

**Brockton Public Schools  
Brockton, Massachusetts**

**BB RUSSELL**

**SCHOOLWIDE  
IMPROVEMENT  
PLAN**

**2009 - 2010**

**Mark B St. Louis  
Principal**

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### **III. MISSION AND VISION STATEMENTS**

#### **MISSION STATEMENT of the BB Russell Alternative School**

The mission of the BB Russell Alternative School is to give students whose behavior has resulted in either long term suspension or a recommendation for possible expulsion, another chance to graduate with a Brockton Public School diploma.

#### **VISION STATEMENT of the BB Russell Alternative School**

All students leaving the BB Russell Alternative School will have learned the appropriate behaviors and academic skills necessary to be successful in a mainstream school.

**IV. SCHOOL COUNCIL ROSTER**

**This School Council has reviewed the school's budget including the professional development allocations.**

**Name and Position**

**Signature**

*Mark B St Louis* \_\_\_\_\_  
*Principal*

**Tina Baptiste** \_\_\_\_\_  
*Co-Chairperson*

\_\_\_\_\_  
*Other Members*

**Gerald Poisson** \_\_\_\_\_

**Linda S Bryant** \_\_\_\_\_

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## **V. DESCRIPTIVE DATA**

### **B.B Russell Alternative High School**

#### **School Profile 2009 – 2010**

##### *Location*

B. B. Russell School, 45 Oakdale Street, Brockton, Massachusetts 02301

Main Telephone: (508) 580-7033, Fax (508) 580-7943

Regular School Hours: 7:35 a.m. - 2:05 p.m.; Early Dismissal 11:00 a.m. - junior high schedule

##### *Philosophy*

The BB Russell Alternative School is designed to provide opportunities to students who would benefit from a more structured school setting. A wide variety of program and counseling options are provided as needed to each student. BB Russell staff members facilitate learning as students explore new and more appropriate behavior through an individualized behavior level system while maintaining academic rigor by continuing to use familiar grade level texts.

Students assigned to the alternative school are expected to develop self control and evaluate their decision making. This is facilitated by a unique level system designed to provide immediate feedback in order to bring about appropriate and lasting behavioral change. The level system also serves as evidence that a student has mastered new behaviors needed to ensure transfer success back in the mainstream.

Academic rigor is maintained by mirroring district school curriculum. Teachers use district pacing charts in conjunction with district approved texts. High expectation at the BB Russell includes class work, home work, book reports, term papers, and MCAS preparation. Students currently enjoy art classes, a paper making studio, guitar lessons, and physical education at the YMCA.

Though each student's individual progress determines length of stay, there is an opportunity to transfer at least three times each year. Students assigned to the BB Russell High School are allowed to return to Brockton High School if they meet protocol criteria requirements. This includes specific school behaviors as well as a presentation to school administration. When a student demonstrates successful classroom behavior and exits the BB Russell, support is provided to maximize each student's potential for success.

Those students unable to meet the criteria for returning to Brockton High School are provided a community based program at the BB Russell that leads to a regular Brockton Public School diploma. Students at the BB Russell have access to guidance services for career and further educational opportunities. Information and assistance are provided for those students choosing not to pursue a high school diploma through district and community based GED, Charter School, and other programs.

### *Executive Summary*

The BB Russell staff has benefitted so much by participating in the ATLAS grant provided by the Department of Education. We were able to practice using common planning time effectively as we focused on student writing. Beginning with a district staff development training review of how to teach effective writing strategies to students, we then gathered samples of student work as we conducted ATLAS meetings using the protocol “Wows and Wonders”. The year culminated in a positive DPSI review and a push to evaluate our student writing portfolios. This involved developing a coversheet to facilitate an evaluation of student writing in order to assess student growth over time. District writing assessment rubrics were used in conjunction with this coversheet. The workshop provided last August was a great help to our staff as they addressed academic and school culture questions. We will explore the concepts presented by Joe Ristuccia more fully this coming year. Our plan is to also increase our use of edusoft in the future. We had the required training in the workshop.

Our Wellness Grant, in partnership with a 21<sup>st</sup> Century Grant, allowed our students to have an after school wellness activity program and a mentoring program. A Shannon Grant stipend is allowing us to provide a great summer program this year, even though we are moving.

We anticipate the move to the Keith School with the Champion School to be an interesting joint endeavor. Though it will be difficult at first, positive outcomes for students are possible. We will start the year with renewed energy to continue down our path of self-improvement.

## B.B. Russell School Student Demographics

### Enrollment by Gender

Sex (totals)	2006-2007	2007-2008	2008-2009
Male	78	73	88
Female	18	17	19
<b>Total</b>	96	90	107

### Enrollment by Race/Ethnicity

Race (percentage)	2006-2007	2007-2008	2008-2009
African American	64.7	52.83	55.1
Asian	0	0	1.9
Hispanic	19.8	24.53	22.4
Native American	4	1.89	2.8
White	11.9	20.75	16.8

### Selected Populations

Other Info (totals)	2006-2007	2007-2008	2008-2009
First Language not English	30	31	29
Limited English Proficient	1	2	2
Low-income	86	81	83
Retentions	NA	NA	NA
Special Education (totals)	8	15	27
General Ed Modified			3
Up to 20% Separate			
21-60% Separate			
Substantially Separate			

**B.B Russell Alternative High School**  
**Phoenix Alternative Programs**  
**MCAS Results**  
**Performance Level Comparison**  
**(numbers of students shown)**

<b>GRADE 07 ENGLISH LANGUAGE ARTS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED		0	0
PROFICIENT		5	0
NEEDS IMPROVEMENT		4	4
WARNING		6	4
<b>GRADE 08 MATHEMATICS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED		0	0
PROFICIENT		2	2
NEEDS IMPROVEMENT		6	3
WARNING		15	6
<b>GRADE 08 SCIENCE AND TECHNOLOGY</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED		0	0
PROFICIENT		10	3
NEEDS IMPROVEMENT		8	4
WARNING		8	5

Percent

Shown

		2001	2002	2003	2004	2005	2006	2007	2008			
ELA	Aggregate	-	-	-	-	No	-	-	-	No Status		
	All Subgroups	-	-	<b>GRADE 10 ENGLISH LANGUAGE ARTS</b>			-	-	-			
		<b>PERFORMANCE LEVEL</b>				<b>2006</b>	<b>2007</b>	<b>2008</b>				
MATH	Aggregate	ADVANCED	-	-	No	No	No	No	-	Corrective Action		
	All Subgroups	PROFICIENT	-	-	No	24	24	31				
		NEEDS IMPROVEMENT				23	51	56				
		FAILING				69	25	13				
	<b>GRADE 10 MATHEMATICS</b>											
	<b>PERFORMANCE LEVEL</b>					<b>2006</b>	<b>2007</b>	<b>2008</b>				
	ADVANCED					0	8	20				
PROFICIENT					7	16	0					
NEEDS IMPROVEMENT					21	25	40					
FAILING					71	50	40					

**B.B. Russell School  
MCAS Results  
Performance Level Comparison**

**2006**

<b>MCAS Tests of Spring 2006 Percent of Students at Each Performance Level</b>									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
<a href="#">GRADE 07 - ENGLISH LANGUAGE ARTS</a>	0	12	0	62	11	19	89	7	19
<a href="#">GRADE 08 - MATHEMATICS</a>	0	12	0	28	6	31	94	29	33
<a href="#">GRADE 08 - SCIENCE AND TECHNOLOGY</a>	0	4	0	28	5	43	95	26	19
<a href="#">GRADE 10 - ENGLISH LANGUAGE ARTS</a>	0	16	8	53	23	24	69	7	13
<a href="#">GRADE 10 - MATHEMATICS</a>	0	40	7	27	21	21	71	12	14

**2007**

<b>MCAS Tests of Spring 2007 Percent of Students at Each Performance Level</b>										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	<a href="#">CPI</a>
	School	State	School	State	School	State	School	State		
<b>Data Under Review or Fewer than 10 students were tested.</b>										
<b>NOTE:</b> Performance level percentages are not calculated if student group less than 10.										

MCAS Tests of Spring 2008

These scores are from the DESE Website, scores are not given for less than 10 students

**2008**

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE		
GRADE 06 - ENGLISH LANGUAGE ARTS		15		52		24		8	1	
GRADE 06 - MATHEMATICS		23		33		26		18	1	
GRADE 07 - ENGLISH LANGUAGE ARTS		12		57		23		8	1	
GRADE 07 - MATHEMATICS		15		32		29		24	2	
GRADE 08 - ENGLISH LANGUAGE ARTS		12		63		18		7	2	
GRADE 08 - MATHEMATICS		19		30		27		24	1	
GRADE 08 - SCIENCE AND TECHNOLOGY		3		36		39		22	2	
GRADE 10 - ENGLISH LANGUAGE ARTS	0	23	25	51	67	21	8	4	12	72.9
GRADE 10 - MATHEMATICS		43		29		19		9	6	
GRADE 10 - SCIENCE AND TECHNOLOGY		14		43		31		12	3	

## VI. RESULTS AND DISCUSSION

### ATTAINMENT OF 2008 - 2009 GOALS

Our 2008-2009 Action Plan focused on MCAS scores, academic goals, and school climate.

#### English Language Arts/Math/Science Goal

**GOAL #1** Help teachers develop goals for individual students and students groups related to improving MCAS Scores

**GOAL #2** Ensure horizontal articulation between the alternative school and sending schools

#### **Degree of Attainment to Date:**

This year, dedicated common planning and well organized ATLAS agendas have helped teachers work together to focus on student writing. They have fine tuned the use of the district assessment rubric as well as the use of writing portfolios to show individual student writing growth over time. ALAS protocols were used as well to evaluate student work samples throughout the year. Individual tutoring was offered to students based on previous MCAS scoring. Agendas and teacher feedback were a regular feature of ATLAS groups.

Horizontal articulation has been achieved as we continue to mimic each sending school's texts and curriculum pacing schedule. BB Russell teachers also attend district staff development activities in order to further fine tune this compatibility.

#### General Academic

**GOAL #3** Teachers will engage in common planning of standards-based units, sharing tools for creating and evaluating student data

**GOAL #4** Leadership team will devise a monitoring system to ensure program implementation and standards-based instruction

#### **Degree of Attainment to Date:**

Dedicated common planning time has greatly facilitated the teaching staff's ability to work together. The district mandated focus this year was to improve student writing. ATLAS protocols were used to achieve this, in conjunction with district training and rubrics. The ability to further enrich standards based units will become our next focus as we begin to look more closely at project based instruction, and other classroom teaching techniques. Walkthroughs were conducted, both by school

administration and by Central Office staff. Documentation and feedback were welcome and utilized throughout the year as staff developed strategies to attain goals based on the structure of ALAS.

## School Climate Goals

**GOAL #5** Build a culture that values regular use of data to make instructional, curriculum, resource, and planning decisions.

### Degree of Attainment to Date:

Weekly minutes were taken of ATLAS meetings. An after school wellness/21<sup>st</sup> Century program was attended by students. A solar after school program was offered. The school staff participated in district staff development activities.

## VII. School Goals and Action Plan Aligned with Brockton Public Schools Roadmap Goals 2008-2009

### School Performance Goals

**English Language Arts:** The BB Russell Alternative School will increase the percent of passing students on the ELA MCAS from 87% on the 2008 MCAS test, to 90% on the 2009 10<sup>th</sup> grade MCAS Test, and 92% on the 2010 MCAS Test.

**Math:** The BB Russell Alternative School will increase the percent of passing students on the Math MCAS from 60% on the 2008 MCAS test, and to 62% on the 2009 MCAS and 64% on the 2010 MCAS Test.

**School Climate:** Develop a level system that enables 10% or more of the students to demonstrate behavioral growth by attaining a no-card leadership level.

### Brockton Public Schools Roadmap Goals

**Goal 1:** Set specific, measurable student performance goals at the district, school, and classroom level.

**Goal 2:** Insure that curriculum is aligned to state standards and instruction and that programs are implemented according to district standards.

**Goal 3:** Implement a comprehensive program of formative and summative assessments at all levels.

**Goal 4:** Develop a system of monitoring data related to student achievement that is aligned at the district school and classroom levels.

**Goal 5:** Build a culture that values regular use of data to make instructional, curriculum, resource, and planning decisions.

### **Priority School Strategies**

**1. Work on creating a school culture which focuses on student learning and academic achievement rather than strictly behavior remediation by:**

- Using the tools being taught by ATLAS to further involve teachers in the problem solving process
- Providing more emphasis on the recognition of academic success
- Providing staff development focused on school culture and academic achievement

**2. Use student data for the purposes of curriculum development and instruction by:**

- Continued staff development in Edusoft use, to develop benchmark tests
- Using available data such as benchmark tests, and writing portfolio data
- Continuing to use ATLAS protocols to evaluate and develop curriculum from authentic student work. This should be continued and incorporated into the BB Russell curriculum development policy.

**3. Provide time and support for teacher collaboration with the implementation of common planning time and department meetings by:**

- Releasing teachers from class if necessary to attend department meetings outside of the BB Russell building.
- Providing resources and staff needed to implement common planning time that will allow teachers to collaborate and utilize student data effectively.

Next year will be one of many changes as we move to the Keith and share space with the Champion School. Last year's goals started us on a process of fundamental metamorphosis. We will continue working to refine and develop these goals as part of a long term commitment to improving student success at the BB Russell.

# BB Russell School Action Plan 2009-20010

## MCAS

### *English Language Arts/Math/Science Goals*

#### **Improvement Objectives based on the Roadmap Action Plan:**

Goal One - Help teachers develop goals for individual students and student groups related to improving MCAS scores

Goal Two - Ensure horizontal articulation between the alternative school and sending schools

#### **Priority School Key Strategy Implementation:**

Strategy 2 - Use of student data for the purposes of curriculum development and instruction

Strategy 3 – Time and support for teacher collaboration with the implementation of planning time and department meetings

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>asures of Implementation</b>
<i>What strategies/actions need to be taken?</i>	<i>Who is involved in the action? Who is responsible?</i>	<i>What resources are needed To carry out the action?</i>	<i>When will the action take place?</i>	<i>How will progress be measured?</i>
A. Provide ATLAS study groups with MCAS data from prior year	A. Assistant Principal	A. Common Planning Time	A. Study Groups – twice a week	A. Periodic student work sample evaluation by the study groups
B. Increased use of small group and individual MCAS tutoring	B. MCAS teacher	B. Portfolio materials and MCAS data	B. Daily	B. Daily Tutoring Attendance/Portfolios

C. BB Russell staff attend district staff development and department meetings	C. District specialists and BB Russell Staff	C. Overtime pay if needed	C. September to June	C. Agendas, Teacher Feedback
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## *General School Improvement Goals*

### Roadmap Goal 3 and 4 Improvement Objective(s):

Teachers will engage in common planning of standards-based units.

Staff will select, develop and share tools for creating and evaluating student data

Leadership team will devise a monitoring system to ensure program implementation and standards-based instruction

### Priority School Key Strategy Implementation:

Strategy Two - Use of student Data for the Purposes of curriculum development and instruction

Strategy Three - Time and support for teacher collaboration with the implementation of common planning time and department meetings.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
<i>What strategies/actions need to be taken?</i>	<i>Who is involved in the action? Who is responsible?</i>	<i>What resources are needed to carry out the action?</i>	<i>When will the action take place?</i>	<i>How will progress be measured?</i>
A. Teacher common planning time	A. Leadership team	A. Class coverage	A. Daily	A. Walkthrough
B. Further refine ATLAS Study Groups to look at student work/data	B. ATLAS School Leaders	B. Common Planning Time	B. Weekly	B. Study Group Leaders will keep minutes documenting their meetings
C. Edusoft retraining/further District Staff Development	C. Brockton Public School District Specialists	C. Meeting time and compensation if required	C. Weekly/Monthly	C. Teacher Feedback

D. Administrative Walkthrough	D. School Administration	D. ----	D. Daily	D. Walkthrough Forms

## *School Climate Goals*

### **Roadmap Goal 5 Improvement Objective:**

Build a culture that values regular use of data to make instructional, curriculum, resource, and planning decisions.

### **Priority School Key Strategy Implementation:**

Strategy 1 - To create a school culture based on student learning and academic achievement rather than strictly behavior remediation

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
<i>What strategies/actions need to be taken?</i>	<i>Who is involved in the action? Who is responsible?</i>	<i>What resources are needed to carry out the action?</i>	<i>When will the action take place?</i>	<i>How will progress be measured?</i>
Helping Traumatized Children Learn – Strategy Implementation	BB Russell School Staff Administrative Staff	ATLAS Common planning time	Weekly Throughout Year	Group Leader Minutes  Improvement Strategy Implementation Plan Use
Wellness Grant	Administrative Staff Health Teacher	Grant Resources	Daily Throughout Year	Health Grade  After School Wellness Program Attendance and Participation

School Culture Staff Development	Administrative Staff	Challenge for Change/Grant	Following the Junior High Schedule	Staff Attendance and Participation in Follow-Up Activities
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