

BPS ESOL Program 2020-2021

Kemen Holley

K-12 Curriculum Specialist: WL & ESOL

November 19, 2020

Student Population: District

Total students	92
Center	15
Huckleberry Hill	45
Whisconier	18
BHS	14
Total Languages	13



Student Population: Center

Total students	15
Gr. K	5
Gr. 1	10
Classrooms with EL students	5 Kindergarten, 4 1st grade
Languages	Albanian, Portuguese, Arabic, Mandarin, Spanish, Haitian Creole



Student Population: Huckleberry Hill

Total students	45
Gr. 2	17
Gr. 3	10
Gr. 4	18
Classrooms with EL students	5 2nd grade, 4 3rd grade, 7 4th grade
Languages	Albanian, Portuguese, Arabic, Mandarin, Spanish, Haitian Creole, German, Urdu, Punjabi, Gujarati, Vietnamese

Student Population: Whisconier

Total students	18
Gr. 5	6
Gr. 6	6
Gr. 7	2
Gr. 8	4
Literacy Classrooms with EL students	2 5th grade, 1 6th grade, 1 7th grade, 1 8th grade
Languages	Albanian, Portuguese, Mandarin, Spanish, Telugu, Urdu,

Student Population: BHS

Total students	14
Gr. 9	0
Gr. 10	5
Gr. 11	4
Gr. 12	5
Literacy Classrooms with EL students	1 Critical Literacy for ELs class, identified teachers in each content area (SIOP training)
Languages	Spanish, Portuguese, Mandarin

Staff

Name	Title	Building	Responsibilities
Kemen Holley	K-12 Curriculum Specialist: WL & ESOL	All 4	Push-in support (modeling), coaching, planning, assessment coordinator, family engagement (communication), curriculum, translate, SRBI, PPT, supervisor of ESOL team, programming for EL students, PD (CELP, SIOP, etc.), progress monitoring of all ELs
Corina Mates	K-12 TESOL teacher	All 4	Push-in (co-teaching, modeling, small group, and 1:1), co-teacher of BHS class, planning, PD for teachers, family engagement (communication), progress monitoring of all ELs
Noah Sandberg	HHES EL Tutor	HHES	Push-in support (in-person and virtual), family engagement (communication)
Dolly Kelly-Pinto	CES EL Tutor	CES	Push-in support (in-person and virtual), family engagement (communication)

Types of services

At least 90 minutes a week per student of contact time with ESOL staff in each building (push-in: virtual, in-person, or actual class taught as in BHS)

Collaboration with reading specialists- many ELs in reading intervention small groups

Observations and coaching of teachers to improve Tier 1 instruction

Consultations with teachers for differentiation in planning, instruction, and assessment

Technology tools for EL considerations: Rosetta Stone English, Lexia POWER UP, Talking Points (communication app)

On demand translation services: in-district staff, Voiance, Talking Points

PD for staff: SIOP, CELP standards, Cultural competency, Bilingual Resources

Multilingual resources in media centers (bilingual dictionaries, monolingual versions of books in ELA curricula)

LAS Links Achievement Results for 2019-2020 (% Proficient and Above)

Subtest/Composite	Brookfield	State of Connecticut	New Milford	New Fairfield
Listening	33.3%	24%	33.3%	44.7%
Speaking	40.4%	22.8%	28.2%	37.6%
Reading	43.9%	20.8%	28.9%	38.8%
Writing	43%	18.3%	27.3%	21.2%
Oral	40.4%	24.5%	33.8%	44.7%
Literacy	37.7%	17.6%	26.3%	27.1%
Overall	37.7%	17.8%	27.3%	29.4%
Comprehension	33.3%	20.2%	26.8%	38.8%
Productive	39.5%	18.3%	25.8%	25.9%

LAS Links Achievement Results for 2019-2020 (% Proficient and Above)


Subtest/Composite	Brookfield	Fairfield	Greenwich	Glastonbury
Listening	33.3%	32.4%	43.7%	36.2%
Speaking	40.4%	42.4%	39%	36.8%
Reading	43.9%	33.2%	40.8%	39.5%
Writing	43%	27.3%	32.7%	33.6%
Oral	40.4%	38.7%	43.3%	34.2%
Literacy	37.7%	24.6%	37.6%	33.6%
Overall	37.7%	29.7%	37.8%	32.2%
Comprehension	33.3%	30.9%	42.1%	36.8%
Productive	39.5%	30.1%	34.1%%	32.2%

LAS Links-Participation & Meeting Mastery

State/District	LAS Links Participation Rate	Meeting Mastery Standard (%)
Brookfield	100	28.1
Fairfield	98.8	18.7
Glastonbury	100	21.7
Greenwich	99.5	25.5
New Fairfield	100	12.9
New Milford	99.5	14.4
State of Connecticut	97.4	10.2

Current limitations

Limitation	Explanation
High EL Tutor Turnover Rate	Out of 3 EL tutors hired between 2018-2020, the average stay with us was 1 year (training efforts expended, relationships with students and parents), all three became teachers in neighboring districts (2 TESOL)
Need for a TESOL teacher	Co-teaching, less classrooms, critical adult support for EL students, increased, targeted support for teachers during planning, instruction, and assessment, increased, targeted support for parental engagement (communication, translation), on-going PD
Identified building	HHES



Thank you

