



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Supporting English Learners In Connecticut's Charters Schools

Performance Matters Forum

January 28, 2021

Megan Alubicki Flick
Michael Sabados, Ph.D.



The CSDE Charter School Team

Member	Role
Lisa Lamenzo	Division Director – Turnaround Office
Robert Kelly	Charter School Program Manager
Felicia Canty	Charter School Liaison
Shakira Jacobs-Vazquez	Education Services Assistant

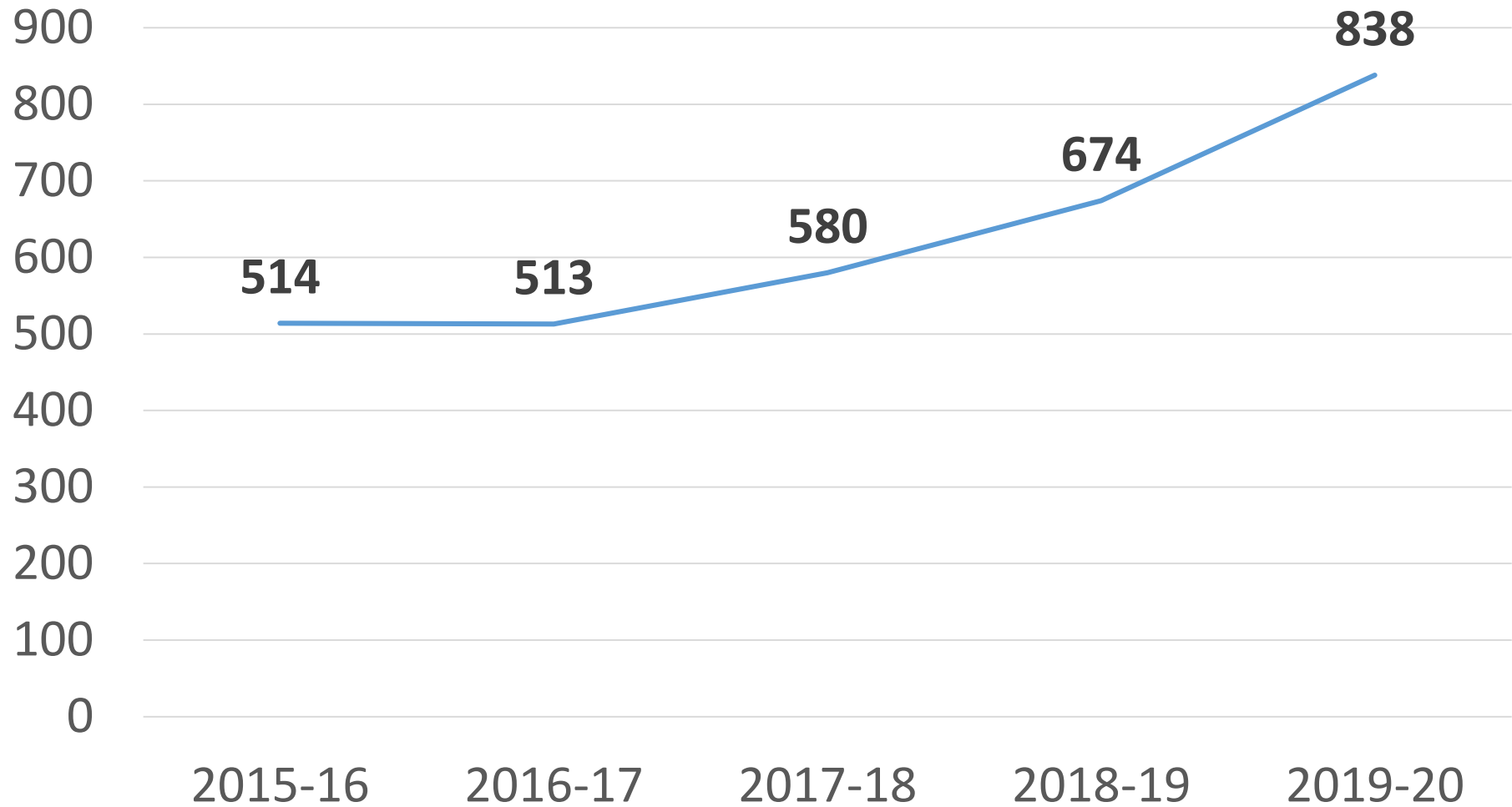


Our Distinguished Panel

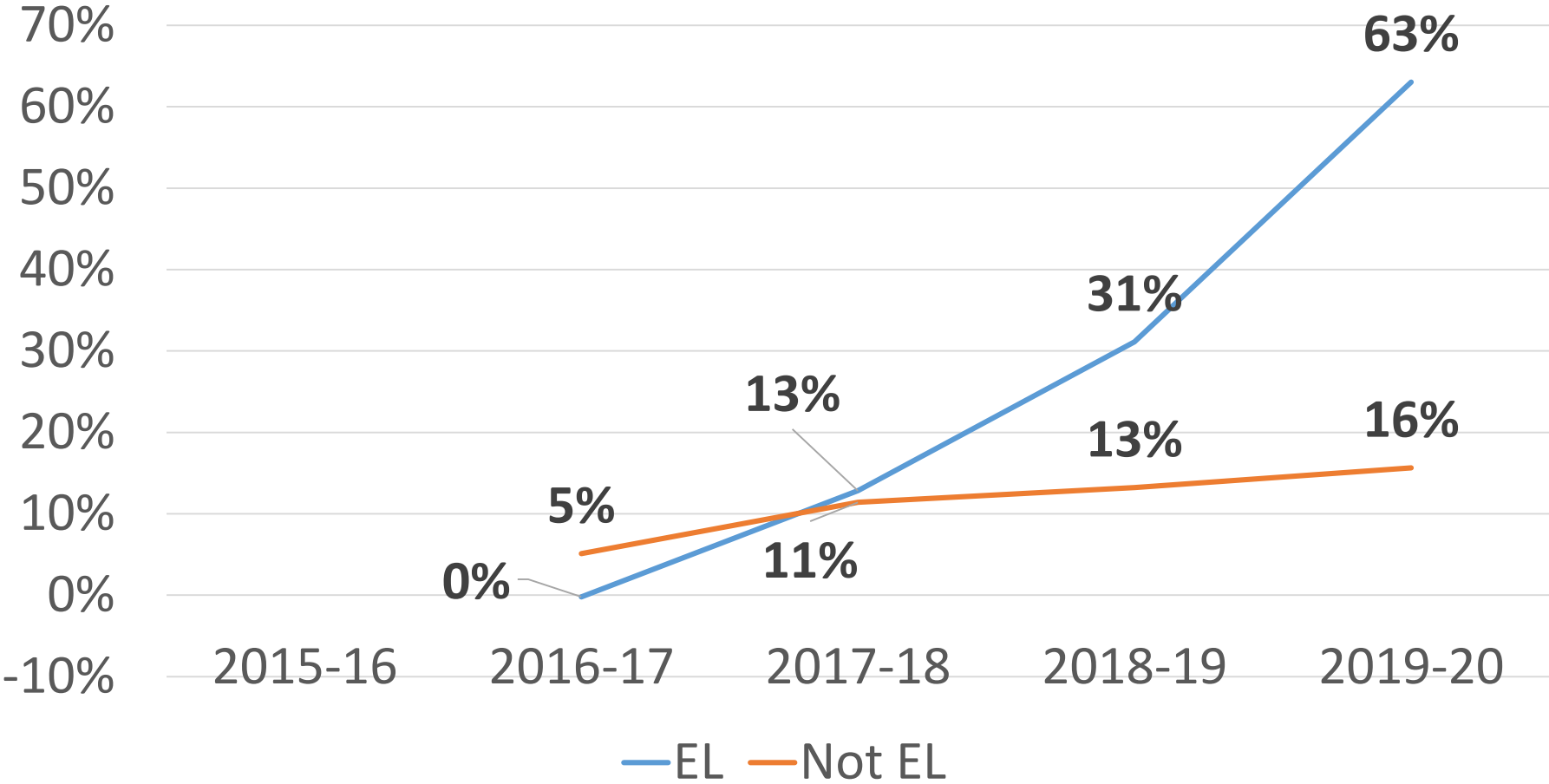
Panelist	District Affiliation
Mary Newberry	Side by Side Charter School
JoAnn Meehan	Capital Preparatory Harbor Charter School
Alejandra Corona Ortega	Elm City Montessori School
David Weinreb	Elm City Montessori School
Pedro Mendia	New Haven Public Schools



Growing Number of ELs in Charter Schools, SYs 2015-16 through 2019-20



Percentage Growth in the Number of Charter School ELs and Not-EL Students Compared to SY 2015-16



Charter Schools by the Size of Their EL Student Population, SY 2019-20

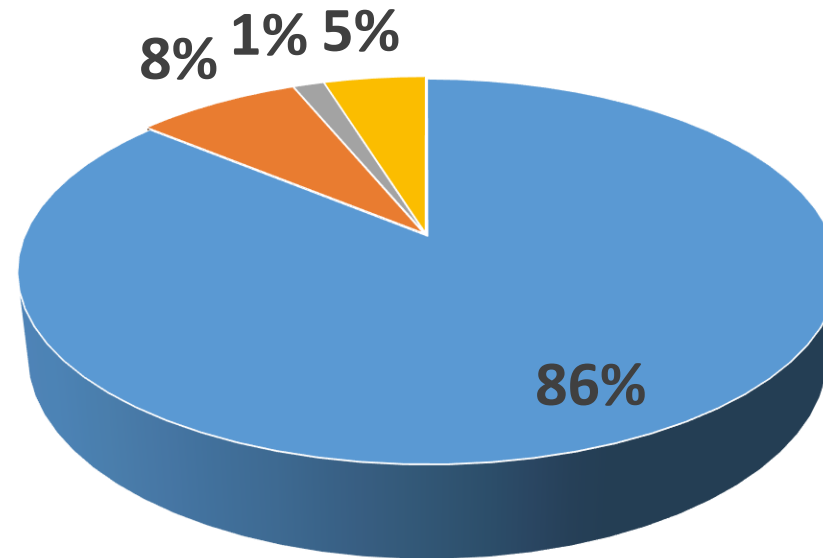
EL Student Population	Number of Charter Schools	Percentage of All Charter Schools
<20	9	41%
20 - 49	5	23%
50+	8	36%
Totals	22	100%



Ever-ELs Include:

- 1) Current ELs**
- 2) Monitored Former ELs who Demonstrated English Proficiency in the Last Two School Years**
- 3) Former ELs who Demonstrated English Proficiency More than Two School Years Ago**

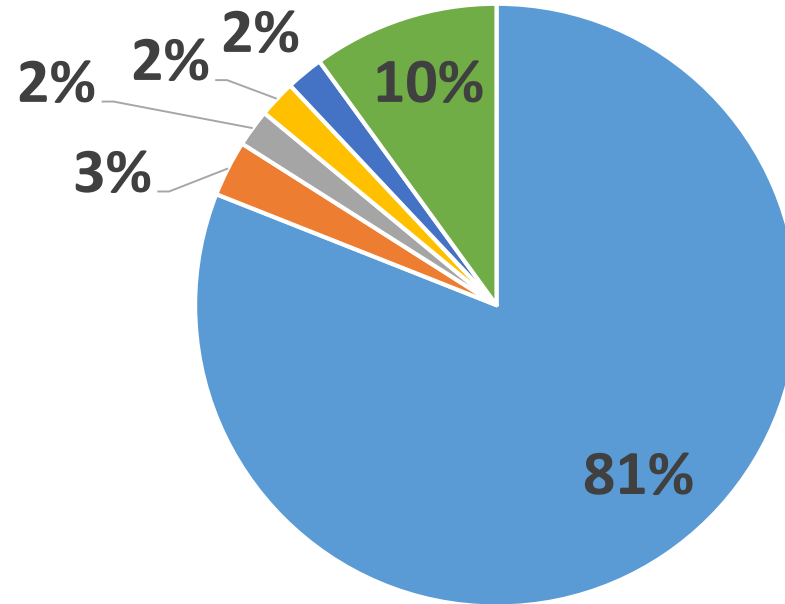
Ever-EL Status of Charter School Students, SY 2019-20



■ Never an EL ■ Current EL ■ Monitored EL ■ Former EL



Native Languages of Charter School English Learners, SY 2019-20



■ Spanish

■ Arabic

■ Tamil

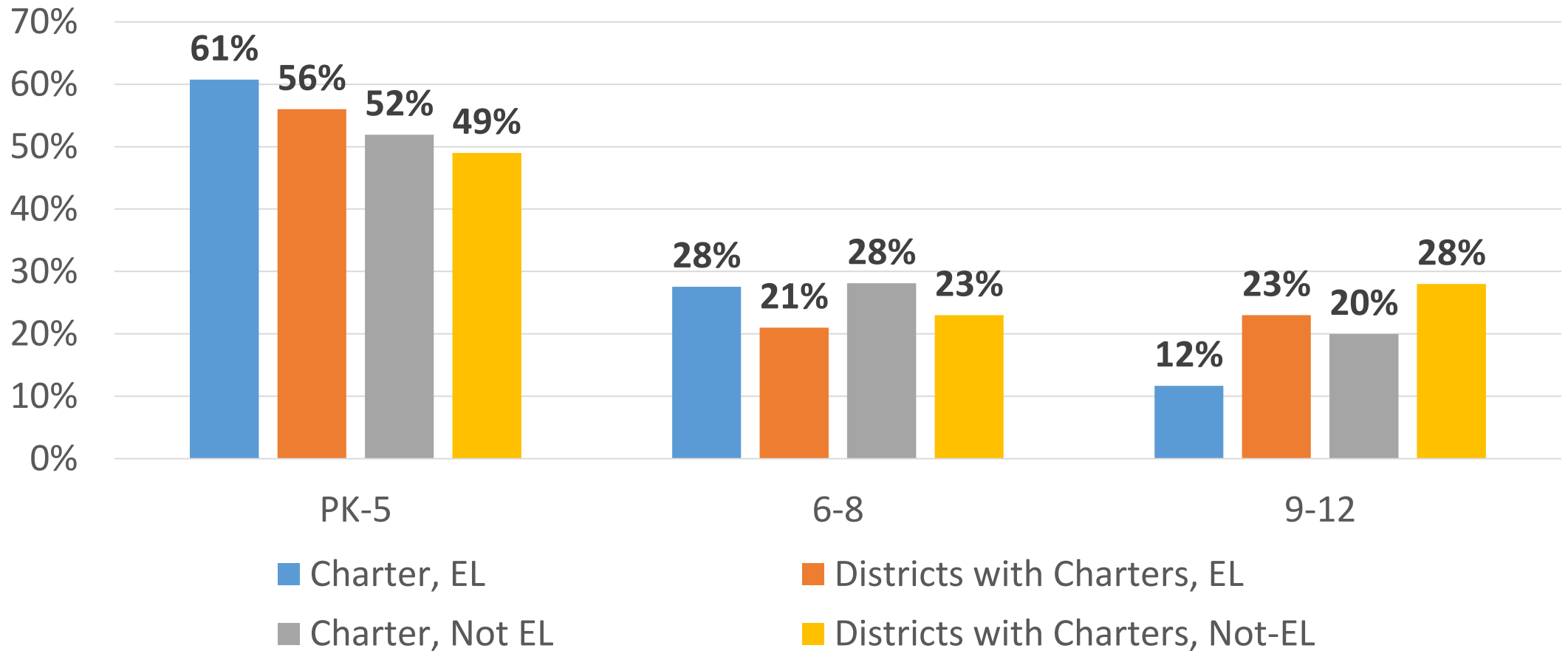
■ Creole-Haitian

■ French

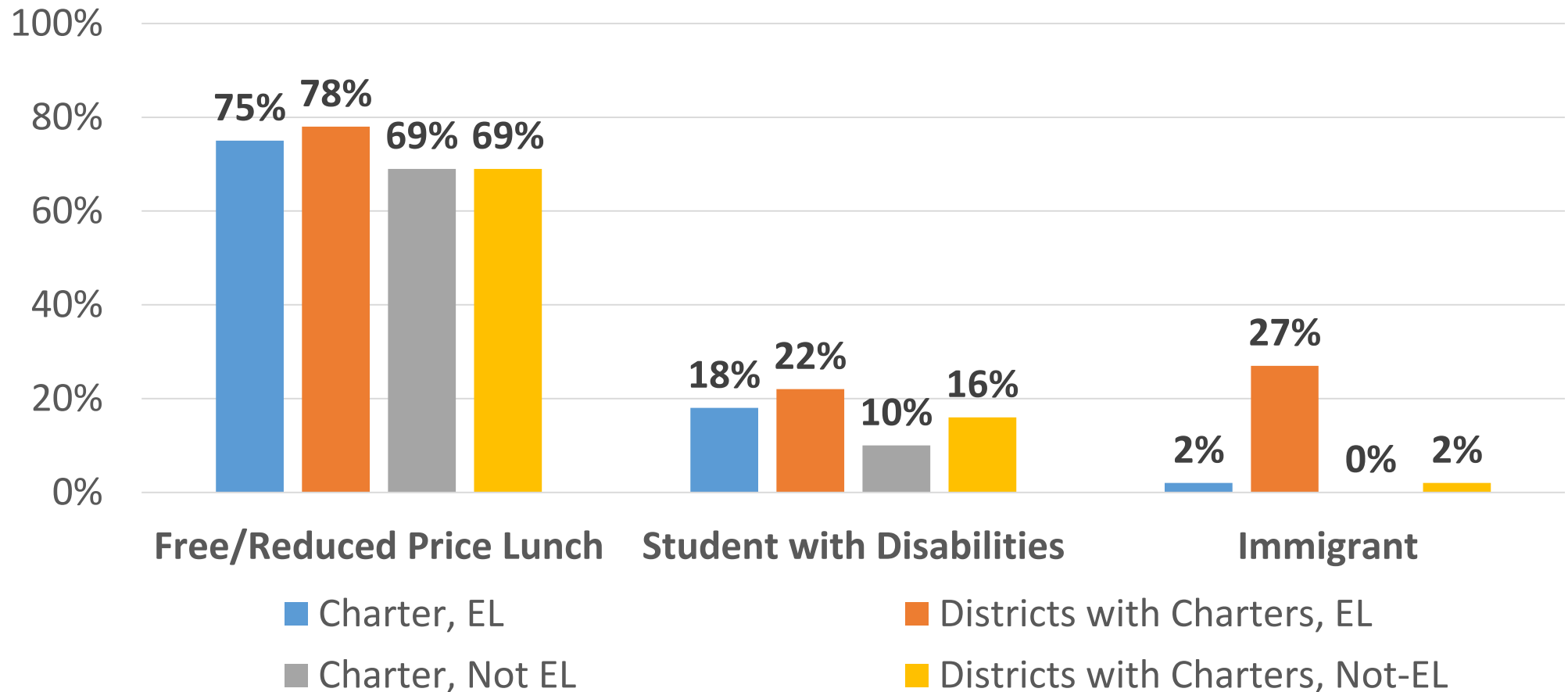
■ 27 Other Languages



Grade Bands of Charter School Students and Those In Districts Where Charter Schools are Located by EL Status, SY 2019-20



Key Demographics of Charter School Students and Those In Districts Where Charter Schools are Located by EL Status, SY 2019-20



English Language Support Programs for Charter School ELs, SY 2019-20

Program	ELs	% of All ELs	5 Year Trend (Number of ELs)
Transitional Bilingual	7	1%	-28
ESL, Pull-out	116	14%	57
ESL, Push-In	169	20%	158
ESL, Sheltered English	39	5%	-7
ESL, Other	500	60%	167
LTSS	<6	*	-26
Parental Refusal	<6	*	<6
Total	838	100%	324



Side by Side Charter School

Adapting our program to meet changing needs

Why the shift?

- Prior to hitting the 20 student mark, administration had met with Board of Directors and had budgeted for a full-time TESOL and or/Bi-lingual, Elementary Education certified teacher.
- Data indicated students were taking longer (more years) to achieve LAS LINKS criteria for levels of English proficiency
- ELL's were requiring greater levels of support to successfully access core curriculum
- Current ELL population demonstrating complex needs



Key components of the new model

- Increasing number of “official” ELL’s have led to a shift in both our ELL instructional model and our approach to supporting ELL families as a school community
- We have transitioned from an ELL tutor model (<20 students of one language) to a certified TESOL teacher, bi-lingual tutor model
- With this new model all ELL’s receive direct instruction and core academic support from a TESOL teacher, and Spanish speaking students whose families have opted for instruction in their home language also receive weekly tutoring in Spanish from a bi-lingual tutor.



Year 1 program goals: Resource re-allocation and high quality professional development

- TESOL instructor and bi-lingual tutor now part of our operating budget.
- A large portion of Title II funds allocated to professional development around literacy and language acquisition (all components) for TESOL teacher and early elementary teachers so that our instructional approach for ELL's is collaborative, research based, consistent across grades, and aligned with CELP standards
- Classroom instructional model incorporates push-in and pull-out instructional blocks for TESOL teacher



Supporting the whole child and the whole family

- Social work support for families experiencing increased stressors due to shifts in immigration policies
- Buddy families for monolingual, non-English speaking households to help them fully participate in both parent responsibilities for student learning and social connections to school culture
- Links to school FRC (PAT program, before and afterschool childcare, support for extended family during pandemic related remote learning models)



Capital Prep Harbor School Bridgeport K-12



2019/2020 - EL Teacher hired - 54 EL students identified

2020/2021 - EL and New Bilingual Teacher hired - 47 EL students

Capital Prep Social Justice Theme

- Academics include - Rigorous ELA, History and Social Justice Classes

Advisory Component

- Meet daily with mixed age group of Grade 3-6 ELL students.
- Work on Social Emotional skills and Learner Expectations
- Call biweekly to connect with families

EL Program

- EL program has evolved to include TESOL and Bilingual
- 2019-20 TESOL support focused in ELA, History and Social Justice
- 2020-21 TESOL and Bilingual
- Seal of Biliteracy Award
- Strategies implemented 2019 to present
 - Co-planning, modification and differentiation
 - Language, vocabulary development, comprehension skills
 - Connections to learning including prior knowledge and experiences
 - Language translation as needed
 - Push in, Small group and individualized instruction



Home/School Connections

- Town halls with families to share information and allow questions about hybrid learning, testing, school programs, translation in Spanish from school personal
- Specialized meeting for EL families to review technology, usage and sign in (videos also provided)
- Monthly family activities: Math night, Literacy night, Wax Museum Night, Paint Night, Game Night, Talent Show, Heart Challenge, STEAM Night, Social Justice Project Presentations. EL Illuminators participate and encourage EL families to join with support.
- TESOL Teachers participate in Parent teacher conferences - Student Led Conferences
- Reach out to parents regularly

EL in the Works:

- English language classes for adult caregivers.



Classroom Teachers and Support Staff

- Meet weekly in either content level teams or grade level teams to discuss ways to modify work, scaffold and support EL scholars.
- Provide Professional Development as needed
- Meet weekly with SPED team to support dually identified students.

Challenges

- Online Learning - ELL Students able to attend in person 4 days, parent choice, working with families to encourage them to send scholars.
- Rolling admissions
- Fidelity of scholars work- parent participation/hard to obtain accurate information
- Fidelity of testing (District and State)
- Students come from other schools



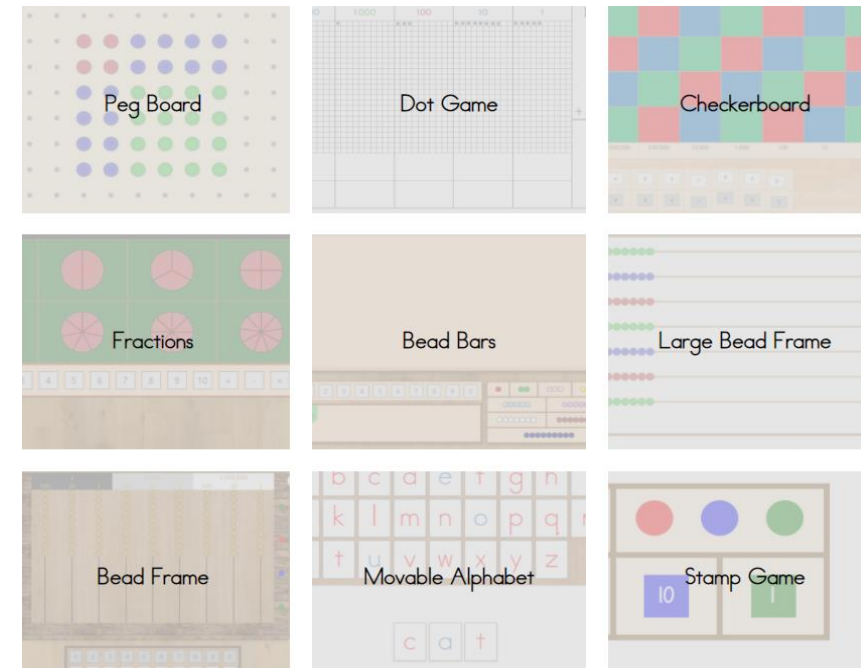
English Learners in CT's Charter Schools

Alejandra Corona Ortega & Dave Weinreb
New Haven, CT



“The hand is the instrument of intelligence. The child needs to manipulate objects and to gain experience by touching and handling.” —The 1946 London Lectures

- Hands-on kinesthetic learning
- Concrete > Pictorial > Abstract
- Montessori materials, purposeful color-coding



“The fundamental principle of scientific pedagogy must be, indeed, the liberty of the pupil;—such liberty as shall permit a development of individual, spontaneous manifestations of the child's nature. If” — Maria Montessori, [The Montessori Method](#)

- Small group and individualized lesson presentations (built-in differentiation)
- Mixed-age environments
- Space and time to explore, opportunities to bridge across languages, discover new ideas (focusing on BICS and CALP)



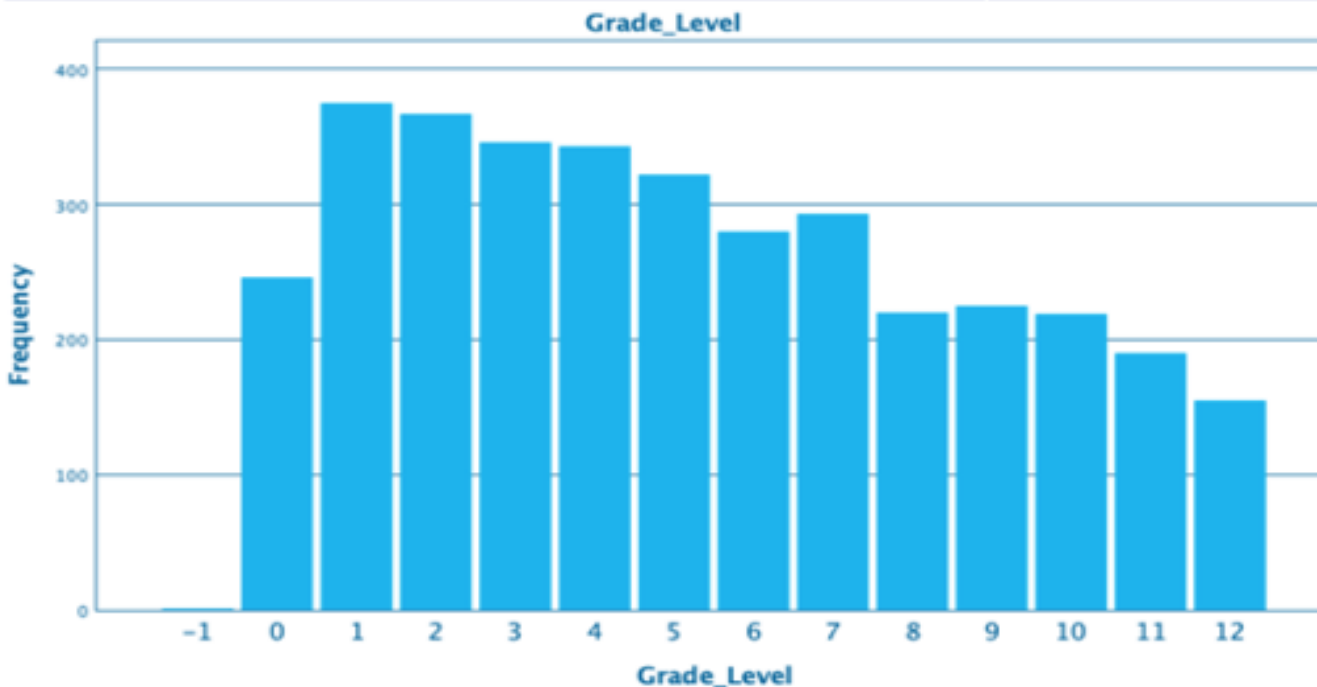
Let them run outside when it is raining...let them rest peacefully when a tree invites them to sleep beneath its shade; let them shout and laugh when the sun wakes them in the morning as it wakes every living creature that divides its day between waking and sleeping. When children come into contact with nature, they reveal their strength. -Dr. Montessori

- Trauma-informed practice
- Outdoor learning
- In-person learning (COVID-19)
- Full-time Dean of Social Emotional Learning and Anti-Bias Anti-Racist Director



New Haven Public Schools: Supporting Multilingual Learners

Student Enrollment in District	19,972
English Learners	3,547 (19%)



71 languages in District from 116 different countries

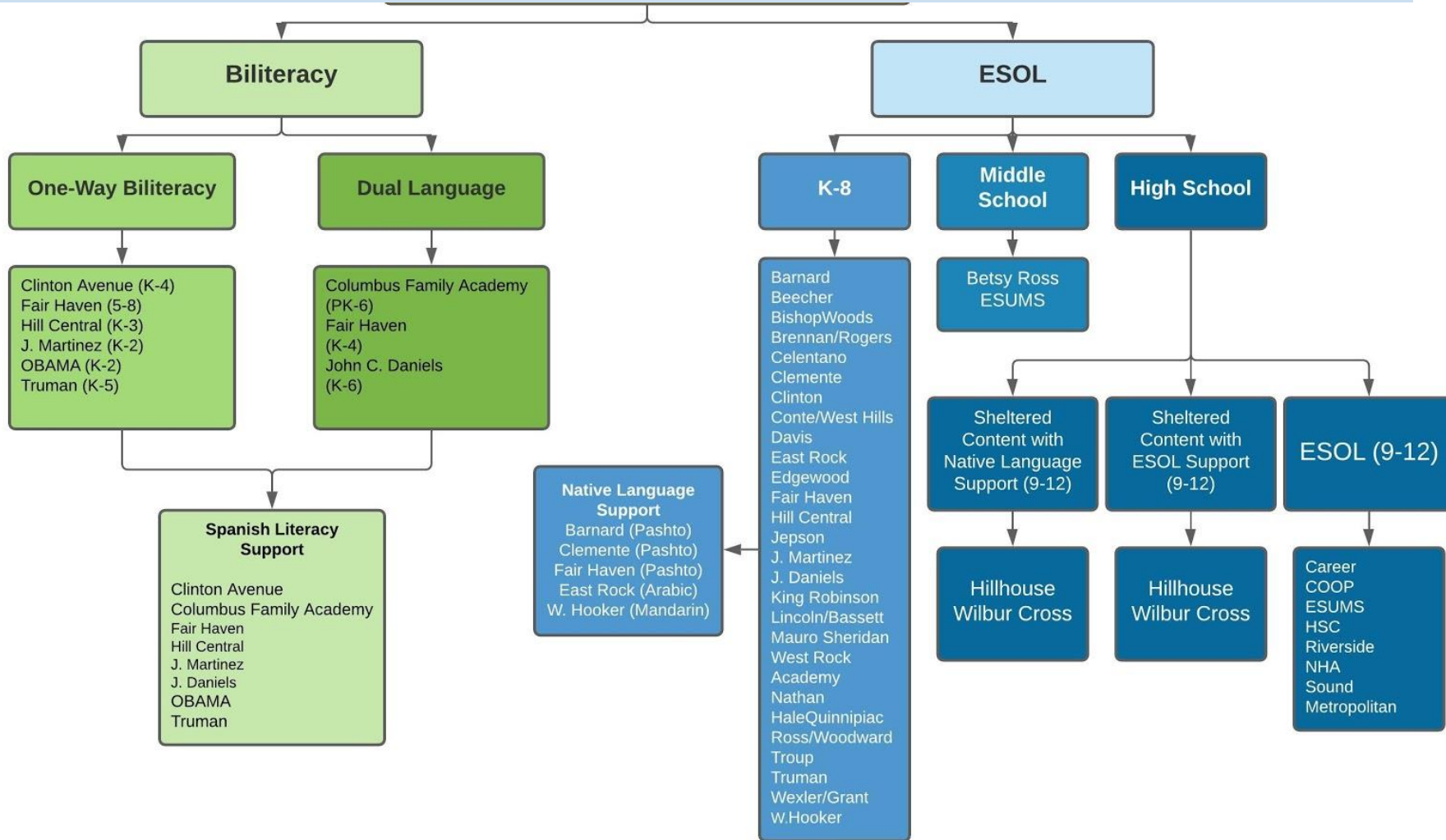
- 67% English
- 25% Spanish
- 1.3% Pashto
- 1.1% Arabic
- 0.4% Mandarin
- 5.2% of students speak 66 other languages

47 different languages
65 different countries

- 82.2% Spanish
- 6.4% Pashto
- 3.2% Arabic
- 1.2% Mandarin
- .7% Dari
- 52.0 % U.S.
- 12.5 % P.R.



New Haven Public Schools: Program Options



New Haven Public Schools: Why?

- All students deserve access to an equitable education
- All students can achieve bilingualism, biliteracy and sociocultural competence
- All students contribute to the learning and sociocultural competency of their own and of their classmates
- Given the differentiation of instruction and ongoing support, multilingual learners will acquire content, academic vocabulary, and needed language skills.



New Haven Public Schools: Non-Negotiables

- Close collaboration between general education, TESOL and bilingual teachers in order to determine individual students needs
- Clear understanding of the linguistic and Academic Profile of our diverse learning population
- Focus on language development in the four domains to acquire grade level content
- Assignment accommodations, adaptations and targeted scaffolds
- Ongoing communication with families (in a language they understand)
- Integration of social emotional learning across the curriculum
- Use of portfolio assessments



Key Resources & References

- [Distance Learning Guidance](#)
- [NHPS 20-24 District Strategic Plan](#)
- [Hybrid Learning Sample Schedules](#)
- [Connecticut English Language Proficiency Standards](#)
- [CELP Linguistics Supports](#)
- [Educator Tool Kit- Technology for English Learners](#)
- [Digital Learning Resources](#)
- [Supports for English Learners during Remote Learning](#)



Discussion Topics

- **How could district-charter relationships be enhanced to better support ELs?**
- **What additional supports/resources would help you to support ELs?**
 - **How can the CSDE better support/collaborate with you regarding your EL needs?**
- **How is EL status communicated to you by districts and how can this be improved?**
- **How do you track monitored and former ELs – what supports do you provide after meeting mastery?**



CSDE Presenters Contact Information

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