



TCS English as a Second Language School Board Update





Thomasville City Schools

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English Learners at TCS

TPS: 149 + 12 MFELS

LDS: 63 + 28 MFELS

TMS: 50 + 68 MFELS

THS: 56 + 5 MFELS

TCS: 318 + 113 = 431

MFELS: 113 * MFELs (Monitored Former English Learners)





Excellens

Immigrant Aggregate Counts

Description	Count
Immigrant - EL K-13	50
Immigrant - EL K-13 Withdrawn	2
Immigrant - EL Pre K	0
Immigrant - EL Pre K Withdrawn	0
Immigrant - EL Private	0
Immigrant - Non-EL K-13	1
Immigrant - Non-EL K-13 Withdrawn	0
Immigrant - Non-EL Pre K	0
Immigrant - Non-EL Pre K Withdrawn	0
Immigrant - Non-EL Private	0

TPS: 24

LDES: 4

TMS: 12

THS: 11

Total: 51



Long-Term English Learners (ELs)



- We have several long-term English learners at TCS. These are students who have been in the ESL program for more than 6 years.
- These students struggle academically because of their limited English skills, however, they are skillful in using the language for social purposes.
- We need to engage and challenge these students to do their best.





ESL TEAM at TCS

KINDERGARTEN: MRS. TRICIA GARCIA

FIRST GRADE: MRS. SYLVIA DILORENZO

SECOND GRADE: MRS. MARIA PINZON

THIRD GRADE: MR. JUAN ORTIZ

FOURTH & FIFTH GRADES: MS. ARALYNN MCVEY

MIDDLE SCHOOL: MR. AARON VARRICCHIO

HIGH SCHOOL: MARIA VARGAS

TRANSLATOR/INTERPRETER: MS. LUZ MENA

TRANSLATOR/INTERPRETER: MS. YESENIA GUZMAN



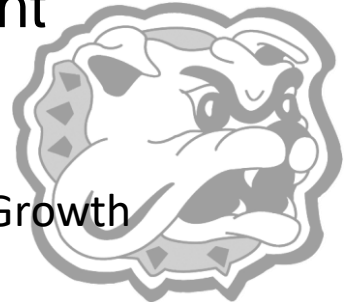


ESL Goals for 2019-2020

- ACCESS for ELLs Projected Growth (3.5 % increase)
- ESL subgroup performance (10% increase)
- Parental engagement (at least 5 parent engagement activities)



*ESL Teachers PDP Goal related to ACCESS Growth

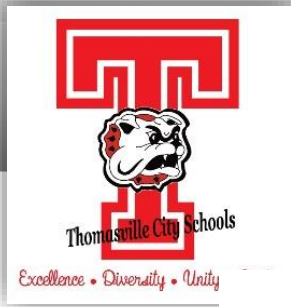




ESL Teachers' Duties

- Planning and delivering Language Development Lessons
- Differentiated instruction based on student's language proficiency
- Content-Based teaching (pull out, push in, co-teaching)
- Family and Community Engagement
- Planning and Delivering Professional Learning
- Mentoring
- New ELs screening and placement-pk, k-12 native language





Translators' Duties

Interpret

Front Office

Enrollment

Transportation issues

Student assignment

IEPs

Parent/Teacher Conferences

School Meetings

Disciplinary or Health Meeting

Home Visits

Translate

Handbooks/Manuals

Course catalogs

Letters/Notes

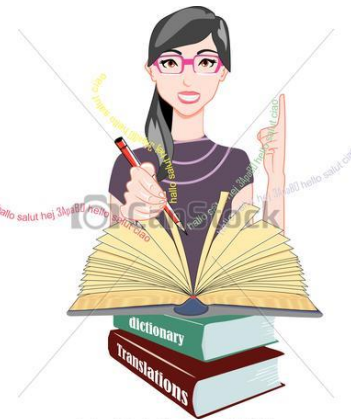
Bulletins

Flyers

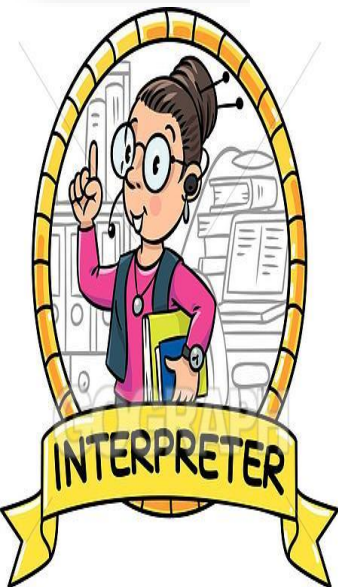
Newsletters/Announcements

Forms

Connect ED



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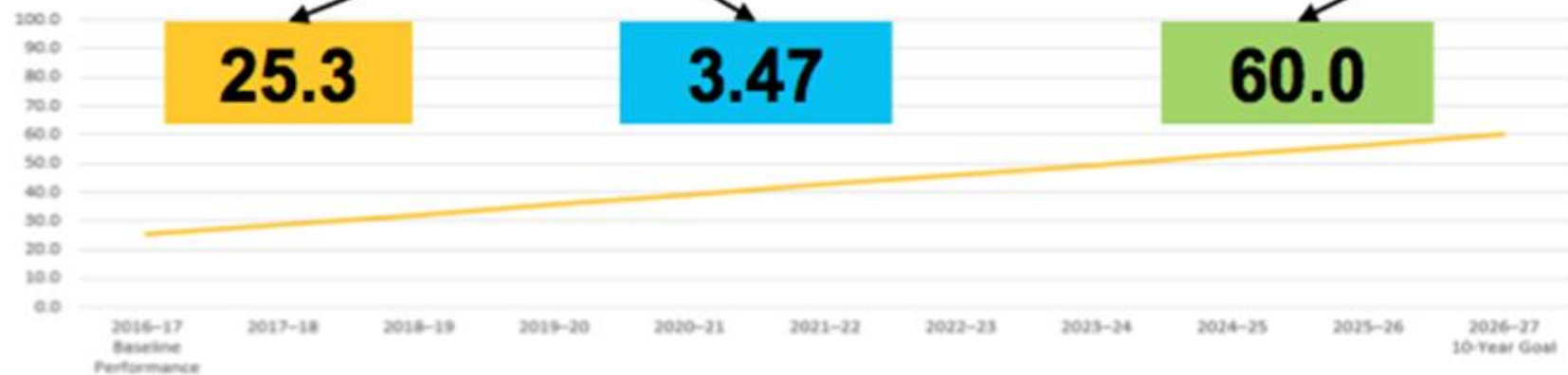


English Learner Progress (Goal)

Appendix A

C: English Learner Progress

English Learners Progress (Grades K-12)	2016-17 Baseline Performance (Percent Progress)	Percent Increase Per Year	2017-18 (Percent Prog)	2018-19 (Percent Prog)	2019-20 (Percent Prog)	2020-21 (Percent Prog)	2021-22 (Percent Prog)	2022-23 (Percent Prog)	2023-24 (Percent Prog)	2024-25 (Percent Prog)	2025-26 (Percent Prog)	2026-27 10-Year Goal (Percent Prog)	10-Year Percent Improvement
	Yearly Measures of Interim Progress												
	25.3	3.47	28.8	32.2	35.7	39.2	42.7	46.1	49.6	53.1	56.5	60.0	34.7





EL Long Term Goals

Long Term Goals

School System:

School:

Goal:

[View Goals](#)

TPS: 61.8% (63 out of 105 students)

LDES: 51% (31 out of 60 students)

TMS: 30.2% (14 out of 45 students)

THS: 28.5% (15 out of 50 students)



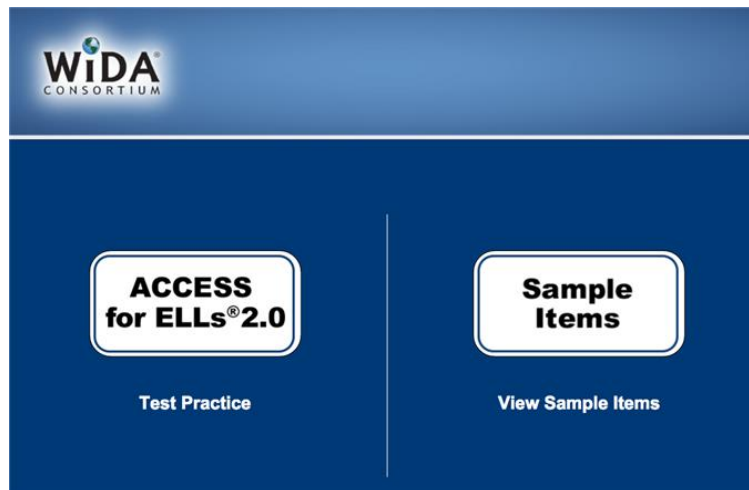


ACCESS for ELLs

Assessing Comprehension and Communication in English State-to-State for English Language Learners

Testing Window

January 27th - March 6th



District Name	Total EL Progress (Exited plus Annual Progress)	Percent Exiting EL Status	Percent Meeting Annual Progress Toward Exiting
Chapel Hill-Carrboro Schools	43.8	14.2	29.6
Elkin City Schools	42	11.6	30.4
Whiteville City Schools	41.1	6.8	34.2
Thomasville City Schools	40.8	12.5	28.2
Mount Airy City Schools	40.7	10.6	30.1
Clinton City Schools	40.6	8.6	32
State of North Carolina	38.6	9.2	29.5
Lexington City Schools	38.2	10.7	27.6
Asheboro City Schools	36.6	9.2	27.4
Kannapolis City Schools	31.6	5.5	26



Family and Community Engagement





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First ESL Parent Meeting of the Year



Aaron on 10/24/19, 4:42 PM



- More than 100 people
- About 55 different families

Topics

ESL Program

TCS Policies

DCCC Opportunities

Learning Resources





First TCS Spanish Speaking Families Meeting



<https://hpenews.com/news/13190/tcs-holds-first-hispanic-family-night/>





Multicultural Night





Professional Learning





Thomasville City Schools

Reaching Out to Latino Families



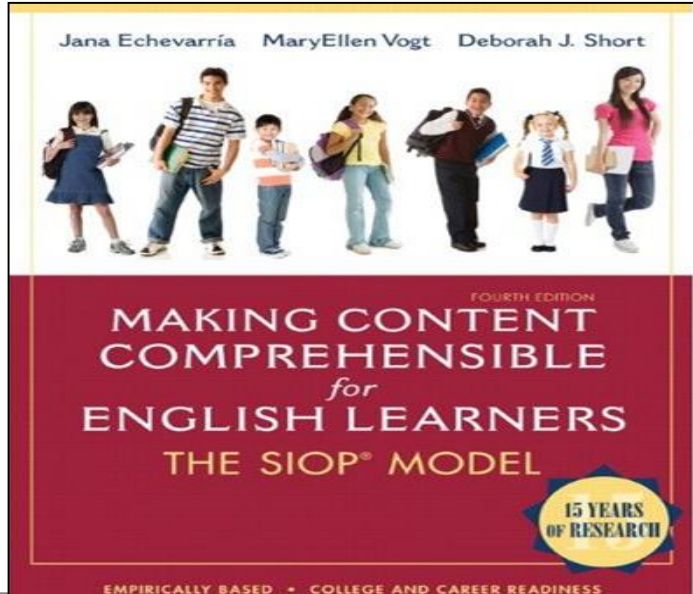
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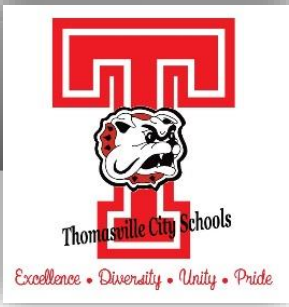




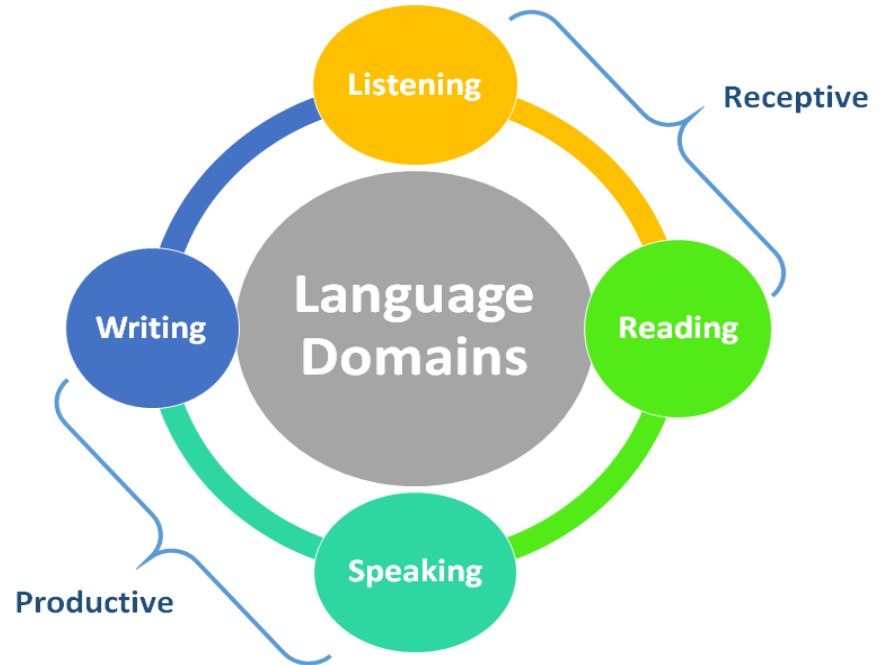
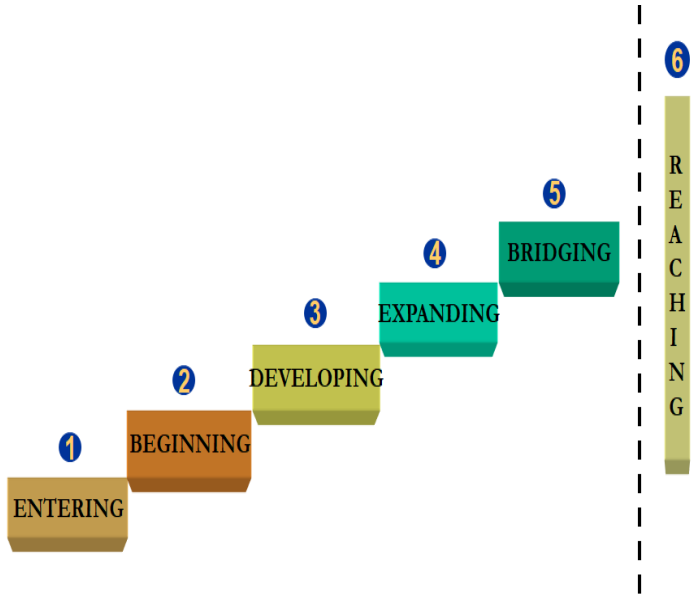
The SIOP[®] Model

(Shelter Instruction Observation Protocol)





WIDA English Language Development at TCS Schools

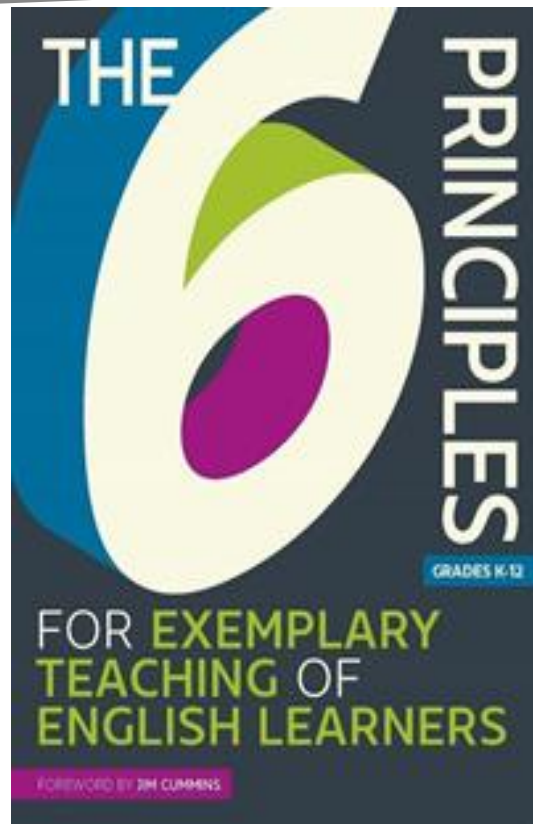
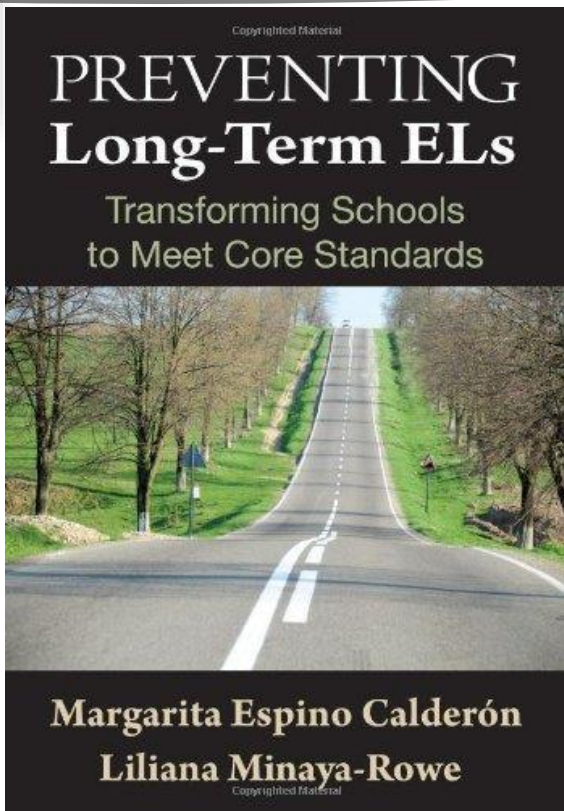


NC ELD SCS (WIDA ELD Standards)

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies



Book Study



Gracias

