



Name of principal:	John Callan, Richard Loeschner
Name/number of school:	Brentwood High School
School address:	2 Sixth Avenue, Brentwood, NY 11717
Identified Subgroup(s):	ELL Graduation rates

Directions: Please complete this template using the information collected with the Local Assistance Plan Self-Reflection document. The Plan Template must be shared with the local board of education, be **approved by the local board of education, and be posted to the district's website by no later than July 29, 2016.** Please note: If your school has subgroup(s) that have been solely identified for failing to meet the participation rate requirement, please ensure that you complete "Part III: Promoting Participation in State Assessments" found on page 6 of this plan template. If your school has more than one subgroup identified as a result of performance on state assessments or gaps in performance between the groups and the all students group, please use the results of the Self-Reflection to guide creation of a Local Assistance Plan to address all identified subgroups.

A Message to Parents, the Local Board of Education, and Community Members:

This school has been identified as a Local Assistance Plan School for the 2016-17 school year. The identification was based upon the academic performance of either all students or particular groups of students on state assessments during the 2014-15 school year. Local Assistance Plan Schools are required to conduct a Self-Reflection on the educational program, leadership and instructional practices. The Self-Reflection provides school-based teams with the opportunity to reflect on the practices that exist within the school in preparation for identifying the appropriate next steps for their school. The results of this self-reflection have been reviewed by the school and the district, and have been used to create this plan to improve student academic performance. If you have any questions regarding the identification of the school as LAP, or the plan described within this Template, please contact the school or district directly.

Part I: Whole School Reflection

Identify the date the Local Assistance Plan Self-Reflection Document was completed:

Identify the individuals who helped complete the Local Assistance Plan Self-Reflection Document:

1. **John Callan, Building Principal**
2. **Dr. Lisa Rodriguez, Assistant Building Principal**
3. **April Seneus, Administrative Intern**
4. **Wanda Rivera-Ortiz, Coordinator Bilingual/ENL**
5. **Paula Ribiero, Assistant Coordinator Bilingual/ ENL**

Directions: In thinking about the information gathered using the Local Assistance Plan Self-Reflection Document, and the school as the whole, please answer the following prompts.

Please identify three to five things that the school believes it does well for the identified sub-group:

1. Identification of the 2013 cohort students with extensive outreach to Students with Disabilities (SWD) and English Language Learners (ELL) students.
2. Targeting students for prep classes in after school and Saturday Academies. Monitoring and intensive programming of cohort 2013 students.
3. Ongoing Professional Development in the following areas; SIOP Model, CCLS (Common Core Learning Standards), using data to plan and set student goals, Collins Writing, NYSUIT Observation Protocol Framework for Professional Practice, using formative and summative assessments to monitor and revise curriculum , using rubrics with the language of the CCLS to provide specific feedback to students.

Please identify three to five things that the school believes are barriers that are making it difficult for the school to reach its potential for the identified subgroup:

1. The influx of immigrant students to the school district during the 2015-2016 school year.
2. The rapid increase in the SIFE population during the 2015-2016 school year.
3. The financial challenges associated with this unanticipated enrollment growth. Overall the total enrollment of Brentwood High School has increased by 10%. The percentage of the total population that are ELLs increased from 17% 4 years ago to 22% in the 2015-2016 school year.

Please identify three to five things that the school believes must happen (needs) for the identified subgroup that are currently not happening:

1. The Bridges curriculum will be implemented in the fall of 2016. Bridges differentiates instruction using expeditionary learning. Teachers will be able to better meet the needs of SIFE students and prepare them for college and career readiness using the resources, materials and strategies contained in the Bridges curriculum.
2. Job embedded professional development will support the implementation of the Bridges curriculum. On site coaching will be used to support teachers as they work to implement the lessons contained in the Bridges curriculum for SIFE students.
3. Focused classroom observations for ENL teachers will reinforce best practices for the implementation of the SIOP-Collins instructional practices and strategic implementation. One-to-one feedback will be used to delve deeper into instructional patterns and practices.

Part II: Plan for Overcoming Barriers and Addressing Needs

Directions: Please complete the following chart to create a plan for overcoming barriers for the identified subgroup and/or addressing any needs that must be met for the identified subgroup.

Barrier/Need to be addressed – Choose from the barriers or needs identified in Part 1.

Strategy to be implemented - Describe the strategy that will be used to address the barrier/need.

Resources to be used – Describe what resources (human capital, funding, etc.) will be used to support the strategy.

Specialized PD involved – Describe any necessary professional development that must happen to ensure effective implementation of the strategy.

Mid-year Benchmark Goal (staff efforts) – Describe what will have been accomplished by the middle of the school year in terms of staff efforts.

Mid-year Benchmark Goal (student outcomes) – Describe what will have been accomplished by the middle of the school year in terms of student outcomes.

End of the Year Quantifiable Goal - Describe what will have been accomplished by the end of the school year in terms of student outcomes.

Person(s) responsible for strategy implementation –Determine who will be responsible for implementation of the strategy.

Time period for implementation – List key dates for the planning, implementation, and evaluation of the strategy.

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
I. Low language acquisition for ENL students.	Focused classroom observations for ENL teachers will reinforce best practices for the implementation of the SIOP-Collins instructional practices and strategic implementation	PD on SIOP-Collins for Coordinators and teachers	PD offered by SIOP-Collins facilitators	Teachers will attend training sessions by December. Program will be implemented in all classrooms. Director/Dept. head will have observed implementation and provided feedback.	Language acquisition for ELL students on January assessment will increase by 5% compared to Fall benchmark	Language acquisition for ELL students will increase by 10% on May assessment compared to Fall benchmark.	<ul style="list-style-type: none"> Department Head Bilingual/ESL Coordinator of Bilingual/ENL 	<p>July/Aug – Review and purchase program, hire Director</p> <p>Sept – June – implementation of ELL program, classroom observations conducted by ELL Director.</p> <p>October/January/April/June – evaluation of progress based on mid-year and end of year goals.</p>

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
2. Very low academic content knowledge for SIFE students	Bridges curriculum will be implemented in the fall of 2016	Job embedded professional development will support the implementation of the Bridges modules. On site coaching will be used to support teachers as they work to implement the lessons contained in the Bridges curriculum for SIFE students.	PD offered by Bridges Professional Development Coordinator, facilitator, coaches and staff	Content knowledge for SIFE students on January assessment will increase by 5% compared to Fall benchmark	Content knowledge for SIFE students on January assessment will increase by 5% compared to Fall benchmark	Content knowledge for SIFE students will increase by 10% on May assessment compared to Fall benchmark.	<ul style="list-style-type: none"> Coordinator Bilingual/ENL Department Head Bilingual/ESL 	<p>July/Aug – Review and purchase program</p> <p>Sept – June – implementation of Bridges Curriculum, classroom observations conducted by ELL Director.</p> <p>October/January/April/June – evaluation of progress based on mid-year and end of year goals.</p>
3. Lack of native language literacy skills for SIFE students	Bridges curriculum will be implemented in the fall of 2016	Job embedded professional development will support the implementation of the Bridges modules. On site coaching will be used to support teachers as they work to implement the lessons contained in the Bridges curriculum for SIFE students.	PD offered by Bridges Professional Development Coordinator, facilitator, coaches and staff	Native language literacy skills for SIFE students on January assessment will increase by 5% compared to Fall benchmark	Native language literacy skills for SIFE students on January assessment will increase by 5% compared to Fall benchmark	Native language literacy skills for SIFE students will increase by 10% on May assessment compared to Fall benchmark.	<ul style="list-style-type: none"> Coordinator Bilingual/ENL Department Head Bilingual/ESL 	<p>July/Aug – Review and purchase program</p> <p>Sept – June – implementation of Bridges Curriculum, classroom observations conducted by ELL Director.</p> <p>October/January/April/June – evaluation of progress based on mid-year and end of year goals.</p>

Barrier or need to be addressed:	Strategy to be implemented:	Resources to be used:	Specialized PD involved:	Mid-year Benchmark Goal: (STAFF EFFORTS)	Mid-year Benchmark Goal (STUDENT OUTCOMES):	End of the Year Quantifiable Goal: (STUDENT OUTCOMES)	Person(s) Responsible for Strategy Implementation:	Time Period for implementation:
4. Intensive social and emotional needs of SIFE students	Bridges curriculum will be used to create a sense of community for the development of successful academic learners.	Job embedded professional development will support the implementation of the Bridges modules. On site coaching will be used to support teachers as they work to implement the lessons contained in the Bridges curriculum for SIFE students.	PD offered by Bridges Professional Development Coordinator, facilitator, coaches and staff	The ability of SIFE students to navigate the formal school setting on January assessment will increase by 5% compared to Fall benchmark	The ability of SIFE students on January assessment will increase by 5% compared to Fall benchmark	The ability of SIFE students will increase by 10% on May assessment compared to Fall benchmark.	<ul style="list-style-type: none"> • Coordinator Bilingual/ENL • Department Head Bilingual/ESL • Building Principal 	<p>July/Aug – Review and purchase program</p> <p>Sept – June – implementation of Bridges Curriculum, classroom observations conducted by ELL Director.</p> <p>October/January/April/June – evaluation of progress based on mid-year and end of year goals.</p>

Part III: Promoting Participation in State Assessments

To be completed only by LAP Schools with subgroup(s) identified solely for the failure to meet the 95% participation rate on state assessments.

As you are aware, the United States Department of Education (USDE) requires that at least 95% of students in each accountability group for which a school is responsible must participate in the state's annual reading/language arts and mathematics assessments. To inform the USDE regarding the efforts of districts to promote participation in state assessments, the New York State Education Department is asking that districts with schools identified as Local Assistance Plan schools for failing to meet the 95% participation rate requirement for one or more accountability groups on an English language arts and/or mathematics accountability measure provide narrative responses to the questions below.

1. How do you plan to communicate with parents and other stakeholders regarding the purposes of the NY state assessment program and regarding the revisions that have been recently made to the NY state assessment program?

Not Applicable

2. Some parents are unaware of how to interpret state assessments results and use them to support their children's learning, which may cause these parents to believe that state assessments do not provide valuable instructional information about their children. How do you plan to provide training to all parents in how to interpret state assessment results and how the assessments are used to support the learning of children?

Not Applicable

3. What other strategies or activities are you planning to implement with students, parents and community members that will encourage participation in state assessments?

Not Applicable