminated as they do not align with the CCSS, so we have been unable to examine those results as the plans stated. Also, it was determined that the practice CAHSEE test did not result in the kind of quality data that would warrant the high cost of administering it to all 9<sup>th</sup> graders. For these reasons, we have shifted our attention to the CAHSEE results and to grade data for analysis of student progress. Once the CAASPP results become available, we will plan to integrate examination of that data as well.

Another way in which Aragon has continued its work on this goal has occurred in PLC's. A great deal of PLC time over the last 3 years has been spent in revising curriculum and instruction practices to align with the CCSS. Also, a primary focus has been on training teachers in the use of the Cycle of Inquiry and in using the examination of student work and of formative assessments to guide planning. PLC's across the school have participated in completing the cycle of inquiry around targeted standards. For example, last fall, all PLC's completed the Cycle of Inquiry around Writing Standard 1, focusing on a different standard in the spring. This fall, they repeated the process with reading standard 7, and PLC's are beginning work around another standard this spring.

Specifically regarding goal 1c, Schoolloop has not decided to make standardized testing data available on its site, but PLC's and individual teachers track struggling students via the Schoolloop dashboard and Schoolloop automatically creates "high priority" groups of students with 2 or more grades below 70% that all teachers see when they open their class pages. In addition, after the first three weeks of each semester, the AP creates a list of students with 3 or more D's or F's. Data about these students is distributed to faculty, and these students and their families are immediately targeted for the appropriate interventions.

Goal 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.
  - Explore funding streams to run as a class
  - Explore offering a class for credit
  - Research best practices for such programs.
- b. Continue to expand the use of service commissioners as tutors.

With regard to goal 2a, the tutor club advisor, administration and guidance departments did explore the possibility of creating a class in which upperclassman could be trained as tutors for struggling students. In difficult economic times with extremely limited resources, it was determined that providing a section for this class would be difficult. In addition, a survey of current tutor club participants revealed that they would be unlikely to enroll in such a class due to a lack of room in their schedules for this type of elective course. Despite these issues, the tutor club continues to serve Aragon students in the same way that it did at the time of the last visit in 2012.

In addition, Aragon continues to recruit tutors to serve in its AVID, Guided Studies and other support classes. To encourage potential tutors to take on this role, Aragon developed a second tier of "School Community Service" designations on student transcripts. Teacher's aides only receive a pass/fail grade for their enrollment in this class. Tutors receive a letter grade which has led more high-skilled students to opt to become tutors.

To address goal 2b, Aragon has expanded its program of using service commissioners as tutors during Saturday school and during after school detention. We have also expanded and improved our after school tutoring program to serve students two days per week. The program provides paid students and adult tutors, and students are assigned to attend; if they do not, the tutoring coordinator contacts their parents. This approach to tutoring has improved communication between teacher, student and parent on targeted academic deficiencies and support plans to remediate. Due to the success of this approach, the revised action plans outline Aragon's plan to expand this program in the coming years and to serve a larger segment of struggling students.

Goal 3. Maximize the effect of current programs for groups identified through CST and GPA data.

a. Review placement processes and ensure all students needing support receive it.

- 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)

b. Increase outreach to parents by increasing their use of existing resources.

- Emphasize attendance at PTSO meetings.
- Continue encouraging Schoolloop use via mailers, and phone messages.

c. Increase outreach to parents of struggling students by augmenting the resources available to them.

- 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.

Since the Self-study in 2012, in order to address Goal 3a Aragon has refined its offerings, and has adopted clear placement guidelines for students in Intensive English or Algebra, Strategic English or Algebra support, for Guided studies and for On-site Credit Recovery courses (OSCR). These processes involve close cooperation between the teachers, the administration and the guidance department, so the process has become much more transparent, though there still remains some room to improve the clarity of the process. The lack of CST test scores and subsequent shifts in San Mateo Union High School District policies have had some influence on Aragon's progress with regard to Goal 3a. For this reason, Aragon's updated action plan includes working in cooperation with San Mateo Union High School District (SMUHSD) math, English, special education and OSCR TOSA's to create a clearer and more definitive placement process for classes that serve multiple district schools. As a result of this cooperative effort, the District Guided Studies Council has adopted formal placement guidelines, and teachers and counselors are in close communication about placement via Google spreadsheets.

In 2013-14, Aragon began work with Equal Opportunity Schools (EOS); this organization collects data on AP and IB programs across the country and educates schools about how to identify and place students that qualify to take AP courses but that do not self-identify. After making a presentation to the faculty as a whole, EOS worked closely with Aragon's guidance department and administration to recruit underrepresented students into Aragon's AP program. As a result, 65 new students, identified through this work, are taking part in the AP program at Aragon this year.

As with the placement policies for support classes, the SMUHSD has made policy changes with regard to referrals to Student Study Team. Please see Aragon's revised Action Plan I for details regarding how Aragon plans to ensure that these new policies are communicated clearly to faculty and staff.

With regard to Goal 3b, parent outreach has been invigorated through Aragon's efforts to reach out to all of its stakeholders. PTSO attendance and participation remains strong, and the Aragon community has reinstated its Latino parents group which has proven to be a dedicated and thoughtful partner in improving Aragon's ability to serve its students. One example is that based upon this parent group's input on their students' needs, Aragon created a new support class, College Study Skills, to serve the reading and language development needs of language minority students.

The Aragon community has sought to provide increased support to its families as outlined in Goal 3c. For example, the PTSO has sponsored a series of speakers and films, some of which relate to college/career planning and elements of student success. Guidance has sponsored additional grade level college informational parent meetings throughout the year. Ninth grade counselors conduct many student progress meetings for students struggling during the freshman year. And the ELAC meetings have been combined with the Latino Parent meetings at which staff has made presentations on Schoolloop, AVID, Financial Aid, and other topics as requested by parents. Edwin Martinez, Parent Coordinator, is an invaluable resource.

Goal 4. Continue to evaluate and revise the support course offerings and other interventions. Improve or end unsuccessful programs; use successful ones as models.

- a. Compile and evaluate CST, CAHSEE and grade data for students in support classes (College Skills Review, SAS, SES, Intensive Algebra & English, Blended Learning) and revise support program as needed.
- b. Compile and evaluate CST, CAHSEE and grade data for students in SST process and with 504 plans.
- c. Use data to evaluate effectiveness of each item in the Pyramid of Interventions.

AND

Goal 5. Provide a variety of interventions for every student identified in Goal 1 of this plan.

- 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.
- b. Research and compile proven intervention strategies; replace items deleted from Pyramid of Interventions with proven strategies.
- c. Explore new course configurations to ensure that all students have the opportunity to succeed in mainstream classes and to complete the academic core.

- d. Develop a chart to track all identified students, the interventions used with them and the impact on grades and CST data.
- e. Publicly recognize/reward students who improve enough to attain proficiency in grades and CSTs.

Because there is quite a bit of overlap in the progress on goals 4 and 5, we address both goals in this section of the report.

Through Aragon's examination of data, Aragon faculty and staff recognized the urgency of addressing the needs of our English Learner students in the context of their mainstream classrooms. In cooperation with a district initiative, last year Aragon sent 12 teachers and the principal to a 3-day training in Constructing Meaning techniques put on by EL Achieve. These techniques target language development through explicitly teaching academic language constructs as they connect to a purpose. For example, the language constructs needed to narrate, the language needed to compare and contrast or the language needed to explain cause and effect. Because these same constructs are used in every subject area, if all Aragon teachers receive this training, the potential impact on student performance could be very powerful. Four teachers attended in the second cohort this fall. Concerned that the training of Aragon's staff was moving too slowly, Aragon's principal and PD Coordinator worked with district literacy coaches who are EL Achieve trainers to design a workshop specifically for Aragon teachers. As of now, all but 25 teachers on campus have been trained. Please see revised Action Plan I, Goal 6 for more information about how we will proceed with our work on this goal.

Since 2012, Aragon has revised its support class offerings based upon data, teacher and student input and SMUHSD guidelines. College Skills Review has been eliminated from the course offerings, and a more rigorous intervention class, Guided Studies has been put in its place. This course seeks to address the academic and social and emotional needs of struggling students. A counseling component in the course has yielded powerful results, drastically reducing the number of students earning 3 or more D's or F's each semester. In the past, at the end of a 9<sup>th</sup> grade semester, an average of 35 students would have 2 or more D's or F's, but, as a result of these programs, that number has been reduced to an average of 5. As a result, the course has been expanded to offer support to students at all grade levels.

Blended Learning has become the On-Site Credit Recovery Program (OSCR) which is offered at comprehensive sites across the SMUHSD. This course combines the use of Compass Learning software with direct instruction from teachers to help students make up the material they missed in courses that they did not pass earlier in their academic careers. Providing 2 sections of this class on our own campus allows students to take advantage of individualized learning via computer and the specially designed and targeted lessons developed by OSCR instructors. In addition, OSCR teachers

seek to support students in their current coursework whenever possible. With the advent of this program, Aragon has seen more of its students meet graduation requirements, and significantly fewer students have had to leave the comprehensive setting at Aragon for Peninsula, the SMUHSD continuation high school.

To ensure that we best serve our special education population, Aragon began to implement co-teaching programs in science in the fall semester of 2013 and in English and math in the fall of 2014. These courses, taught by a curricular expert and a special education teacher working in tandem, help to provide special education students with the support they require in the least restrictive environment. The program will be under evaluation and will possibly be expanded as feedback indicates.

In an increased effort to address the needs of Aragon's Long-term English Learners, Aragon administration worked with the ELAC parent group to design a course that would address the unique needs of this population. The course focuses on developing students reading and writing skills using techniques proven to work best with EL students. The teacher of the course has years of experience working with language minority students and joined a larger cohort of Aragon teachers to receive training in Constructing Meaning techniques designed by the organization EL Achieve.

Related to the data analysis and communication elements of this goal, Aragon has put in place a variety of systems to improve our services for struggling students. To facilitate correct placement of intervention students, Aragon support teachers and guidance staff analyze spreadsheets of Strategic English Support and Intensive English students' reading scores and English grades. The math department keeps a similar spreadsheet with Strategic Algebra Support and Intensive Algebra students' grades and recommendations for class placement.

The AVID program at Aragon is very successful, and some of its practices (tutorial elements, questioning, Cornell notes, etc.) are integrated into the Strategic English Support classes with great success. These practices have even spread to other sites' SES programs. Because of these shared practices, students who exit the SES program can easily transition to AVID.

Please also refer to Aragon's report of progress on Plan I, Goals 2 and 8 for more information about Aragon's revision of its tutoring programs and its plans to provide more access to teacher help within the school day.

Goal 6. Re-institute regular articulation meetings with primary feeder schools with a focus on *gathering* information so that Aragon can adjust its curriculum to feeder school strengths and deficits.\*\*

- a. Document best practices from math department's successful articulation process.
- b. Use math model to plan articulation in other departments.
- c. Work with feeder schools by departments to learn about curriculum, best practices, and challenges for their students.

Aragon receives students from a variety of middle schools. Three middle schools supply the majority of our incoming freshmen. This situation adds to the complexity of attempts to create formal, lasting and meaningful articulation, but Aragon has made some progress in this area and has revised the action plans to further our efforts.

At the district level, former Aragon teacher and district math coordinator has expanded her position to devote 20% of her time to facilitating articulation between the San Mateo Foster City District (SMFCD) and the SMUHSD. As a result, math teachers from the two districts have met with some regularity and there has been progress with regard to aligning course content and expectations. This process has also helped the SMUHSD and Aragon in their attempts to revise and refine placement criteria for incoming students. Specifically at Aragon, two Aragon representatives met with Borel and Bayside Middle School math teachers twice in 2013-14. In meetings that continue into this year, their focus is on developing math pathways that align with CCSS.

The English department at Aragon made connections with Aragon's primary feeder school, Borel Middle School, in spring of 2012 and again in the fall of 2013. Building upon this success, Aragon and Borel ELA teachers will meet again this spring on two occasions to discuss writing expectations, rubrics and literary analysis expectations.

Other departments' efforts to create more coherence with middle school programs include the world language department's work with middle school counselors to help with placement recommendations. The music department works with feeder schools to create joint performances and auditions; they also meet to align curriculum, and students from feeder schools come to Aragon to take master classes. The special education department annually holds articulation IEP's each spring for every incoming freshman, and special education teachers from feeder middle schools are invited to visit Aragon classes to observe the scope and rigor of classes.

While this progress has improved the sense that programs at Aragon provide a coherent experience for students entering from each middle school, the faculty still felt that more progress needed to be made, especially in light of the

shifts being made to adopt the CCSS. To this end, articulation-related goals are still an important part of the revised action plans, and the school leadership team which includes all department heads and school site TOSA's have taken responsibility to oversee this work. For more detail, please see revised Action Plan I, Goal 5.

Goal 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.

- Observation weeks
- Observation open houses
- Peer coaching teams
- Best practices faculty meetings

b. Research best methods and provide training on quick formative assessments

c. Train teachers in new Common Core Standards to support goal 1, action step d.

d. Continue training for teachers in technology, such as Data Director, required to support achievement of these goals.

e. Send learning teams to peer schools to learn about best practices in interventions, support programs, instruction and assessment; have them share findings.

f. Continue to research, share best practices and provide training through effective learning teams.

Aragon teachers participate in observation weeks at least once per semester when any teacher may observe any colleague. Often the observations focus on a particular practice or element of a lesson. Best practices have been shared in departments. Much of the PD at Aragon asks teachers to share their knowledge with each other in a more sustained and targeted way than was done in the past. Teachers recently participated in cross-curricular sharing of a Cycle of Inquiry process. District PD days and Aragon activities have also targeted some of the practices specified in the 2012 plan, such as training in constructing formative assessments and using the results to inform instruction. Two entire district-level PD days consisted of mini-conferences in which district teachers presented a wide-variety of topics related to CCSS implementation and instruction. Due to the success of these activities, more are planned, as outlined in revised Action plan I, Goal 6.

The majority of faculty meetings, department meetings and PLC meeting times are devoted to other goals outlined above. Topics covered in faculty meetings have included: DOK levels, Cycle of Inquiry, supporting technology, and hands-on experience with sample CAASPP items. Each semester for the last 4 semesters, PLC's have all completed similar work around a chosen standards-based focus. In addition, departments meet to complete standards gap analyses. PLC's consistently work to adapt curriculum and practice to the CCSS. As of last year, each teacher focused on

working with one PLC to allow for more frequent meetings and work that has more depth rather than breadth. This year, with the release of the NGSS, science teachers are engaged in a thorough examination of the new standards and in the process of re-designing curriculum accordingly. In other words, Aragon has focused its energy on creating a fundamental shift to authentic PLC and COI practice.

With the trend toward building leadership capacity among teachers, the SMUHSD and Aragon ensure that teachers receive technological support and training and that they have the capability to prepare students to meet the standards requiring technological know-how. To this end, more than one-third of Aragon teachers have attended the SMUHSD summer Digital Bridge Institute, and the technology coordinator at Aragon provided regular Monday afternoon training sessions in software and hardware topics identified through surveys of the faculty.

Goal 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.
  - 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.
- b. Research best practices for embedding PD time into bell schedule.

In order to address this goal, Aragon has adopted a modified block schedule that allows teacher collaboration from 1:30-3:15 every Thursday afternoon. Some of this time is used for faculty meetings and department meetings, but the focus of those meetings has been shifted from information-distribution to a professional development focus. As mentioned in the progress report on Goal 7, much of the PLC work is guided by common goals for the entire faculty, goals that were chosen by the Aragon Leadership team during its regular retreats. This leaves the vast majority of the time for faculty to work in more course-specific PLC's. Administration has also taken steps to give learning teams common prep periods to allow lesson planning during that time so that teams can use collaboration time to examine students work, choose essential standards, discuss methodology and the like. This simplification has also had the side benefit of eliminating the need to track PLC's through learning team logs.

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

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.
  - b. Administer student survey annually and use data to shape Aragon's program and professional development.
  - c. Explore the development of more elective classes in subject areas.
  - d. Take steps to integrate elective courses into the English program at the 11<sup>th</sup> and 12<sup>th</sup> grade levels.
  - e. Increase career technical education (CTE) course offerings.

A variety of course choices have been added to Aragon's offerings in the last 3 years, especially subsequent to the completion of the CTE building and the addition of a CTE requirement to the Graduation Expectations, providing more specialized classroom spaces for use in these courses. Some examples of new courses include: The Art of Video, Art & Multimedia, Biotechnology 3-4, Engineering Technology, AP Computer Science, Career Choices and Personal Finance, and Yoga. Other elective programs have been expanded to include an additional section of jazz band, men's choir, weight-training class, an athletic study hall and AVID sections have expanded from 5-6 since the last WASC visit. An Aragon teacher recently created a Creative Writing course that received SMUHSD Board approval, so this new English elective will be offered in tandem with a new speech class for the fall of 2015.

Now that the initial efforts to adapt to the CCSS have become a more integrated part of Aragon practice, leadership can shift its focus to the type of information gathering outlined in this plan. As outlined in Aragon's revised Action Plan II, the revised survey will be administered to Aragon students this spring with subsequent administrations planned for every other year, if the results are deemed helpful in adapting Aragon's program to best suit students' needs.

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.
  - b. Create a scope and sequence for career exploration.
  - c. Explore ways to provide supplemental technology for home use to students in need.
  - d. Research how other schools use text messaging and other technology to communicate with parents about attendance, discipline, etc.

Aragon continues the many activities already in place to support students in exploring careers, including the bi-annual Career Day, conducting career inventories, an extensive career research project done in senior English classes and access to many career resources in Naviance; however, with the many shifts in technology that have occurred at Aragon over the past two years, we have chosen to focus on developing a scope and sequence with technology first and to defer the work on career exploration until we have the technology platform established.

Two years ago, the SMUHSD transferred all teacher and student accounts to a Google-based email system. As a result, every Aragon student has a school-based email account and access to the Google Drive and other cloud-based applications. Also, Schoolloop has become a more essential tool for communication between student and teacher, and most teachers on campus post grades regularly, use calendars to keep students on track and provide links to key assignments online, all of which has made the student experience at Aragon better. Also, the guidance department has greatly expanded its use of the online Naviance system to help students research colleges and careers, assemble college application materials, communicate with teachers about letters of recommendation, track their applications and more.

In cooperation with the district, Aragon has been conducting a variety of 1:1 technology pilots. For the last two years, teachers have been able to apply to pilot 1:1 computing in their classrooms, and Aragon was also able to fund additional pilots with site funds. For this reason, students' access to technology has exploded in the last few years. For example, all 9<sup>th</sup> grade English teachers use Chromebooks as a regular part of the curriculum for research, writing, sharing work with peers, grading and providing feedback, among other tasks. It has become commonplace for students at Aragon to collaborate on a Google presentation, to receive graded feedback via Turnitin.com, to use Photoshop and other tools for video editing. With the heightened access to resources and constant training for teachers, much progress has been made.

To continue this work, Aragon has chosen to focus on two areas in which we can still improve. First, we still need to formalize the scope and sequence of students' work with technology. While it is highly utilized across campus, we still need to ensure that every student receives a similar opportunity to learn the essential technological skills that they will be expected to have in college and at work. We also recognize that different departments have unique opportunities to address technology-related learning, such as determining the reliability of sources in social science or English research or evaluating the best tool to present mathematical or scientific data.

Also, we plan to pilot a technology loaning program for student without regular access to these resources at home. While labs are available during, before and after school hours, we want all students to have the opportunity to succeed at building this most important skill set. Please refer to the revised Action Plan 2, Goal 2 for more details.

3. Help students identify and manage stressors while better caring for their health and wellness needs.
  - a. Form a wellness committee to oversee plans and initiatives.
  - b. Use results of Healthy Kids California Survey to inform work on goal 3.
  - c. Develop a parent education program to address students' stress levels.
  - d. Increase number of safe, welcoming places for students to congregate.
    - Re-open Student Lunch Room.
    - Explore creating a teen lounge.
  - e. Identify the stressors causing students from underrepresented groups to not enter or to drop AS/AP courses.
  - f. Develop and implement support interventions to address the stressors identified in Goal 3, action step e.
  - g. Discuss homework and grading policies, to provide consistent expectations within departments and across the school.

Many of the issues identified in this goal have been addressed with some positive results. Guidance has overseen the development and implementation of a variety of programs to improve student health and well-being, including parent nights, Freshman nights, Teen-Parent Quest, district-wide activities advertised to parents, information about student stress in grade-level parent presentations; and, whenever administration and counselors meet with parents, it is emphasized that students shouldn't overwhelm themselves with their academic schedules.

The student lunch room has been re-opened, and hours of library availability have been extended well beyond the school day to provide safe places for students to congregate. Students have been encouraged to participate in campus beautification, and many advances have been made to make Aragon an appealing place to spend their time. And, in addition to PE classes, students have expanded access to supervised intramural sports at lunch.

Students were given the Healthy Kids survey in the past, but not much has been done with the results, so they are now a focus for Aragon's revised action plans. The Aragon leadership class has set itself a very ambitious program for the next 2-3 years to address issues raised in the survey and to address other concerns about student wellbeing. Please see revised Action Plan 2, Goal 3 for a detailed account of the steps the students, the Leadership teacher and the School Culture TOSA, a new position added this year, plan to take on at Aragon.

Aragon is known as a school with high academic expectations, so there can be a lot of pressure to compete. The AVID classes have been a helpful bridge to support students taking advanced courses for the first time by encouraging study groups and by placing AVID students in the same section of these advanced courses so that students have familiar peers to look to for support. Aragon has also begun serious work with Equal Opportunity Schools (EOS) to encourage a broader range of students to enroll in advanced courses and to provide support for those students along the way.

Over the last two years, Aragon's Data and Assessment Coordinator has been leading schoolwide and small group discussions about grading policies at Aragon. We have explored a variety of topics including the meaning of homework, the principles of standards based grading, the impact of zeros, the importance of consistency and research on grades and students motivation. As a result, the faculty are engaged in serious discussions and, as of this year, 7 are piloting the 4 point grading scale and standards based grading (SBG). Also, this same coordinator leads monthly meeting of about 20 teachers to discuss SBG and its implications. Please see Aragon's revised Action Plan II, Goal 4 for more information about how Aragon plans to continue its work in this area.

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.
  - 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.
  - c. Review discipline policies with parents annually.
  - d. Return to the goals of BFL and the Big 5. Determine where we still have consensus and revise policies accordingly.
  - 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.

Subsequent to the publication of 2012 self-study report, school leadership determined that the classroom visits to speak about school safety and student expectations were sufficient to properly convey Aragon's policies. Another motive was that scheduling demands and other priorities did not allow for room to pull the entire student body out for grade level assemblies. Big 5 and discipline policies have been revised and are printed in the student, parent and faculty handbooks. Parent groups including the PTSO and other smaller groups do review discipline issues, and students and parents sign paperwork at beginning of year about the discipline policy.

During the revision process, teachers still requested that safety and expectations be reviewed at the start of each year, and the group recognized that teachers new to Aragon would need more time with this work. Teachers also felt that the communication about student discipline could still improve, and that we needed to refine the process for reporting discipline issues consistently. Also, teachers wanted more feedback about what disciplinary action had been taken. Both of these items have been added to Aragon's revised Action Plan II, under Goal 5.

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.
  - b. Provide PD for teachers to be able to deliver scope and sequence from step 2 above and to keep up with technological innovation.
  - c. Provide any PD teachers need to carry out the career education scope and sequence from step 2 above.

Please refer to the progress report on Action Plan I, Goal 7 for details on Aragon's progress in Professional development.

Also, the progress report on Action Plan II, Goal II provides a detailed account of the PD that has been done to support Aragon's work with technology as well as our plans going forward.

SECTION FIVE  
**REVISED SCHOOLWIDE ACTION PLANS**

### The Revision of Aragon's Action Plans

Aragon's 2012 action plans have guided decisions and priorities made by all levels of leadership and have been evolving since the WASC Visiting Committees departure from our campus. Once goals or action steps have been achieved, teams have taken further action to make greater progress on the major goals addressed by each plan. As Aragon stakeholders reflect on our work thus far, we have undertaken a more formal revision process that included three rounds of faculty and staff reflecting on data and the Critical Areas for Follow Up and providing input on successive drafts. The results of that serious consideration and work are the newly-revised plans for 2015 through 2017-2018, when we will engage in our next full Focus on Learning process.

### 2012 WASC Visiting Committee's Schoolwide Areas of Strength

1. The school's culture of collaboration that is driven by a talented, dedicated faculty
2. A rigorous curriculum that offers a wide variety of challenging courses
3. The students' awareness of Aragon as a place of academic rigor and high expectations
4. A safe, clean campus in which students and staff take pride
5. Solid parent and community involvement in the school
6. A staff-driven culture of innovation and risk-taking to support students

### 2012 WASC Visiting Committee's Schoolwide Areas for Follow Up

1. Investigate a variety of alternative courses to increase student opportunities.
2. Develop strategies to monitor and address the needs of the long-term English Language Learners.
3. Further develop the PLC process with better communication and accountability.
4. Continue work in using data collection and analysis to drive the curriculum and instruction.

## 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 the CAHSEE.
- As it becomes available, use CAASPP data to inform curriculum and instruction.

Goals	Action Steps	Complete By/ During	Responsible Parties
1. Regularly identify students who are not attaining proficiency on the CAHSEE and the CAASPP, paying special attention to students’ language development levels; in PLC’s develop strategies to address proficiency gaps.*	a. When data is available, distribute disaggregated data about students not attaining proficiency on the CAHSEE; discuss schoolwide trends.*	April faculty meeting	Admin
	b. Select PLC’s analyze disaggregated CAHSEE data and devise and implement strategies to address proficiency gaps.*	April PLC time	PLC’s
	c. Once CAASPP data is available, distribute disaggregated data about students not attaining proficiency; discuss schoolwide trends.*	Availability not yet known	Admin
	d. Select PLC’s analyze disaggregated CAASPP data and devise and implement strategies to address proficiency gaps.*	Availability not yet known	PLC’s
2. Regularly identify students who are earning D’s or F’s, paying special attention to students’ language development level; in PLC’s develop strategies to address proficiency gaps.*	a. After each 12 week marking period, distribute disaggregated data about students earning D’s or F’s.*	After each 12 <sup>th</sup> week	Admin
	b. PLC’s analyze disaggregated grade data and devise and implement strategies to address proficiency gaps.*	Ongoing	PLC’s
	c. Design PD to share strategies that are found to help close these gaps.*	Ongoing	PD coordinator and other site TOSA’s
3. To address the needs of students not attaining proficiency, maximize the efficacy of current support programs.	a. Revise support placement processes to ensure all students needing support receive it and that they are placed correctly. <ul style="list-style-type: none"> <li>• Create a single document clarifying placement guidelines for all support courses.</li> <li>• Work within District guidelines to refer students for SSTs.</li> <li>• Work with district to revise assessment and placement process for ELA/Math.</li> </ul>	Fall 2015	Guidance, Leadership Team, support teachers
	b. Train faculty and staff to effectively use items generated in action step 3a.	Spring 2016	
	c. Build upon recent successes with parent groups to facilitate school-home ties.		
	d. Expand tutoring programs that provide paid student and adult tutors during Saturday school and after school two days per week.*	Fall 2015	Admin

Goals	Action Steps	Complete By/During	Responsible Parties
4. Explore ways to build more time into the school day for struggling students to get help from teachers.*	a. Task a committee with exploring this issue.	Spring 2015	Student Support Task Force
	b. Visit other sites to learn about successful programs.	Spring 2015	
	c. Present findings and propose a course of action to the faculty and staff.	Spring 2015	
5. Work with District Curriculum Coordinators and Councils to facilitate articulation with primary feeder schools around the CCSS.	a. Document best practices from math department's successful articulation process.	Spring 2015	Leadership Team, Site English and Math TOSA's
	b. Use math model to plan articulation in other departments.	Fall 2015	
	c. Work with feeder schools by departments to learn about curriculum, best practices, and challenges for their students.	Spring 2016	
6. Provide the professional development (PD) needed for staff to execute these goals and action steps.*	a. Provide regular opportunities for departments and PLCs and district-wide curricular teams to align curriculum and practice with the CCSS.*	Ongoing	PD Coordinator, other site TOSA's and PLC's
	b. Provide follow up training and practice in the Cycle of Inquiry for PLC's.	Spring and Fall 2015	
	c. Create opportunities for cross-curricular PLC's to continue to work together on the examination of student work.*	Spring and Fall 2015	
	d. Continue to build a community of teacher leaders through ongoing training and collaboration opportunities .	Ongoing	
	e. Train more staff and provide ongoing support in using Constructing Meaning (EL Achieve) techniques for our work with LTEL students in mainstream classes.*	Spring and Fall 2015	
	f. Focus peer observation on strengthening of PLC work. Cycle of Inquiry, DOK, formative assessments and incorporation of Constructing Meaning techniques.*	Spring and Fall 2015	

**\* Items that most directly address the Schoolwide Critical Areas for Follow-up are marked with an asterisk.**

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

Goals	Action Steps	Complete By/During	Responsible Parties
1. Assess course offerings to ensure that they meet students’ interests and needs; revise program as indicated.*	a. Revise WASC student survey to gather data about program effectiveness and students’ interests, needs and suggestions.*	Spring 2015	WASC Coordinator and Leadership Team
	b. Administer student survey every 2 years, and use data to shape Aragon’s program.*	Ongoing	
	c. As indicated by student interest and needs, add elective classes in core subject areas and further increase career technical education (CTE) course offerings.*	Fall or 2015 and of 2016	
2. Develop and implement a more rigorous scope and sequence of technology skills that is aligned with the CCSS and integrated into the curriculum across departments.	a. Revise the scope and sequence for technology; include software such as Schoolloop and Naviance.	Fall 2015	Technology Coordinator and Leadership Team
	b. Explore ways to provide supplemental technology for home use to students in need. <ul style="list-style-type: none"> <li>• Develop a system for loaning technology devices to students in need.</li> <li>• Explore private funding sources</li> </ul>	Fall 2015	
3. Provide a variety of supports for students to feel more included and safe at Aragon and for them to manage stressors while better caring for their health and wellness needs.	a. School Culture TOSA, Leadership teacher and Leadership students use results of Healthy Kids California Survey and other data to better understand Aragon population.*	Spring 2015	School Culture TOSA, Leadership teacher and Leadership students
	b. The same group will use this data to adapt Aragon’s practices to create a safe and inclusive environment for all students.*	Fall 2015	
	c. Build on the “Review Week de-stressors” campaign to more regularly address student stressors.	Fall 2015	Leadership teacher and Leadership students
	d. To make Leadership students more accessible to the general student body and to boost student morale, we will open up grand student council meetings, have Leadership students deliver live announcements once per week and train a cadre of students to form a “recognition commission,” responsible for campus morale.	Spring 2015-Spring 2016	
	e. Create a more substantive freshman transition/orientation program and training that includes buddies who will be trained by a professional; this program will also be supported through regular meetings throughout the year.	Fall 2015	
	f. Have a regular segment during video announcements to increase awareness of opportunities to become involved and connected at Aragon.	Fall 2015	

Goals	Action Steps	Complete By/ During	Responsible Parties
4. Align homework and grading policies to provide consistent expectations within departments and across the school.	a. Research best practices at local sites for implementation of standards based grading and report findings to faculty.	Spring 2015	Assessment and Data TOSA
	b. Have the group of teachers (20 members) attending the voluntary standards-based grading (SBG) meetings discuss the findings of the group that is piloting SBG this year (7 teachers). Share findings with faculty.	Spring 2015	Assessment and Data TOSA and SBG group
	c. If indicated by findings in B, explore the possibility of having one entire department pilot SBG.	Fall 2015	
	d. Have leadership team discuss the role of homework and devise a plan to review and refine homework policies in PLC's.	Spring 2015	Leadership Team
5. Increase communication and transparency in the discipline process; build consensus and consistency among staff about understanding and enforcement of policies.	A. At the beginning of each school year, present the discipline policy with emphasis on any changes in the faculty handbook. Meet with new teachers to further explain Aragon's discipline policy and process.	Fall 2015	Principal and AP's
	B. Agree on a consistent communication system for teachers to report discipline issues and for administration/dean to communicate what consequences were assigned and how they were carried out.	Spring 2015	Principal, dean and Campus Aides
6. Provide the professional development (PD) needed for staff to execute these goals.	a. The PD outlined in Action Plan 1 also supports this plan.	See Plan 1	PD Coordinator. Instructional Technology TOSA and Leadership group
	b. Provide PD for teachers to be able to deliver scope and sequence from Goal 2 above and to keep up with technological innovation.	Fall 2015 and Spring 2016	

**\* Items that most directly address the Schoolwide Critical Areas for Follow-up are marked with an asterisk.**

APPENDIX  
**2012 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 (\*\*).

## 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.

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.

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. \*

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"> <li>• Steps a and c are monitoring mechanisms.</li> <li>• Step b will be evaluated through CAHSEE scores.</li> <li>• Step d will be evaluated through learning team logs.</li> <li>• Steps a-d will be evaluated through our ability to meet SPSA growth targets.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>• Develop common assessments based upon the new Common Core Standards.</li> <li>• Collect data on improved students to identify what helped them improve.</li> </ul>
	b. Administer the practice CAHSEE to 9 <sup>th</sup> graders and distribute detailed reports of results to 10 <sup>th</sup> 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"> <li>• Explore funding streams to run as a class</li> <li>• Explore offering a class for credit</li> <li>• Research best practices for such programs.</li> </ul>	Spring 2013	Admin, ASC, Tutor Club Advisor, Service Commission Advisor	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>• Steps a-b will be monitored through evaluation in the ASC and the leadership team.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>• Use trained tutors to assist with counseling and course programming events.</li> </ul>
	b. Continue to expand the use of service commissioners as tutors.	Fall 2012		

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"> <li>Support class placement process (College Skills Review, Strategic Algebra Support, Strategic English Support, Intensive Algebra &amp; English, Guided Studies, Blended Learning)</li> <li>Student Study Team (SST) process to identify interventions for struggling students (504 plans and assessment for Special Education)</li> </ul>	<p>Fall 2012, then annually</p>	<p>Admin, Guidance, Faculty</p>	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> <li>Step a will be evaluated through analysis of grade, CAHSEE and CST data.</li> <li>Step a will be evaluated through our ability to meet SPSA growth targets.</li> <li>Step b will be evaluated through workshop evaluations and parent surveys.</li> <li>Step c will be evaluated by exit surveys.</li> </ul> <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> <li>Revitalize Hispanic and Pacific Islander parent groups.</li> <li>Modify placement and outreach after analysis of grades and/or surveys.</li> </ul>
	<p>b. Increase outreach to parents by increasing their use of existing resources.</p> <ul style="list-style-type: none"> <li>Emphasize attendance at PTSO meetings.</li> <li>Continue encouraging Schoolloop use via mailers, and phone messages.</li> </ul>	<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"> <li>Offer parent education workshops in conflict resolution, career/college planning, school technology (Naviance, Schoolloop), elements of student success, etc.</li> <li>Have EL Aide communicate school goals, support resources, etc.</li> </ul>	<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 &amp; English, Blended Learning, Guided Studies) and revise support program as needed.</p>	<p>Spring 2012, then annually</p>	<p>Admin, Data &amp; Assessment Coordinator, Faculty</p>	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> <li>Steps a-c are monitoring mechanisms.</li> <li>Steps a-c will be evaluated through our ability to meet SPSA growth targets.</li> </ul> <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> <li>Develop 10<sup>th</sup> grade Guided Studies course</li> <li>Expand Blended Learning to social science, health and 9<sup>th</sup> grade English.</li> <li>Add a transition support mechanism for students leaving support classes.</li> </ul>
	<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>	

Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
5. Provide a variety of interventions for every student identified in Goal 1 of this plan. **	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.	Fall 2013	Admin, Guidance, ASC, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>Steps a and b will be monitored through Goal 4, steps a-c and through 6 week grade reports.</li> <li>Step c will be monitored through CST, CAHSEE and grade data.</li> <li>Step d will be evaluated through admin/counselor review semiannually.</li> <li>Step e will be monitored through the spring WASC focus group meetings.</li> <li>Steps a-e will be evaluated through our ability to meet SPSA growth targets.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>Research co-teaching models.</li> <li>Research best practices for embedding support/tutorial time into schedule.</li> <li>Consider implementing a lunchtime study table program for homework completion.</li> <li>Teach students to use data to improve their own learning.</li> <li>Add a transition support mechanism for students leaving support classes.</li> </ul>
	b. Research and compile proven intervention strategies; replace items deleted from Pyramid of Interventions with proven strategies.	Fall 2013		
	c. Explore new course configurations to ensure that all students have the opportunity to succeed in mainstream classes and to complete the academic core.	Fall 2013	Admin, Guidance	
	d. Develop a chart to track all identified students, the interventions used with them and the impact on grades and CST data.	Fall 2013		
	e. Publicly recognize/reward students who improve enough to attain proficiency in grades and CSTs.	Fall 2013	Staff	
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.**	a. Document best practices from math department's successful articulation process.	Spring 2013	Admin, Departments, Learning Teams	
	b. Use math model to plan articulation in other departments.	Spring 2013		
	c. Work with feeder schools by departments to learn about curriculum, best practices, and challenges for their students.	Fall 2013		

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"> <li>• Observation weeks</li> <li>• Observation open houses</li> <li>• Peer coaching teams</li> <li>• Best practices faculty meetings</li> </ul>	Fall 2012	PD Coordinator, ASC, Peer Coaches, Faculty, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>• Steps a-f will be monitored through analysis of CAHSEE, CST and grade data.</li> <li>• Step a will also be monitored through statistics on the level of participation.</li> <li>• Steps b-f will be monitored through learning team logs</li> <li>• Steps a-f will be evaluated through our ability to meet SPSA growth targets.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>• Continue training in Data Director and development of course level common assessments.</li> <li>• Increase the number of peer observation teams.</li> </ul>
	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"> <li>• Collect a list of learning teams, when and where they meet.</li> <li>• Each semester, establish clear objectives for each learning team.</li> <li>• Redesign learning team log in digital format, and re-institute its use.</li> </ul>	Fall 2012	Admin, PD Coordinator, ASC, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>• Step a is a monitoring mechanism.</li> <li>• Step b will be monitored through evaluation in the ASC.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>• Discuss findings and implications from goal 8, action step b. Determine next steps.</li> </ul>
	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.

## 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 a 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.

## 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	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>Steps a and b are monitoring mechanisms.</li> <li>Steps c, d and e will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>Continue to add electives in other subject areas.</li> <li>Explore possibility of more electives options for freshmen.</li> </ul>
	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 <sup>th</sup> and 12 <sup>th</sup> 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	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>Steps a-d will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>Explore adding a life-skills and/ or a technical skills scope and sequence.</li> <li>Create laptop lending/ gifting program, if feasible.</li> <li>Implement communication with parents via text messaging or other technology, if feasible.</li> <li>Explore textbook delivery via mobile technology.</li> <li>Expand the Silver Sword Program and increase volunteer opportunities for students.</li> </ul>
	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	

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

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	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>Step a is a monitoring mechanism.</li> <li>Steps b-e will be monitored by administration on a regular basis.</li> <li>Steps b-e will also be monitored through Aragon's spring WASC focus group meetings.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>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.).</li> <li>Explore Saturday School alternatives, such as assigning campus beautification.</li> <li>Discuss reviving a praise-based system or other method for providing positive reinforcement.</li> </ul>
	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	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> <li>Step a will be monitored through the items noted in the "plans to monitor" for Action Plan I, Goal 7.</li> <li>Steps b and c will be monitored through evaluation of progress during Aragon's spring WASC focus group meetings.</li> </ul> <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> <li>Continue to seek embedded time for PD to meet the goals of these action plans.</li> </ul>
	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		
* 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.				