SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

2017-18

Alameda Science and Technology Institute

CDS Code: 01611190106401

Principal Name	Tracy Corbally
Telephone Number	510-748-4021
Address	555 Ralph Appezzato Memorial Parkway
E-mail	asti@alameda.k12.ca.us
Fax	510-748-4121
Date of Last Revision	April 20, 2017
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

TABLE OF CONTENTS

SCHOOL PROFILE

School Mission and Vision

Vision Statement: To ensure ALL students, especially those who are underrepresented, are provided the resources to attain a college degree from the institution of their choice and become responsible, proactive, and empowered global citizens with a life-long love of learning.

Mission Statement: ASTI will prepare a diverse population of students for early entrance and successful completion of college by facilitating their development of the required content knowledge, academic skills, leadership experience, and technological proficiency through providing them academic equality, highly-qualified teaching, rigorous instruction, and support in setting and attaining individual goals.

Philosophy
ALL students deserve and are entitled to a college education and ALL students are capable of succeeding at a high academic level

Early College High School (ECHS) Core Principles: As an Early College High School (ECHS), ASTI is part of a larger network of programs throughout the state of California and across the nation. Each of these programs was founded with the charge to adhere to interrelated core principles that together constitute the fundamental beliefs of the Early College initiative. These core principles include:
     1) Early College High Schools are committed to serving students underrepresented in higher education.
     2) Early College High Schools are created and sustained by Local Education Agency (LEA), a higher education institution, and the community, all of whom are jointly accountable for student success.
     3) Early College High Schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.
     4) Early College High Schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.
     5) Early College High Schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

Executive Summary

- Alameda Science and Technology Institute (ASTI) is located on the island community of Alameda within the greater San Francisco Bay Area. Established in 2004, ASTI is a relatively recent but well-established addition to the Alameda Unified School District (AUSD) and represents an investment by the district in a small, unique option for its high school students. As an Early College High School (ECHS) ASTI shares a campus with the College of Alameda and ASTI students enroll as full-time community college students during their 11th and 12th grade years. This early college experience has translated into a track record of success that includes all graduates going on to pursue further college studies. In addition to earning their high school diploma, graduates routinely pursue higher goals, with 88% of Class of 2016 meeting UC 'a-g' requirements, 35% completing an Associate of Arts (AA) degree and 58% completing requirements for the Intersegmental General Education Transfer Curriculum (IGETC). In the course of their studies at Peralta Community College District campuses, ASTI students have maintained an average GPA above 3.00, with many students earning honors upon

graduation. As a group, graduates have earned approximately 58 college units each during their 4 years at ASTI.

- ASTI is very proud of our students' graduation rate, their IGETC completion rate, their college GPAs, their four year college matriculation rates, and the positive school environment we work hard to provide for them. In September 2015, Secretary of Education Arne Duncan announced that ASTI was among the 335 2015 recipients of the national Blue Ribbon Schools award. This tremendous honor is a welcome recognition of the impact that early and middle college high schools have on student performance. While we have boasted a 100% graduation rate for the past few years, the graduating class of 2015 set a new record: 94% went straight into a four year college or university, and the remaining 6% remained at community college with intent to transfer. That is a 100% college-going rate. The Blue Ribbon award recognizes our achievement as a high school, and we are very proud of our success as a college preparatory public school providing opportunity to a wide range of students. We look forward to building on this success by utilizing the new tools and data available from National Clearinghouse to track the progress of ASTI graduates as they proceed through college and career.

- Our areas of greatest need are to strengthen programs to support students' socioemotional needs, to identify strategies to improve performance in math and English, especially for unduplicated students, to increase our students' PSAT and SAT scores to maximize their college choices, and to build our math program to bring in and support the new cohort of Algebra 1 9th graders starting in fall 2017. To address these areas, in 2017-18 we will work with the school psychologist and school-based health centers to create groups for student support, pilot an after school support program in Math and English, continue our annual SAT Boot Camp for sophomores, continue seeking ways to integrate prep for the new SAT into ASTI courses, and collaborate to respond to the needs of the incoming new class of 9th grade Algebra 1 students as indicated by their performance data at ASTI.

- Overall, ASTI students perform near or above grade level on standardized ELA and Math assessments. In 2016-17 ASTI began to administer the ELA Interim Assessment Blocks to 9th, 10th and 11th graders; this broadens our database to include 9th and 10th grades. In 2017-18, ASTI will administer Math interim assessments as determined by AUSD. This data will inform staff of which students to recommend for the after school support program in ELA and Math to be staffed by ASTI teachers. All ASTI 10th and 11th graders take the PSAT in October of each school year. The new PSAT is aligned with the new SAT; the data for October 2016 provides the school with the first data to analyze in support of our students' college aspirations. These results will be used along with the IAB results to identify students for recommendation to the after school support program.

- *ASTI will increase or improve services for low-income, English Learners and Foster youth by c*ontinuing staff collaboration across content areas, employing the site ELD coach to support teachers with classroom practices, training the ELA teacher fully in both designated and integrated ELD instruction, and training other site faculty in integrated ELD instruction, and piloting the after school support in ELA and Math.

School Website: https://asti-alamedausd-ca.schoolloop.com/

School Accountability Report Card (SARC) link:

http://www.doc-tracking.com/screenshots/Serve/4550/2016/AlamedaST.pdf

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

Goal 1:   Student Engagement: eliminate barriers to student success and maximize learning time.

Goal 2:   Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).

Goal 3:   Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success

Goal 4:   Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:
- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:
- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:
- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time

<table>
<tr><td rowspan="8">DISTIRCTWIDE</td><td>Identified districtwide needs:</td></tr>
<tr><td>

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

</td></tr>
<tr><td>Metrics used to evaluate progress towards goal:</td></tr>
<tr><td>

- Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year
- Daily Attendance: Percentage of students who have attended 96% of more of school days to date in a given year
- Suspension Rate: % of students who have been suspended at any time during the current year in district
- Expulsion Rate: Percentage of students who have been expelled during the current year
- Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)
- High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school
- Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school
- High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school

</td></tr>
<tr><td>Districtwide actions/services provided to site to reach goal:</td></tr>
<tr><td>

To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.

In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.

The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS:

</td></tr>
</table>

- $500 per year to support PBIS, including purchase of postcards, postage and incentives

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 2 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is Tier 1 moving into Tier 2

The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:
- NONE

SCHOOLWIDE

School goal(s):
- Address Chronic Absenteeism by ensuring that all administrative and classified staff are fully trained in SART and SARB procedures
- Address Chronic Tardies with increased parent outreach
- Continue building positive school culture to ensure a safe emotional foundation for students at school
- Analyze SST data to identify schoolwide practices to embed in all classrooms to make students feel safe
- Fund a 2nd Year Psych Intern for student support
- Move to Tier 2 on PBIS TFI

Data used to form school goal(s):
- Attendance and Tardy records, especially for 1st period of the school day
- Records of attendance letters sent and phone calls made
- SST meeting notes
- CHKS survey results
- TFI Results
- Homework survey results
- D/F Analysis

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*
- 2016-17 has seen more consistency in attendance letters sent; as of spring the recently hired Office Manager has become more proficient at attendance; we expect to send letters consistently in 2017-18, with particular focus on 9th and 10th grade and 1st period. In 2016-17 ASTI also started sending personalized tardy letters from the principal, and will continue this practice in 2017-18 with a focus on 1st period, where most tardies occur.
- ASTI prioritizes personalized interventions to provide emotional and academic support for students. The primary avenue for this intervention has been the Student Success Team meeting that engages parents, student, administration, counseling and teachers in teamed support for students. The primary inquiry in SST is how the student can take ownership of his/her learning, and what sort of support he/she needs. If additional emotional support is called for, responses include referral to Alameda Family Services, weekly check-ins with the school counselor, appointments at the nearby school-based health center, or weekly sessions with our psych intern. Between 2012 and 2015, the number of SST meetings increased dramatically from 6 involving 3 students in 2012-13 to 26 involving 22 students in 2014-15. Presently, ASTI is working on finding responses to students already in crisis by developing a collaborative staff effort to identify and catch students in a safety net before they reach a critical stage either academically or emotionally. ASTI faculty continue to identify commonalities and develop common practices across all courses that will support all students—the goal is to eventually reduce the number of SST meetings held in 2017-18 via increased classroom and group support. In 2017-18 this will include review of CHKS and PBIS survey/inventory data to continue refinement of our intervention referral system

- AFS referrals continue to be a regular support for our students. The greatest impact by far has been the presence of the psych intern—new to ASTI in 2015-16. The psych intern has provided consistent trained therapeutic counseling support for students on the campus—this setup meets the needs of at-risk youth in a better fashion than our outsourcing referrals can do. Due to an increase in student mental health concerns during SSTs in 2016-17, in 2017-18 ASTI will incorporate student groups run by the school psychologist.
- In spring and fall of 2016, ASTI staff analyzed data from SST meetings; they highlighted student stress as a common factor in these meetings. A survey of parents and students in fall 2016 showed that students were spending an average or 4-5 hours per night on homework. As a result, in 2016-17 ASTI staff collaborated to refine the site homework plan to clarify expectations and reduce overall homework load. The new plan specifies a homework load of 2.5-3 hours per night; this reduction is intended to support student wellbeing and need to rest and extracurricular activities while maintaining the rigor or early college high school.

How progress toward school goal(s) will be evaluated:

- Tracking of 1st period tardy rates to asses impact of letter campaign
- Analysis of SST meeting notes to assess impact of intervention groups
- CHKS and PBIS survey results
- Quarterly administration of homework surveys to assess impact of homework plan

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
RISE acronym for behavior expectation and positive reinforcement: Reflective, Integrity-focused, Safe, Empathetic; posted around campus	Ongoing	all	All	Choose an item.	Choose an item.	
RISE awards given out by staff and students to peers with a prize drawing every Monday at lunch	Ongoing	Staff & students	All	Choose an item.	Choose an item.	
Intervention form to track in-class interventions prior to office referral	Spring 2017 onward	Staff	All	Choose an item.	Choose an item.	
Video to educate incoming freshmen and build school awareness of PBIS and RISE	Spring-fall 2017	Student Advisory Counselor/PBIS	All	Choose an item.	Choose an item.	
Postcards to freshmen and seniors	ongoing	Staff	All	Choose an item.	Choose an item.	
Mental health support via AFS referrals	ongoing	Counselor	All	Choose an item.	Choose an item.	

		Principal				
Tardy letters from principal for 1st period	Fall 2017 onward	Office Manager Principal	All	Choose an item.	Choose an item.	
2nd year psych intern 1x/week	Ongoing	Principal Psychologist	All Unduplicated	Professional Services	LCFF Supplemental (0002)	3553
Improve SART letter followup time	Fall 2017 onward	Principal Office Manager	All	Choose an item.	Choose an item.	
Sophomore counseling Grade level information nights 2 year student plans linked to mission and vision	Ongoing	Counselor	All	Choose an item.	Choose an item.	
Support groups for students	Fall 2017 onward	Psychologist Principal Counselor	All			
Collaborative staff analysis of student data to develop schoolwide practices in response to: D and F rates SST accommodations Student workload	Ongoing	Principal Counselor Teachers	All			
Implementation and monitoring of site homework plan, developed in 2016-17 per AUSD BP & AR; to reduce student workload and incumbent stress levels	Spring 2017 onward	Principal Counselor Teachers	All			

GOAL 2A: Support all students in becoming college and work ready

<table>
<tr><td rowspan="8">DISTIRCTWIDE</td><td>Identified districtwide needs:</td></tr>
</table>

DISTIRCTWIDE

Identified districtwide needs:

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

Metrics used to evaluate progress towards goal:

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance*
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California 'a-g' requirements
- Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)
- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- Math and reading intervention software at K-5 (Successmaker)
- Naviance college and work-preparedness tool (software)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- Starfall and Tumblebook Library (K-5)

Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:

	• NA Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming: • NA

SCHOOLWIDE	**School goal(s):**
	
	• Improve students' PSAT & SAT performance to broaden access to college of their choice
	• Maintain high standards and rates of a-g completion for graduates
	• Maintain CAASPP proficiency
	
	Data used to form school goal(s):
	
	   • PSAT results
	   • SAT results
	   • CAASPP results
	   • IGETC completion rates
	   • A-g completion rates
	
	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*
	
	While ASTI students consistently perform well on standardized assessments such as CELDT and CAASP, staff noted five years ago that SAT scores were preventing some graduates from fulfillment of our mission and vision to get them into a four year school of their choice. In 2012-13 ASTI initiated a resourced focus on improvement of SAT scores that included Prep Boot Camps and in-class item review. Initially, students' scores showed little improvement in response to these interventions. During the WASC self-study inquiry in 2015-16, ASTI staff consistently underscored the importance of SAT support for our students. College Board implemented the new PSAT and SAT this year; we have revised our support program to maintain the Boot Camp but reserve resources to provide College Board certified training for staff to integrate PSAT & SAT prep into content area and seminar courses; as of this report, we continue to observe College aboard offerings which as yet do not have teacher preparation for the new PSAT & SAT. ASTI students performed better than anticipated on the new PSAT in October 2016; we await final data on 11th grade SAT performance in 2016-17.
	
	ASTI students performed notably well on the first two years of CAASPP assessment; in fact, the high scores qualified ASTI for federal recognition and receipt of the National Blue Ribbon Schools Award for 2015.
	
	Despite a unit cap of 11.5 for enrollment in college courses, ASTI has seen a steady increase in the number of students completing A-G requirements; this is due in part to our change of course offerings to include Calculus and 3 years of Spanish onsite at ASTI. ASTI has also seen a steady increase in student retention and size of graduating class; the school has maintained the a-g growth alongside this increase.
	
	In 2016-17, ASTI staff allocated LCFF supplemental funds to pay for collaboration time beyond the school day to plan interdisciplinary curriculum to support UD students in the classroom; however, this proved challenging due to time commitments of teachers during the school year. After reviewing the October 2016 PSAT scores of UD students, ASTI staff decided to allocate LCFF fund in 2017- 18 to fund faculty staffing of after school intervention in ELA and Math for UD students.
	
	How progress toward school goal(s) will be evaluated:
	
	   • Tracking of PSAT & SAT scores
	   • Tracking of CAASPP scores
	   • Tracking of a-g and IGETC completion
	   • Tracking of UD grades/performance in ELA & Math

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
All 10th & 11th graders take PSAT; scores are used as foundation of prep courses and eventual teacher training	Ongoing	Principal counselor	All	Choose an item.	Choose an item.	
Sophomore counseling Grade level information nights 2 year plan	Ongoing	Counselor	All	Choose an item.	Choose an item.	
After school intervention in ELA and Math 2x/week	2017-18	Principal Teachers	All Unduplicated	Certificated Hourly	LCFF Supplemental (0002)	1884
SAT Boot Camp with Achieve Learning Resource Center	Ongoing	Counselor principal	All	Professional Services	Donations (9010)	165 per student; about 50 students
Supplement after school intervention in ELA & Math	2017-18	Principal teachers	All	Certificated Hourly	Donations (9010)	TBD-pilot year
College essay writing workshops in seminar classes and with counselor	Ongoing	Teachers	All	Choose an item.	Choose an item.	
Evaluate progress data for 9th grade Algebra 1 to identify kids for after school intervention	2017-18	All staff	All	Choose an item.	Choose an item.	
Administer benchmark math assessments	2017-18	Teachers Counselor Principal	All	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTIRCTWIDE

Identified districtwide needs:

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.
- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners

Metrics used to evaluate progress towards goal:

- Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT)
  - *The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.*
- Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT
- Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status

	Districtwide actions/services provided to site to reach goal:
	To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is: • .2 Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population: • NA

SCHOOLWIDE	**School goal(s):**
	• Strengthen ELD program to provide integrated designated ELD in mainstream classes and after school intervention in order to improve standardized test scores and proficiency in ELA as measured by course grades
	Data used to form school goal(s):
	• CELDT & redesignation rates
	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*
	As the data indicate, a large number of ASTI students are either FEP or RFEP and this has been true throughout ASTI's history; most students reach reclassification before graduation; while the overall total has remained steady, the percentage of ELs who have been redesignated FEP and RFEP has increased steadily over the years as the program and instruction have stabilized. Even though ASTI has very few LEP students (only 2.3% in 2015-16), in 2015-16 66.3% of our total student body was either LEP, FEP or RFEP. ASTI teachers have long agreed that embedded language acquisition support is warranted for all ASTI students as they encounter the rigors of college level coursework; staff collaboration and development time has consistently included time for ELD strategizing. Half of our LCFF Supplemental funds in 2016-17 were set aside for teachers to have paid collaboration time outside the school day to develop interdisciplinary lessons and strategies in support of ELs; unfortunately, as mentioned in the previous section, teachers have had trouble finding time to spend the hourly allocation and perform the planning; thus in 2017-18, ASTI will allocate LCFF funds to after school intervention for all UD, including ELL, in Math and ELA. ASTI's small number of ELLs and small school site has presented challenges in providing designated ELD. In spring 2017, the English teacher began training to provide integrated & designated ELD support within the English curriculum. This will continue into 2017-18, with other content area teachers trained in subsequent years to provide integrated support across content areas. All teachers will continue consultation with our site ELD coach (.2)
	How progress toward school goal(s) will be evaluated:
	• Tracking EL grades & progress • Tracking CELDT & redesignation rates • Tracking EL CAASPP, PSAT & SAT scores

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
After school Intervention in ELA—see ROA for Goal #2A	2017-18	Principal Teachers	All Unduplicated	Certificated Hourly	LCFF Supplemental (0002)	1884
English teacher trained in integrated & designated ELD for English classrooms	Spring 2017 onward	Principal District ELD	English Learners	Choose an item.	Choose an item.	

		English teacher				
Other content area teachers trained in integrated ELD for the classroom	TBD	Principal District ELD	English Learners	Choose an item.	Choose an item.	
SAT Boot Camp with Achieve Learning Resource Center	Ongoing	Principal Counselor	All	Choose an item.	Choose an item.	
Supplement after school intervention in ELA & Math	2017-18	Principal	All	Certificated Hourly	Donations (9010)	TBD-pilot year
College essay writing workshops in seminar classes and with counselor	Ongoing	Teachers Counselor	All	Choose an item.	Choose an item.	
Teachers consult with site ELD coach	Ongoing	Teachers ELD coach	English Learners	Choose an item.	Choose an item.	
				Choose an item.	Choose an item.	Choose an item.	
				Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

<table>
<tr><td rowspan="3" style="writing-mode: vertical-lr">DISTIRCTWIDE</td><td>Identified districtwide needs:</td></tr>
<tr><td>AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
</td></tr>
</table>

Identified districtwide needs:	

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

Metrics used to evaluate progress towards goal:
- Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program
- Input: Percentage of parents/guardians completing annual survey
- Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events

Districtwide actions/services provided to site to reach goal:

The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: off-site

The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.

School goal(s):
- Maintain high School Loop sign up
- Increase attendance at school events of our largest second language population—Cantonese
- Continue to grow PTSA toward independence and solvency

Data used to form school goal(s):
- Parent attendance at school events
- School Loop numbers
- PTSA membership and accountings

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Parent and guardian involvement continues to be an area of focus; since ASTI is a small high school populated with a good number of independent learners, and is a commuter school that draws a number of kids from other neighborhoods and neighboring town, this will likely continue to be an ongoing growth area.
Parent School Loop registration has greatly improved, in large part the result of a registration campaign run by the principal in fall 2014. In 2013, 62% of all families were registered; that increased to 86% in 2015-16 and 89% in 2016-17. We strive to maintain that.
Teachers have consistently identified parent attendance at evening events as an area to improve. Students share that a number of their Cantonese speaking parents do not attend due to language barriers. Under the new LCFF funding formula and LCAP guidelines, the school receives funds to translate important documents for any language group comprising 40% or more of the school population; this has enabled us to translate an increasing number of documents into Chinese for our Cantonese speaking parents; in many cases, we have created templates for reuse in case this funding source expires. A parent SSC member also translates emails about PTSA events for

Cantonese speaking parents. The new funding formula also provides translation services for Student Success Team and SART meetings. In the past year, ASTI administration researched the possibility of translation at the counselor's grade-level information nights; student members of PTSA with Cantonese speaking parents affirmed that this might bring more parents to these vital events. ASTI has secured headsets on order through AUSD ELD and is in the process of scheduling translation for remaining evening events in 2017-18 and all evening events in 2017-18. This will be accompanied by an awareness outreach campaign to school parents.

In Spring 2015, a number of parent leaders "graduated" with their seniors. As a result, ASTI administration researched ways to recruit new parent leaders and transition the organization into 2015-16. This began with a recruitment push at Back To School Night August 2015; in September 2015, ASTI PTSA elected a new parent president and treasurer; in October 2015, a parent auditor was elected. These elections secured the crucial adult leadership the students need; 2 of the three parent officers are freshmen parents, and one is a junior parent. This trend has ensured two years of stable adult officers; 2016-17 has seen a range of parents across grade levels, which ensures stability of office positions. In 2017-18 the position of president will reopen.

ASTI has a small but consistent core of parents who join SSC annually, and in 2015-16 and 2016-17 successfully recruited one parent leader to represent the community on the district LCAP committee.

The counselor meets with every 10th grader and his/her parents/guardians to discuss college and course plans

ASTI does not have an on-site parent university, but parents are invited to attend events at nearby Encinal High School.

How progress toward school goal(s) will be evaluated:

- Parent attendance rates at evening events, particularly Cantonese speaking.
- Numbers of adult officers in PTSA
- Parents school loop sign up rates

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Purchase translation headsets for evening parent events	Spring 2017	District ELD	English Learners	Equipment	Choose an item.	
Book translation for evening events in 2017-18, including PTSA, SSC, grade level counseling information nights, awards nights, back to school night, and the annual PTSA auction	Spring 2017	Principal Counselor	English Learners	Professional Services	Choose an item.	
Maintain website and weekly emailed announcements	Ongoing	Principal Parent volunteer	All	Choose an item.	Choose an item.	
Continue recruitment by parents to engage other parents as school volunteers; examples include garden, prom, auction, school site council, PTSA officers, grant writers	Ongoing	Parent leaders Student leaders Teachers Principal	All	Choose an item.	Choose an item.	
Translate documents into Chinese for Cantonese speakers	Ongoing	Principal District ELD	English Learners	Choose an item.	Choose an item.	
INFOSNAP enrollment—provide translation and support at back to school night	Ongoing	Principal Office manager District ELD	All	Choose an item.	Choose an item.	

Grade level information nights provide parents with information on overall requirements; 10th grade meetings with parents form two year plan	Ongoing	Counselor	All	Choose an item.	Choose an item.	
PBIS postcards sent to every 9th and 12th grade family	Ongoing	Counselor Principal Teachers	All	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 4: Ensure that all students have access to basic services

DISTIRCTWIDE

Identified districtwide needs:

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

Metrics used to evaluate progress towards goal:

- Teacher Qualifications
  - Percentage of teachers fully credentialed and highly qualified
  - Percentage of teachers qualified to teach English Learners (ELs)
  - Percentage of teachers appropriately assigned
- Instructional Materials: Number of substantiated Williams textbook complaints/year
- Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)

Districtwide actions/services provided to site to reach goal:

To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).

Core instructional materials are provided to sites through the Educational Services department. These include:
- Annual renewal or replacement materials for adopted curricula
- Board-approved materials for new courses
- Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.
- 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption.
- Science curriculum through the Full Option Science System (FOSS) – K-8
- Supplemental ELA curriculum through Inquiry by Design (IBD)

School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: NA

SCHOOLWI

School goal(s):

- Provide adequate materials for student learning as we continue progress into CCSS and NGSS
- Train teachers in integrated and designated ELD
- Ensure that all teachers are highly qualified
- Maintain facilities in good repair and follow up on work orders

Data used to form school goal(s):

- Teacher credentials
- FIT ratings
- Materials inventories

	Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*
	ASTI has not had any Williams Case findings in previous years. Every student has adequate textbooks; we used donations to obtain calculators to loan to students in need. We are currently training the English teacher in integrated and designated ELD. Math department is a full participant in the new adoption. Our FIT scores are passing; in the past year, ASTI has received an office upgrade, a garden shed to clear the bathroom for all-gender usage, and new carpet in four of seven portables. The Biology teacher recently shared that there are new technologies that our students would benefit from; we are researching cost and funding sources.
	How progress toward school goal(s) will be evaluated:
	• Monitor new expectations and stay in compliance and communication with MOF • Monitor availability of new instructional materials, especially in science

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Continue to regularly monitor facilities and place timely work orders	Ongoing	Principal Office manager	All	Choose an item.	Choose an item.	
Continue to maintain adequate textbook inventory	Ongoing	Pirncipal Teachers Ed services	All	Choose an item.	Choose an item.	
Continue to monitor teacher credentials	Ongoing	HR	All	Choose an item.	Choose an item.	
Train English teacher in designated and integrated ELD	Spring 2017 onward	Principal District ELD Teacher	English Learners	Choose an item.	Choose an item.	
Train all teachers in integrated ELD	TBD	Principal District ELD Teachers	English Learners	Choose an item.	Choose an item.	
Explore funding sources for science equipment	Spring 2017 onward	Principal Science teachers PTSA	All	Equipment	PTA (9046)	TBD
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

ASTI										
Budget Summary		B3	C112	C113	C114	C122	C135			C137
Resource	**Program**	**2017-18**	**Certificated Salaries**	**Classified Salaries**	**Benefits**	**Supplies**	**Services**	**Total Budgeted**	**Unbudgeted Balance**	**Check**
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx			
0001	Discretionary *	$ 29,062	$ 175	$ 1,728	$ 502	$ 6,457	$ 20,200	$ 29,062	$ -	29,062
0002	LCFF Supplemental Grant	$ 5,400	$ 4,575	$ -	$ 862	$ -	$ -	$ 5,437	$ (37)	5,437
3010	T1, Part A		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0
0002	In Lieu of Title 1 Innovative	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0
	Grand Total	$ 34,462	$ 4,750	$ 1,728	$ 1,364	$ 6,457	$ 20,200	$ 34,499	$ (37)	34,499
			14%	5%	4%	19%	59%			
	* Includes $12,000 for College of Alameda Fees									

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school underlinedunderline participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State/Federal Programs	**Allocation**
☐ Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
☐ Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
☐ Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
☐ Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$ 0
☐ Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$ 0

☐	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ 0
☐	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$ 0
☐	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$ 0
☐	Other Federal Funds (list and describe[1])	$ 0
	Total amount of state and federal categorical funds allocated to this school	$

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Andrew Kopp	M	700	English				X	
Toby Levenson	M	700	English				X	
Dianne Woon	F	201	Cantonese/English				X	
Joey Gong	F	201	Cantonese/English					X
Kelly Cai	F	201	Cantonese/English					X

---

[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Name	Gender	Code	Language					
O'philia Le	F	201	Cantonese/English					X
Tracy Corbally	F	700	English	X				
Todd Higashi	M	202	Japanese/English		X			
Brian Rodriguez	M	500	Spanish/ English		X			
Kristen Jurkovich	F	700	English		X			
Paula Armstead	F	6	English			COA Liaison		
#s of members of each category				1	3	1	3	3

See race/ethnicity codes in Aeries

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012
A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.

The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

SITE VALIDATION QUESTIONS

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

    Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

    Yes

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

    NA

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

    NA

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
    (Check those that apply):

    ___ School Advisory Committee for State Compensatory Education Programs

    ___ English Learner Advisory Committee

    ___ Community Advisory Committee for Special Education Programs

    ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: April 20, 2017.

Attested:

Tracy Corbally
Typed name of school principal

Signature of school principal   Date

Andrew Kopp
Typed name of SSC chairperson

Signature of SSC chairperson   Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:
Are special education staff members providing support to general education students at your school site?

Yes

If so, please provide a description of the ways in which support/services are provided:

Yes. ASTI shares a resource professional with Island High School. All ASTI SPED students are mainstreamed. The RSP provides push-in and pull-out services.

APPENDIX B: TITLE 1 SCHOOLWIDE PROGRAM PLAN

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:
http://www.cde.ca.gov/sp/sw/rt/ and http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage
1. When and why did the program start? 2-3
2. What is the vision and mission of the program? 2-3
3. What are the goals of the program? 2-3
4. What are the student performance expectations resulting from being a different type of program? 2-3
5. How will the program measure progress towards goals? 2-3
6. How will the school know that students are learning? 2-3
   a. What will this look like in the classrooms? 2-3
7. How will the school know whether students are engaged? 5-8
   a. What will this look like in the classrooms? 5-8
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? 6, 10,12
9. How will the program encourage parental and community input and involvement? 14-16

Leading for High Performance
1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence? 2-3
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence? 2-3
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence? 5-8
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence? 9-13
5. To what extent do teachers analyze data collaboratively? Evidence? 2-3, 5-13

Theory of Action
1. Given the current reality, what is the Theory of Action? 4
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math? 4
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap? 4

Improving our Teaching Practices
1. Describe, summarize, and analyze the identified data related to student academic achievement. 2-3, 9-13, 17-18
   - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes? 2-3, 5-13
   - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set? 2-3, 5-13
4. How are teachers provided feedback on instructional practices to improve instruction? 2-3, 9-13
5. How is the program's theme integrated into your teacher practices and learning outcomes? 2-3, 5-13

Findings and The Road Ahead
1. Identify and discuss significant accomplishments. 2-3, 6-7, 10, 12, 14-15, 18
   - What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why? 2-3, 6-7, 10, 12, 14-15, 18
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently? 2-3, 6-7, 10, 12, 14-15, 18
4. Discuss how the program has changed over time. 2-3, 6-7, 10, 12, 14-15, 18

APPENDIX D: DATA