

**ALAMEDA UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Ruby Bridges Elementary School**

01 6119 0111765  
CDS Code

Date of this revision: 12/4/08

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 following person:

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Alameda Unified School District

The District Governing Board approved this revision of the School Plan on 12/4/08

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## Calendar Worksheet for Planning Purposes

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p>Summer Retreat "Putting Our Heads Together" re: Continuity between extended day and school day programs to address Student Achievement &amp; School Climate</p> <p>Staff Development Days: FOSS &amp; Arts Integration; Achievement Analysis</p> <p>Development &amp; distribution of Family Handbook</p>	<p>Data analysis with Leadership Team, Teaching Staff, School Site Council/Title I Advisory Committee/Title I Advisory Committee</p> <p>Review of estimated budget for 08-09</p> <p>Needs Assessment sent home to families</p> <p>Collaboration: Data Analysis ExCEL Framework evaluated and modified</p>	<p>Data analysis with Leadership Team, Teaching Staff, School Site Council/Title I Advisory Committee ELAC, and PTA</p> <p>Needs assessment analyzed</p> <p>SSC determines SSP focus areas, activities and resources</p> <p>ExCEL Program implementation</p> <p>Peacemaker Program Implementation</p> <p>Student Council formed</p>	<p>Cycle of Inquiry Plan is developed.</p> <p>Continue implementation of plan.</p> <p>On-going Peacemaker and Student Council meetings</p> <p>School-Wide "Mix It Up At Lunch Day"</p>	<p>SSP is drafted and submitted to AUSD for revision.</p> <div style="text-align: right; margin-top: 100px;">↓</div>

JUNE	MAY	APRIL	MARCH	FEBRUARY	JANUARY
<p>Summative Assessment</p> <p>Year-End Reflections, COI</p> <p>Conduct focus groups re: key issues at school in the areas of climate and achievement</p>	<p>Summative Assessment: Collect Intervention data, End of Year assessments</p> <p>Re-examine Steps 1-4, and adjust if necessary.</p> <p>Design needs assessment for end of year.</p>	<p>Monitor/adjust activities and/or the plan based on feedback and data</p> <p>Evaluate ExCEL framework</p>	<p>Continue implementation of plan</p> <p>Monitor and Re-examine Cycle of Inquiry</p>	<p>Continue implementation of plan. Work on activities/strategies to reach goals identified in new plan.</p> <p>Monitor Cycle of Inquiry; evaluate ExCEL framework and modify if necessary.</p> <p>Use formative data to refine actions</p>	<p>Submit plan to School Board for approval</p> <p>Continue implementation of plan. Work on activities/strategies to reach goals identified in new plan.</p>

<p><b><u>08-09 Academic Focus:</u></b></p> <p><b>English/Language Arts</b></p> <p><b><u>Problem Statement: Student Achievement</u></b></p> <p>More than half of our students (51.2%) are not proficient in reading/language arts, as measured by the CST. A decreasing but significant achievement gap continues to exist between the highest performing (English Learners) and lowest performing (African American, Latino and Socio-economically Disadvantaged) in the academic focus area, as well as in mathematics. Reading comprehension and vocabulary, particularly in the context of expository text, is an area of weakness for our less proficient subgroups.</p>	<b>1</b>	<p><b><u>08-09 A Question: Student Achievement</u></b></p> <p>Through on-going analysis of state-wide and local formative assessment data in language arts (AIMSWeb, HMR theme skills tests, phonics decoding), will we see gains in all subgroups, in particular, the lowest performing groups as we implement the ExCEL framework for leveled reading instruction? Which concepts and skills need further reinforcement?</p> <p><b><u>08-09 B Question: Teacher Practice</u></b></p> <p>How do teachers differentiate reading instruction within the context of the ExCEL framework and school support programs? What additional steps are necessary to address the concepts and skills that need further reinforcement? How can we best increase reading proficiency for all students, in particular, African American and socio-economically disadvantaged students?</p>	<b>2</b>
<p><b><u>Problem Statement: Teacher Practice</u></b></p> <p>We have implemented the ExCEL framework for leveled reading instruction for 1.5 years to address the challenging range of academic needs in each classroom. We use research-based programs to support student learning, Although we have seen progress in school-wide reading proficiency, we do not know if instruction an intervention, within and beyond ExCEL, is fully effective to support optimum student growth in Language Arts.</p>		<p><b><u>08-09 Measurable Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. To increase the percent of students who are proficient in the CST-ELA by 5% overall and greater than 5% for underperforming subgroups.</li> <li>2. To close the gap on the CST-ELA between highest and lowest performing significant subgroups by 5%, while increasing the percent of proficient students school-wide.</li> <li>3. To increase by 5% the number of students who receive a proficient score on the district assessment tool determined by each grade level team for ExCEL.</li> <li>4. To develop a structure for differentiation of reading instruction in Grade K.</li> <li>5. To reduce the number of suspensions and office referrals by 20% from 2007-08 to 2008-09.</li> <li>6. To increase PTA membership and ELAC participation</li> </ol>	<b>3</b>
<p><b><u>08-09 Major Strategies:</u></b></p> <ol style="list-style-type: none"> <li>1. Implement ExCEL framework for reading in Grades 1-5 to differentiate instruction for all students, from Far Below Basic to Advanced proficiency levels. Extend focus of language arts instruction to include explicit teaching of academic vocabulary and strategies to comprehend expository text. Implement differentiation of reading instruction in Grade K.</li> <li>2. Continue to implement researched-based programs to support students in reading, including Corrective Reading, Reading Mastery, Read Naturally, SIPPS and SuccessMaker.</li> <li>3. Work collaboratively with students, staff and families to continue to create a positive, safe, and engaging school climate conducive to optimal student achievement within and beyond the school day.</li> </ol>		<b>4</b>	