

Edward Bain School of Language and Art Schoolwide Title I Plan

Principal: Dr. Betzaida Gomez

Kenosha Unified School District

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Edward Bain School of Language and Art Overview

The Edward Bain School of Language is a neighborhood elementary school in Kenosha Unified School District that serves children from Kindergarten to fifth grade. Our Dual Language Program is a bilingual educational program integrating English Language Learners (ELL) and English-speaking students for instruction in and through two languages, English and Spanish. Our Dual language program is a magnet program that allows children from all over the community to attend.

Kenosha Unified School District Dual Language (DL) Programs, also known as “two-way immersion”, “two way bilingual”, “bilingual immersion”, “dual language immersion”, allow students to develop proficiency in two languages by receiving instruction in English and in Spanish. The Dual Language classrooms are comprised of half native English Speakers and half Spanish speakers. Balancing the language of the students will help our Two Immersion Program to focus on developing bilingual, bi-literacy and bicultural students. Our Programs provide both sets of students with ample exposure to two languages, allowing them to progress academically in both languages and gain an appreciation of another culture.

Edward Bain Dual Language has a strong partnership with parents and the community to create an environment geared to the success of all students. Parent partnership is a high priority and is essential for student success. Edward Bain Elementary School has a rich tradition of outstanding student achievement and provides a sound, standards-based education, while promoting high moral character of all students.

Title I School wide Team

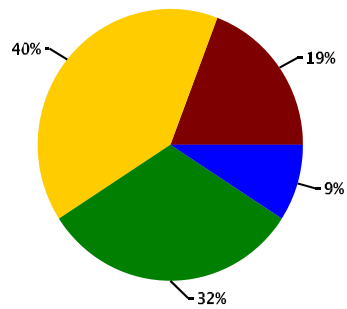
Name	Title
Dr. Betzaida Gomez	Principal
Amy Miceli	Instructional Coach
Marie Cuney	Guidance Counselor
Arlette Leiva	Teacher grade 2
Rina Eschaback	ESLTeacher
Stephanie Lomeli	Parent
Michelle Brown	Parent.
Traci Rabelhofer	Reading Interventionist

School wide

Date	Topic
October 15, 2015	Overview of the plan
March 15, 2016 May 19, 2016	Mid Year Progress check Comprehensive Needs of Assessment

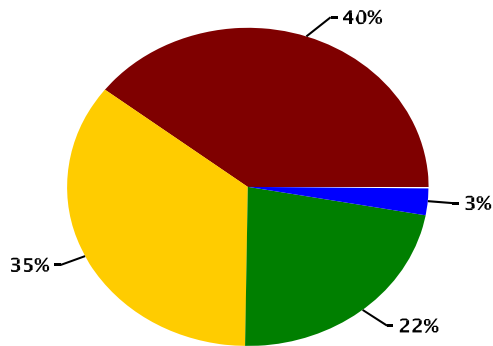
Spring 2015 Map WKCE Projected Math Performance Grades 2-5

Grade	Student	MinPerf		Basic		Proficient		Advanced	
		Count		Count		Count		Count	
2	47	6	12.8%	20	42.6%	18	38.3%	3	6.4%
3	60	5	8.3%	22	36.7%	29	48.3%	4	6.7%
4	50	13	26.0%	21	42.0%	12	24.0%	4	8.0%
5	51	16	31.4%	20	39.2%	7	13.7%	8	15.7%
Total	208	40	19.2%	83	39.9%	66	31.7%	19	9.1%



Spring 2015 Map WKCE Projected Reading Performance Grades 2-5

Grade	Student Count	MinPerf Count Percent		Basic Count Percent		Proficient Count Percent		Advanced Count Percent	
2	47	18	38.3%	21	44.7%	7	14.9%	1	2.1%
3	60	24	40.0%	19	31.7%	15	25.0%	2	3.3%
4	52	19	36.5%	23	44.2%	9	17.3%	1	1.9%
5	51	22	43.1%	11	21.6%	16	31.4%	2	3.9%
Total	210	83	39.5%	74	35.2%	47	22.4%	6	2.9%



I - Five-Year Demographic Profile

Process

Edward Bain Dual Language reviewed district formative data in order to evaluate the areas of our school strengths and weaknesses. We developed a plan to address the needs of the students. The planning team consisted of classroom teachers, special education teachers, parents, guidance counselors, psychology, teachers, community members and the principal. The following are the steps for the implementation of the plan: They developed a plan to

- To structure the Spanish and English reading curriculum. The structure will comprise of using the reading English and Spanish district adoption as the main reading resource for English and Spanish Instruction.
- The professional Learning Committees will build teachers capacity for understanding data to inform instruction.
- Dual Language best Practice will be address by a series of Professional development throughout the year.
- **Total Physical Response (TPR) will be emphasized as one of the leading instructional strategies to scaffold instruction in the areas of ESL, English and Spanish reading instruction.**
- **Reading and writing is address through three integrated thematic Units**
- **Teachers will implement “bridging” as a language strategy** (The Bridge is the instructional moment in teaching dual language when teachers bring the two languages together, guiding students to engage in contrastive analysis of the two languages and transfer the academic content they have learned in one language to the other language. Bridging involves the use of cross--linguistic strategies and leads to the development of metalinguistic awareness).
- Adhere to established language allocation for instruction.
- School wide reading & writers workshop will be implemented
- A series of workshops will be provided to support the primary teachers on how to establish learning center that are connected to the integrated thematic Units instruction.
- The school interventionist will provide support in the classroom for the students who are identify as reading below grade level

Program Strengths

- All teachers in our school are certified in bilingual education or enrolled in a bilingual certification program
- Strong Parent involvement
- Cultural and linguistic diverse students and staff
- Teachers are constantly updating on Dual Language best practice
- The Dual Program dynamic is gear to develop bilingualism, bi-literacy
- The staff challenge the student with high standards and high academic expectations

Areas of concern

- 39.9% of our student population scored minimum in reading according to our spring 2015 MAP testing.
- 35.2% of our student population scored basic in reading according to our Fall 2015 MAP testing.
- 39.9% of our students score basic in math according to the Fall 2015 MAP testing.
- 19.2% of our students score minimum in math according to the Fall 2015 MAP testing
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Specific Areas of Need

We are consistently implementing the district curriculum *Senderos (Journeys)* in Spanish and in English. In addition to that we have other reading recourses in support of reading such as Raz kids, math software. This will bring the necessary consistency that would support our research based language learning, first and second language acquisition. Dual Language teachers will be using a variety of reading material that not only support the district curriculum materials but that also supports the implementation of Readers and Writer's Workshop to increase literacy in both languages Spanish and English. We would like to expand writing across the curriculum so we can provide instructional support our school bi-literacy development. Title I funds have also been used to hire a Reading Interventionist Specialist that provides support to students across the grade levels in reading specially Tier 3 RTI. In addition to that Title I funds are utilized to hire an Educational assistant who under the supervision of a license teacher will help provide support with small group Tier 2 reading Instruction. We will continue collaborating vertically on the following areas, numeracy, literacy, technology and culture/climate through the PLC Framework. The school Professional Learning Community will be addressing discussions on these four areas during our weekly collaboration time. Electronic teaching materials such as Promethean boards are available to all classroom teachers, and the second most frequently used technology in our school. An interactive support in athematic will be purchase through Title I funds to support students in mathematics. Teachers will continue to be supported through Bilingual Bi-literacy best practice through the participation of Bilingual conference at the state and National level

Reform Strategies

Edward Bain Dual Language will work on increasing small group instruction throughout the school day to provide differentiated and personalized learning. We are using multiple academic programs to assess where students are (MAPS, ACCESS, running records, Everyday Math end of the Unit test, formative assessment from Journey/Senderos reading program in the areas such as, comprehension, fluency, academic vocabulary) These measures will help us assess students in formative and summative ways as we learn about each child 's learning and instructional needs.

Highly Qualified Teachers

All teachers are highly qualified and or enrolled in a certification program.

Staff Demographics*	2015-2016
Administrators	1
Teachers	15
Male Teachers	5
Female Teachers	10
Emergency Certified Teachers	6
LAP Teachers	2
Bilingual Teachers	15
Special Education Teachers	.5
Counselor/Social Worker/Psychologist	.1
Instructional Coach	1
Library Media Specialist	1
IT staff	1
Educational Assistants	1
Behavioral Interventionist	0
Reading Intervention Specialist	1
Total Staff	21.5

**Results are duplicated*

Professional Development

Professional development for staff is vital in order to meet our SMART goals for the 2015 – 2016 school year of increasing math and reading scores and implementing PLC's. Our professional development opportunities will center around using data to improve instruction. This includes in-services on using the new Fountas and Pinnell Reading Assessments, guided reading and math, and using MAPS, ACCESS TEST, WKCE and formative assessment data to drive instruction. We also will be including PBIS, Professional Learning Communities, and integrating technology in our professional development opportunities for the staff. Dual language best practice Professional Development will be conducted by the Illinois Resource Center. The goal will be to develop all school Instructional thematic Units that would be aligned to the Common Core Standards.

Professional Development 2015-2016

Date	Topic
August September	Every Day Math In-service PBIS Marzano vocabulary
October	PBL Developing Collaborative units K-2
October Date TBD	Every Day Math In-service six traits of writing Developing Collaborative Units 3-5
November Date TBD	six traits of writing
November Date TBD	
December Date TBD	
January	ELL and Response to Intervention
January	PBL
January	PBIS data report
February	Winter developing
March	PBIS data report/summary
March	
April,	ELL and vocabulary instruction
May	

Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.

Initial educators are assigned a mentor for the first year of employment. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with

completing the Professional Development Plan process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year.

Parental Involvement

Involving parents in a child's education has been proven to increase student attendance, decrease tardiness, and therefore increase academic achievement for those students. At Edward Bain Dual Language we already involve parents in decision making by including parents on our Title I team. Open communication during the school year parents meetings is our present vehicle for communication and decision-making. Parents act as links to many other parents and families. Our school culture promotes parent's involvement at all levels. The Parents at our school feel comfortable participating and making decisions in collaboration with the school community in areas affecting their child's education.

We are in the process of developing a school parent organization that best fit our needs. This year, our first parent meeting will involved the selection of the following parent organization, PTA, PTO, or Parents Advisory Council. Last year the dual language parents were inclined towards the parents Advisory Council as the organization that best fit our school. In order to get stronger parental input this year we are consulting parents through a survey on which of the above organization they favor.

Our parent's organization goal is to get families together for positive social interaction as well as education. With the support of a parent organization and community relations we would like to increase our parent involvement and continue a positive relationship between home, school, and the community.

EBSOLA Dual Language has a Chat & Chew Program for parents. This year Chat & Chew programs will be done in the evening, twice each quarter. We began each program with a meal and child-care was provided to make it easier for parents to attend. We want to increase parent involvement in our school and hope to expand our Chat & Chew options during the 2015-2016 school year.

Communicating with our families is important. We have many ways to keep families connected with EBSOLA Dual Language. We have EBSOLA Dual Language Wednesday Folders, which go home weekly. Parents know that all office correspondence will go home in these folders. Students are also given daily planners. These planners have a place for daily assignments, spelling words, reading logs, and parent signatures. These are another way for teachers to connect with their students' parents. Teachers also communicate often with parents before or after school as parents are dropping off or picking their children up from school, or by phone or email. The school messenger is an vehicle that maintain parents inform. In addition to that our office send home a monthly newsletter.

Parent Involvement Opportunities

- **School wide Planning**

We set up time to meet with parents at Open House and conferences. We also host Parent Nights, Chat & Chews, and parents meetings to get their input. We will have and all school parents' information nights to roll out the new school plan and a parent survey and so we could get as much feedback as possible. Parents will be asked for their input on our plan at these meetings and with surveys sent home. Teachers will get input from parents at conferences as to how our plan is working for their child and any suggestions for improvement.

- **Informing Parents**

Communication is a critical aspect of our school. In addition to the monthly newsletter sent by the principal, each classroom sends home a weekly newsletter for all parents to read. We also use a weekly folder provided for all families and is used every Wednesday to communicate important news and events. In addition, we recently purchased a digital sign for the front of the building to complement our website and phone messaging system.

Parent Involvement Opportunities 2015-2016

Activities	Dates
Open House	8/27/2015
Family Fiesta Night	09/17/2015
Kindle Training for Parents	1/18
Book Study	October 8-29
Pumkin Science & Math Night	October 20
Book Study	Ongoing
Book Study	Ongoing
Book Study	November and March
Holiday Craft Fair	December
Cultural Holiday 5 de Mayo	May

Transition

EBSOLA Dual Language benefits Getting Ready for Kindergarten Program. This class helps the students become accustomed to the routines and skills needed in kindergarten. EBSOLA-DL students come for the most part from an Early Education program, serving four year olds students and Headstart from the school adjacent to ours.

Open House is scheduled before school begins in the fall. At this time students and their parents are able to meet their teachers and visit the classrooms. They are able to bring in their supplies, find their desks and lockers, and become familiar with the room. The teachers are able to communicate with the parents, answer questions, introduce the curriculum and routines, creating less stress for the first day of school. Open House is

also a time that we will be sharing information about our PBIS plan and about our Dual language Program and title I Plan.

Teacher Involvement in Use of Academic Assessments

Our teachers are getting familiarized with the use of data in order to become more data driven in their instructional practices. The teachers are very involved in the decision making process at EBSOLA-DL. We work on committees, that were self selected at the beginning of the school year: Learning Team, PBIS Team, RTI Team, Social Committee, and a Data Team and, Dual Language committee.

The teachers are very involved in the decision making process at EBSOLA DL. They are an essential part of our strategic planning process and they lead and work on committees and data retrieve throughout the year. These data analysis opportunity have been an essential tool to develop the necessary instructional strategies to close our achievement gap. Data collection comes mainly from the district NWEA's Measures of Academic Progress (MAP) computerized assessment tool ACCESS Test for English Proficiency levels. MAP assessment is given to all 2nd -5th grade students. The data that MAPS assessments will give our teachers is important to the individualized instruction of our students, yet we also include other in school common assessments such as reading grade levels, math formative school assessments and end of the quarter writing assessment prompt. This will provide teachers with the detailed information they need to meet each of their students' language and instructional needs, and to develop individual and small group interventions. Our staff agreed to give the assessment to all students in 2nd through 5th grade.

The math curriculum has unit assessments that occur at least every other week, which are used as common assessments. These along with other assessments are discussed in grade level collaborative meetings to determine guided math groups, reviews, and types of interventions.

Common, bi-weekly assessments are a part of the Every Day Math 3 curriculum. These along with other assessments are discussed in grade level collaborative meetings to determine guided math groups, reviews, and types of interventions.

Timely and Effective Assistance

Through teacher collaboration we have begun to focus on what we need to do to help all of our students succeed. Beginning this school year all elementary students will be dismissed early on Friday afternoons. Half-day dismissal of students on Fridays will give teachers the opportunity to collaborate in Professional Learning Communities (PLCs,) giving teachers the time to analyze and discuss data to determine how to best meet the needs of the students in each family group.

Creating assessments and using the data from those assessments, teachers will be able to effectively flexibly group students. Students will be divided and re-divided into guided reading groups and guided math groups at their level to address strategies that they have not mastered, or to work on skills that will challenge them to continue to grow when they have already mastered a standard. They will also be able to plan and implement timely intervention and extension strategies for all of our students.

We will organize our school day by creating uninterrupted blocks for reading and math. Special education teachers' schedules will be configured so they will be able to be in their students' math and reading classes for the entire block when ever possible to best meet the needs of the special education students and to enable them to team teach with the regular education teacher. EBSOLA will continue to offer an enriching summer school program for students that need extra support.

Our goal is also to engage all of our students by using technology more effectively. We have found that students are more attentive and engaged when using technology to present a lesson or to practice a skill. We will integrate the use of technology into our reading, writing, and math curriculums. Computers and iPads will also be used as a strategic part of interventions and individualized instructions to meet the needs of all of our students. The KUSD Instructional Coach and Title One Interventionist are a lifeline for support for guiding, problem-solving, and teaching instructors.

Coordination and Integration of Federal, State and Local Services and Programs

At this time EBSOLA DL Elementary has Title I funds and the discretionary budget from the Kenosha Unified School District. These funds will be combined to help implement our goals and initiatives.

Annual Evaluation Process

Our team will meet in February to complete a mid-year evaluation of MAP test scores from September to January. The Title I team will make adjustments to the School-wide plan as necessary based on mid-year data. The final evaluation will be scheduled following MAP assessment administration in May. The school-wide team will determine program strengths and areas of need through an in-depth evaluation of academic and behavioral data. Reform strategies will be developed and the school-wide plan updated. Title I dollars will be allocated to support the reform strategies and to continue to engage our students in learning. "Learning is the only option." We need to see our students learn and our test scores improve.

