

Bilingual Education/ESL Board Report

Wylie PK-1 Campuses (Self Contained) - Content Based Instruction for our English Learner students. Instruction will be provided by a teacher certified in ESL. Our teachers teach using the English language and academic content. Our teachers use visual aids, gestures, vocabulary support, cooperative learning, learning stations and simplified vocabulary when working with our English Learner students.

Wylie 2-12 Campuses - Pull-Out Based Instruction for EL Students. The student remains in a mainstream instructional arrangement in the remaining content areas. Instruction will be provided by a teacher certified in ESL.

Summary: State-approved ESL Program Models



Program Model	Goal	Instructional Approach
Content-Based ESL	English learners will attain full proficiency in English in order to participate equitably in school.	English learners receive all content area instruction (English language arts and reading, mathematics, science, and social studies) by teacher(s) certified in ESL and the appropriate grade level and content area.
Pull-Out ESL		<p>English learners receive instruction in English language arts and reading (ELAR) by an ESL certified teacher.</p> <p>A pull-out model can be implemented</p> <ul style="list-style-type: none"> by an ELAR and ESL certified teacher within the ELAR classroom through co-teaching of an ESL certified teacher and ELAR certified teacher through an additional ESL/ELAR course provided by an ESL and ELAR certified teacher

Identifying and Assessing All Potential EL Students

We use the home language survey at the time of enrollment to gather information about student's language background and identify those whose primary language other than English. As soon as we identify those students, we administer the IDEA Language Proficiency Test (IPT) online test and the LPAC determines if the student qualifies for our ESL program.

Ensuring Meaningful Communication with Limited English Proficient Parents

We use meaningful communication with our parents in a language they can understand, such as through translated materials or a language interpreter, and to provide information about any program, service, or activity that is called to the attention of non-LEP parent. Each year we hold a "parent night" where EL parents and students can attend to receive information about our school programs and opportunities.

Providing Language Assistance to EL Students

Our school uses a content-based Sheltered Instruction for our EL students. Our teachers teach using the English language and academic content. Our teachers use visual aids, gestures, vocabulary support, cooperative learning, learning stations and simplified vocabulary when working with our EL student. They also use Google Classroom to help communicate with parents, which has a translation feature that has been very helpful for ESL parents.

Staffing and Supporting an EL Program

All EL students are placed in a classroom with a highly qualified, ESL certified teacher. Supplemental training is provided through Region 14 ESC.

Providing Meaningful Access to All Curricular and Extracurricular Programs

All EL students are placed in the general education classroom with their peers. They have access to the same curriculum as their peers. Our teachers use appropriate instructional materials for our EL students. EL students have access to their grade-level curriculum so that they can meet promotion requirements. EL students have an equal opportunity to participate in all programs.

Evaluating EL Students for Special Education and Providing Dual Services

EL students with disabilities are provided both the language assistance and disability-related services to which they are entitled under Federal law.

EL students who have a disability are located, identified and evaluated for special education and disability-related services in a timely manner. The committee making an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, such as the ARD committee or 504 committee, always include participants knowledgeable about that student's language needs (LPAC members).

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

All EL students are entitled to services. Parents may, however, choose to opt their children out of an ESL program. We do not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. We appropriately document if the parent made a voluntary, informed decision to opt their child out. We still take steps to provide opted-out EL students with access to its educational programs, ELPS, monitor their progress through TELPAS, and offer EL services again if a student is struggling.

Monitoring and Exiting EL Students from EL Programs and Services

Wylie monitors the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period. Wylie ISD annually administers the TELPAS to all EL students. This assessment monitors reading, writing, listening and speaking skills. An EL student is not exited from ESL programs, services, or status until he or she meets reclassification criteria, including the subjective teacher rubric.

Monitoring After Reclassification

Wylie monitors the academic progress of former EL students for at least two years to ensure that students have not been prematurely exited and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students.