

CHAPTER FIVE
SCHOOLWIDE ACTION PLANS

Introduction

The Creation of These Action Plans

Focus groups studied 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. Focus groups then spent weeks drafting possible goals and action steps, and the coordinator compiled them into action plan threads. The leadership team provided feedback, and the coordinator created another draft which went through one final round of feedback from all stakeholders.

Content and Format of the Plans

The stakeholders involved in creating these plans required that they be concrete and practical above all else. To this end, each plan begins with specific "Measures of Success" which ensure regular follow up and accountability. Also, each action step builds from the one before in a detailed plan that aims to accomplish a great deal of work concurrently. Strategically, Aragon set ambitious goals for the next few years and then defined ways to build upon them and adapt them to future circumstances through the "Plans for Goal Extension." This way, the school has ideas already prepared when we revise these plans at the 2.5-year mark. Finally, most goals in these action plans are aligned with San Mateo Union High School District (SMUHSD) LCAP and/or other district goals, as indicated throughout with an asterisk (*).

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 these plans progress on schedule and that we make any revisions to the plans that are indicated as circumstances change. This review and revision will take place in the same focus groups that created them. To this end, the 2018 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, so each plan will be thoroughly reviewed and revised annually

Aragon High School Focus on Learning Report 2018

Action Plan I Equity and Achievement

Improve the academic performance of all students, especially those in high-priority groups,* and increase the consistency and equity of Aragon's academic policies and practices.

*EL, Socio-economically disadvantaged, special education, homeless/foster youth, African-American, Polynesian, Latino

Rationale and Connection to the CSLN's and the SLO's

Aragon High School's vision, mission and SLO's all express the school's commitment to the success of every student, and the SLO's state that students are expected to "know foundation skills and information in each discipline" and to "think creatively using higher order thinking skills." So, Aragon stakeholders highly value the feedback from grade and CAASPP data in evaluating the school's success in meeting the standards, the SLO's and the vision and mission. While CAASPP scores and grade reports indicate that students overall and many subgroups excel academically, the data also clearly indicates that some groups still have not attained proficiency or parity with their peers, jeopardizing their ability to have the widest range of options after high school. For all of these reasons, Aragon has made improving academic performance a Critical Student Learner Need and the goal of Action Plan I.

Measures of Success Aligned with SMUHSD LCAP Goals

1. Increase the percentage of students meeting or exceeding standard on the CAASPP

- 84% of all students met this standard for ELA in 2017.
- Target is to improve by 2% for all students and by 5% for high-priority groups annually, then maintain at 95%+.
- 63% of all students met this standard for math in 2017.
- Target is to improve by 5% for all students and by 7% for high-priority groups annually, then maintain at 95%+.

2. Increase the percentage of 9th grade students achieving "C's" or better in all courses

- 92% of all students earned C's or better in all courses in the spring of 2017.
- Target is to increase by 1% annually for all students and by 3% for high-priority groups, then maintain at 95%+.

3. Increase the number of 10th graders "on-track" for graduation with 110 credits and a 2.0 GPA or higher

- 90% of all 10th graders met this standard in 2017.
- Target is to improve by 3% per year and then maintain at a rate of 95%+.
- High-priority groups improve by 5% per year until they reach parity.

4. Improve A-G completion

- 71% of all students in the class of 2017 met this standard.
- Target is to improve this number to 75% for the class of 2020.

5. Increase the degree to which the diversity of the faculty and administration reflects that of the students.

- 24% of certificated staff are people of color in 2017-2018, compared to 74% of the student body.
- It would not be ethical to hire candidates based simply upon race, so no hiring target can be set. Instead, Aragon's objective is to ensure that the school makes every effort to have people of color in the applicant pool.

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Action Plan I Equity and Achievement - Goals and Action Steps

Improve the academic performance of all students, especially those in high-priority groups* and increase the consistency and equity of Aragon’s academic policies and practices.

*EL, Socio-economically disadvantaged, special education, homeless/foster youth, African-American, Polynesian, Latino

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
1. Leverage high-impact instructional techniques schoolwide: CM.*	a. Recruit more teachers from each subject area to attend formal CM trainings.	Fall, 2019	Principal, dept. heads	<ul style="list-style-type: none"> • Send another cadre of teachers for more extended training • Create a schoolwide plan to leverage CM to help students in all subject area
	b. Provide training in CM to any who have not attended.	Spring, 2019	Admin., SMUHSD	
	c. Make CM techniques a focus for all content areas.	Fall, 2019	TSG	
	d. Provide additional work time to develop CM curriculum.	Summer, 2019	TSG, Admin., Coords., IC's	
2. Leverage high-impact instructional techniques schoolwide: annotations and Cornell notes.	a. Determine which department will focus on annotations and which will focus on Cornell notes. (Eng., Soc. Sci., Math, Sci., World Lang., VAPA, PE/Health, CTE, Support)	Summer, 2019	Leadership Team, AVID	<ul style="list-style-type: none"> • Based upon the success of this plan, consider expanding to have each department integrate both strategies into its work.
	b. Determine which grade level or course will adopt each practice; these efforts must ensure that students practice these skills throughout their Aragon career.	Summer, 2019	Leadership Team, faculty	
	c. Provide ongoing professional development and dedicated time for teams to integrate these practices into instruction.	Summer, 2020	Leadership Team, TSG, PLC's	
3. Come to a research-based consensus about some shared homework practices in collaboration with SMUHSD task-force.*	a. Form a site homework task-force to conduct research and lead homework discussions.	Fall, 2019	Admin., faculty	<ul style="list-style-type: none"> • Continue to evaluate the homework policy every few years and revise as needed. • When revising these action plans, have the HTF meet to explore and suggest next steps.
	b. Gather information about current homework practices by subject area (purpose, practices, effectiveness).	Fall, 2019	HW task-force (HWTF)	
	c. Discuss & evaluate homework policies in light of research.	Spring, 2019	HWTF, faculty, departments, PLC's wellness/guidance	
	d. Develop a core set of homework practices that all faculty agree to observe in pilot form.	Spring, 2019		
	e. Evaluate and revise core homework practices as indicated annually for the first two years.	Spring, 2021	Admin., HWTF, faculty	
	f. Continue participation of Aragon stakeholders on district homework task-force to ensure alignment SMUHSD.	ongoing	Admin., participants	
	g. In support of wellness goals, ensure that wellness and guidance staff participate fully in these discussions.	Spring, 2021	Wellness/guidance	

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Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
<p>4. Come to a research-based consensus about some shared grading practices that make grades more meaningful and that encourage all students' success.</p>	a. Continue piloting of Standards-Based Grading (SBG) and gather feedback from piloting teachers.	ongoing	SBG pilot teachers	<ul style="list-style-type: none"> • Continue to evaluate the homework policy every few years and revise as needed. • When revising these action plans, have the GTF meet to explore and suggest next steps.
	b. Form a site grading task-force to conduct research on grading best practices and to lead related discussions.	Fall, 2020	Admin.	
	c. Gather information about current grading practices by subject area (purpose, practices, effectiveness).	Fall, 2020	Grading Task-force (GTF)	
	d. Using research, discuss and evaluate current grading practice.	Spring, 2020	GTF, faculty, departments, PLC's wellness/guidance	
	e. Develop a core set of grading practices that all faculty agree to observe in pilot form.	Spring, 2020		
	f. Provide time and PD to support PLC's in integrating policies and practices into instructional materials.	Summer, 2022	Admin., Coords., IC's, PLC's	
	g. Evaluate and revise core grading policies and practices annually for the first two years using an examination of student work, grade and perception data.	Summer, 2022	Admin., GTF, faculty	
	h. In support of wellness goals, ensure that wellness and guidance staff participate fully in these discussions.	Summer, 2022	Wellness/guidance	
<p>5. Ensure equitable access to and thoughtful use of technology and technology tools.*</p>	a. Continue PD on effective use of technology for instruction and assessment, especially regarding tools to provide effective, individualized feedback in a timely fashion.	Summer, 2021	Instructional Technology Coordinators (ITC's)	<ul style="list-style-type: none"> • Consider moving to 1:1 where students each have personal devices. • Once staff and students have a degree of confidence with Canvas, explore ways to take better advantage of its capabilities in areas such as assessment, providing meaningful feedback, or delivering curriculum.
	b. Expand Chromebook loan program to meet any increase in demand.	ongoing	Admin., ITC's	
	c. Work with the SMUHSD office to ensure students equitable access to the internet at home.	Summer, 2019	Admin., ITC's	
	d. Provide two years of structured support to teachers and students to transition from Schoolloop to Canvas.	Summer, 2020	Admin., ITC's	
	e. Provide two years of structured support to parents and guardians to transition from Schoolloop to Aeries.	Summer, 2020	Admin., ITC's	

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Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
6. Choose one high-priority group of struggling students for two years of focused, schoolwide intervention, likely EL's.*	a. Conduct focus groups of students to learn what they need and what has worked to support their success.	Fall, 2018	Admin., WASC Coord.	<ul style="list-style-type: none"> • Identify another group of struggling students and employ the parts of this program that work best to support them in another targeted, two-year effort.
	b. Clearly identify members of this chosen group of students to guidance, faculty and staff for targeted attention.	Fall, 2018	Admin., WASC Coord.	
	c. Hand review student schedules to ensure proper placement in regular courses and in support as applicable.	Fall, 2018	Admin., Guidance	
	d. Provide extra scaffolds and support for any students of this group taking advanced courses.	Fall, 2019	Admin., faculty, staff	
	e. Have the CRT book group research and present additional strategies and plans to support these students.	Fall, 2019	Culturally Relevant Teaching group	
	f. Decide what role that flex-time, after-school tutoring and other interventions may play in these students' success.	Fall, 2019	Admin, faculty, staff	
	g. Create a plan to incorporate these students' families in supporting their success.	Fall, 2019	Admin., Wellness, guidance	
7. Recruit more people of color and of diverse language backgrounds for faculty and administrative positions.*	a. Discuss and put in place any support systems needed to help these new people with the transition to Aragon and to ensure their success.	Fall, 2018	Leadership Team	<ul style="list-style-type: none"> • Work with the recruited staff to build a more robust mentorship program. • Work with recruited staff to reach out to colleagues in their credential programs to recruit more people. • Work with the SMUHSD to identify and implement ways to recruit more diverse staff.
	b. Establish relationships with credential programs and publicize Aragon's goal to recruit people of color.	Spring, 2018	Admin., Dept. heads, faculty	
	c. Work with the liaisons from credential programs to recruit student-teachers of color to Aragon.	Spring, 2018	Admin., Dept. heads, faculty	
	d. Identify open positions early in the spring and interview and hire desirable candidates as efficiently as possible.	Ongoing	Admin., Dept. heads	
* These goals directly align with the San Mateo Union High School District's Local Control Accountability Plan and district/Superintendent's goals.				

**Aragon High School Focus on Learning Report
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Action Plan II Wellness, Discipline and Academic Integrity

Improve student wellness and morale; improve and clarify discipline practices; streamline and strengthen communication systems for wellness, guidance and discipline.

Rationale and Connection to the CSLN's and the SLO's

As part of the focus group work, Aragon stakeholders noted room for improvement in some aspects of school culture and in addressing student stress levels. Perception data from students, faculty and staff and the California Healthy Kids Survey all made clear that students could use more help in attaining the SLO's of "developing effective methods of self-management" and that Aragon could provide even more of a "safe...and caring environment." As a result, the school identified CSLN's related to building the wellness program and improving the discipline and communication systems. Because Aragon truly wants *all* students to 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.

Measures of Success Aligned with SMUHSD LCAP Goals

1. Reduce Chronic Absenteeism

- 4% of all students were chronically absent in 2017.
- Target is to reduce this number by 1% annually and then maintain it at 2% or less.

2. Reduce the percentage of students reporting "chronic sadness or hopelessness" on the CHKS

- 20% of 9th graders and 27% of 11th graders reported "chronic sadness or hopelessness" in 2016.
- Target is to reduce these numbers by 3% annually and maintain at 10% or fewer.

3. Raise the percentage of students reporting a "high degree of school connectedness" on the CHKS.

- 72% of 9th graders and 65% of 11th graders reported a "high degree of connectedness" in 2016.
- Target is to raise these numbers by 3% annually and maintain at 85%+.

4. After the first administration of the CHKS parent module, establish a baseline for how well parents feel the school "provides quality counseling or other ways to help students with social or emotional needs."

5. Increase the percentage of faculty, staff, parents and students agreeing/strongly agreeing that discipline policies are enforced effectively according to the WASC surveys.

- 59% of parents, 55% of students, 26% of staff/administration and 32% of faculty agreed/strongly agreed in 2017.
- Target is to improve these numbers by 10% annually and then maintain at 80%+.

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Action Plan II Wellness, Discipline and Academic Integrity - Goals and Action Steps
 Improve student wellness and morale; improve and clarify discipline practices; streamline and strengthen communication systems for wellness, guidance and discipline.

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
1. Select a wellness theme (e.g. Educating the Whole Child) for a two-year, schoolwide effort that guides work with all stakeholders. Use this work to create support structures that can be leveraged in future wellness efforts.*	a. Analyze parent and student CHKS data and anecdotal/universal screener data from wellness and guidance. Discuss and arrive at a consensus about a theme.	Fall, 2018	Leadership team, WASC Coord.	<ul style="list-style-type: none"> • Once this targeted effort is complete, evaluate its success overall and the success of each type of effort. • Identify remaining gaps and a new wellness need. • Bring forward the effective strategies and develop new ones. • If indicated, identify a new theme to focus the school's efforts.
	b. Continue wellness presentations to students in classrooms and through assemblies to address this theme.	Summer, 2019	Wellness	
	c. Continue wellness PD to help faculty build in techniques to address this theme and to support teachers and administration with mental health awareness, crisis prevention and classroom support.	Summer, 2019	Wellness, faculty	
	d. Work with leadership and Bring Change 2 Mind Club students to align goals and continue to plan student-support activities related to the theme.	Summer, 2020	Wellness, leadership, Bring Change 2 Mind	
	e. Expand access to training for students in leadership, Bring Change 2 Mind and others interested in helping to advance Aragon's wellness goals.	Summer, 2020	Admin., leadership, Bring Change 2 Mind	
	f. Work with the PTSO, site council and the other parent groups to develop and implement parent education and workshops related to this student wellness theme.	Summer, 2020	Wellness, parent groups	
	g. Enlist parent groups to assist in or lead some student activities.	Summer, 2020	Admin., WASC Coord.	
	h. Conduct a marketing and communication campaign for families through the dialer, e-blast newsletter, high-profile school meetings such as Back to School Night, Open House and Aragon Expo.	Spring, 2019	Wellness, guidance, admin.	

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Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
2. Expand wellness services and access to them; further integrate the wellness program into the school program.*	a. Construct a physical Wellness Center on campus.	Spring, 2019	Admin., Wellness	<ul style="list-style-type: none"> • Explore ways to increase articulation with feeder schools to develop smoother intake systems and improve communication about students with wellness or academic struggles in middle school. • Develop additional strategies and programs for students with acute school anxiety. • Explore academic programs that go beyond brick-and-mortar services for students with mental health issues.
	b. Pending Board approval, take advantage of grant funding that has been won for Stanford’s Mobile Teen Health Van to come to Aragon once a month (access to medical doctor, dietician and social worker by appointment).	Fall, 2018	Admin., Wellness	
	c. Monitor the use of mobile van services. If indicated, explore creating a Teen Health Center on campus that provides appointments for health care, sensitive service care, family care, etc.	Fall, 2019	Admin., WASC Coord., Wellness	
	d. Explore ways to build on the success that wellness has had in the universal screener (questionnaire adapted from Stanford in Infosnap registration) to identify students who face wellness challenges and address them proactively.	Spring, 2019	Admin., Wellness	
	e. Explore ways to build on the success of the counselor watch meetings to identify students with wellness and academic needs and address them proactively.	Spring, 2019	Admin., Guidance., Wellness	
	f. Develop and implement strategies to overcome the factors (e.g. stigma, lack of time) that make students and families resist wellness services or activities offered.	Fall, 2019	Admin., Guidance., Wellness	
	g. Build in more supports for the Big Buddy program to increase its impact throughout the second half of the 9th grade year.	Fall, 2019	Admin., Leadership	
3. In tandem with homework discussion (plan I), develop a consistent set of practices related to academic integrity.	a. Review information already gathered about current practices and policies.	Fall, 2019	Admin., faculty	<ul style="list-style-type: none"> • Explore ways to build on the AHS Mutual Respect Policy to help students value integrity and honesty as part of their academic identity. • Next steps will involve creating a more integrated approach that recognizes the connection between discipline, wellness and guidance needs.
	b. Discuss and evaluate current policies and practices in PLC’s, departments and as a faculty.	Fall, 2019	Admin., faculty	
	c. Build on the work already completed to develop a core set of practices that all faculty agree to observe.	Fall, 2019	Admin., faculty	

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Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
4. Ensure observance of and build confidence in the discipline system's recently revised policies and practices; address discipline issues more proactively.*	a. Remind faculty and staff of revised procedures related to referrals, detention, Saturday school and the how the dean will communicate the consequence assigned and when or how it was carried out.	Fall, 2018	Admin., Dean	<ul style="list-style-type: none"> Implement a true Restorative Justice Program at the school site including support with RJP for teachers, the dean, the administration, the parents and the students.
	b. Create online tutorials for students, families and staff so that they can review them at any time.	Spring, 2019	Admin., Dean	
	c. Ensure that dean's office updates discipline records regularly and sends follow-up communications in a timely, accurate and efficient manner.	Fall, 2018	Dean	
	d. Expand work with wellness department, parent groups and students to address cyber-bullying proactively <ul style="list-style-type: none"> repeat 2016-17 presentation with each new 9th grade class and with parent groups, help create and participate in cyber-awareness week 	Fall, 2019	Wellness, parent groups	
	e. Expand work with the wellness department, parent and community groups and students to educate students about substance abuse (10) and healthy relationships (11/12).	Fall, 2019	Wellness, parent groups	
	f. Continue to encourage faculty and staff to learn about Restorative Justice Programs and to lay a foundation for future planning.	ongoing	Leadership Team, faculty	
5. Develop a streamlined and reliable system for communicating about students' wellness and counseling needs while still maintaining confidentiality.	a. Explore how to provide a simple, clear system for faculty to request follow up on wellness or guidance referrals so that staff can confirm a student has been served while still protecting confidentiality.	Fall, 2019	Wellness, guidance, faculty	<ul style="list-style-type: none"> Explore ways to further integrate the discipline, wellness and guidance programs so that the programs support each other's success even more. Use the records from this communication to identify gaps and adjust the school's efforts.
	b. Work collaboratively with guidance to develop a way to inform teachers of students who face wellness challenges while still respecting the students' confidentiality.	Fall, 2019	Wellness, guidance, faculty	
	c. Once developed, put these systems in place, monitor their effectiveness and revise as needed.	Fall, 2020	Admin., wellness, faculty	
* These goals directly align with the San Mateo Union High School District's Local Control Accountability Plan and district/Superintendent's goals.				

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Action Plan III Creating a More Inclusive and Inspiring Program

Make the academic program more inclusive and inspiring by focusing on students' career goals and interests and the many possible paths they may take to achieve those goals.

Rationale and Connection to the CSLN's and the SLO's

As focus groups examined student performance data as well as perception data, they felt that the Aragon student body experienced a bit of a cultural divide. While many place a high premium on leaving high school for a four-year college, some of the more disaffected students seem more interested in what career they will enter in the "real world." Aragon's SLO's also promise students that the school will help them "develop personal goals for career, family and community life" and "maximize personal strengths while exploring a variety of academic and co-curricular areas." While the school does offer many types of enriching experiences, focus groups felt that a shift to emphasize career and all types of educational opportunities after high school might inspire some of Aragon's struggling students. They also felt that providing more choice in electives and offering more electives that speak to more diverse student experiences may help struggling students engage more academically. These are the main motivators behind the goals and action steps in Action Plan III.

Measures of Success Aligned with SMUHSD LCAP Goals

- 1. After the first administration of the CHKS parent module, establish a baseline for how well parents feel the school "helps [their] child plan for college or vocational school."**
- 2. Raise the percentage of students reporting a "high degree of school connectedness" on the CHKS.**
 - 72% of 9th graders and 65% of 11th graders reported a "high degree of connectedness" in 2016.
 - Target is to raise these numbers by 3% annually and maintain at 85%+.
- 3. Increase the percentage of students attaining C's or better in all courses.**
 - 92% of all students earned C's or better in all courses in the spring of 2017.
 - Target is to increase by 1% annually for all students and by 3% for high-priority groups, then maintain 95%+.
- 4. Increase the percentage of students meeting the "prepared" level on CA's College & Career Readiness Indicator (CCRI).**
 - 71% of all students (a rating of "very high") met this standard in 2017.
 - Target is to raise the percentage of high-priority students by 5% annually until they attain parity.

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Action Plan III Creating a More Inclusive and Inspiring Program - Goals and Action Steps
 Make the academic program more inclusive and inspiring by focusing on students' career goals and interests and the many possible paths they may take to achieve those goals.

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
1. Provide more access to career-related experiences and learning.*	a. Hire a CTE coordinator for the available .5 position to oversee and coordinate these action steps.	Fall, 2018	Admin., wellness	<ul style="list-style-type: none"> • Explore funding sources to extend and expand the CTE Coordinator position beyond the two-year grant. • Explore ways to build on the science department's internship workshop to involve more students. • Explore creating an internship/work experience program or course.
	b. More fully implement the career exploration and curricular portion of Naviance in the 10 th and 11 th grades.	Fall, 2019	Admin., Guidance	
	c. Use data from the Naviance career assessments to help students think about possible career options and to identify interests.	Fall, 2019	Guidance, CTE Coord.	
	d. Facilitate more guest speaker, field trip, job shadowing, mentorship and internship opportunities by leveraging established contacts and creating a database of career exploration contacts. <ul style="list-style-type: none"> • Canvas all parent groups to gain contacts. • Recruit alumni to participate/help with networking. • Build on Career Day connections and recruit presenters who would be willing to extend the more opportunities to students. • With the help of the SMUHSD office, establish relationships with local companies. 	Fall, 2019	CTE Coord. College and Career Advisor (C&CA), Guidance	
	e. Streamline or explore ways to facilitate the fingerprinting and security clearance process that adult volunteers must pass.	Fall, 2020	CTE Coord.	
	f. Follow the model of college speakers in the fall and offer career speakers in the spring.	Spring, 2020	CTE Coord. C&CA, Guidance	
	g. Video career day presentations and visiting career speakers; create a library of links for students to explore.	Spring, 2019	C&CA, faculty, staff	
	h. Design a resume writing and job application workshop to be offered at least once per semester	Spring, 2019	CTE Coord.	
	i. Provide PD for faculty and staff about viable paths to employment after high school and job requirements.			

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Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
2. Engage more students through increased access to a wider-variety of CTE courses and electives.*	a. Survey teachers about interest in and qualifications to teach new electives or CTE courses, including those that reflect the diverse backgrounds of the student population.	Fall, 2018	Admin., WASC Coord.	<ul style="list-style-type: none"> Explore ways to provide access to CTE and career related courses beyond Aragon and local college offerings, such as summer opportunities or online courses.
	b. Gather student input to determine what electives they want offered from the list of possibilities.	Spring, 2019	Admin., WASC Coord.	
	c. Promote concurrent enrollment in career tech classes at local community colleges, especially CSM.	Spring, 2019	CTE Coord.	
	d. Explore the possibility of adding courses that appeal to diverse student perspectives beyond the Ethnic Studies and Polynesian studies currently under consideration.	ongoing	Admin., faculty	
3. Explore offering more choice through core curricular classes.	a. Explore offering senior English with an elective focus. One semester would consist of "core" content, likely with a research focus; the other semester would address the ELA standards through a particular lens. (e.g. women authors, diverse voices)	Spring, 2018	Admin., Guidance, English dept.	<ul style="list-style-type: none"> Explore beyond site-based courses to provide more options that cater to students' individual interests and goals.
	b. If indicated by the work in English, consider expanding into other subject areas.	Spring, 2019	Admin., Guidance, faculty	
* These goals directly align with the San Mateo Union High School District's Local Control Accountability Plan and district/Superintendent's goals.				