



**SMART+IE GOAL 1**  
English Language Learners  
Board of Education  
January 9, 2024

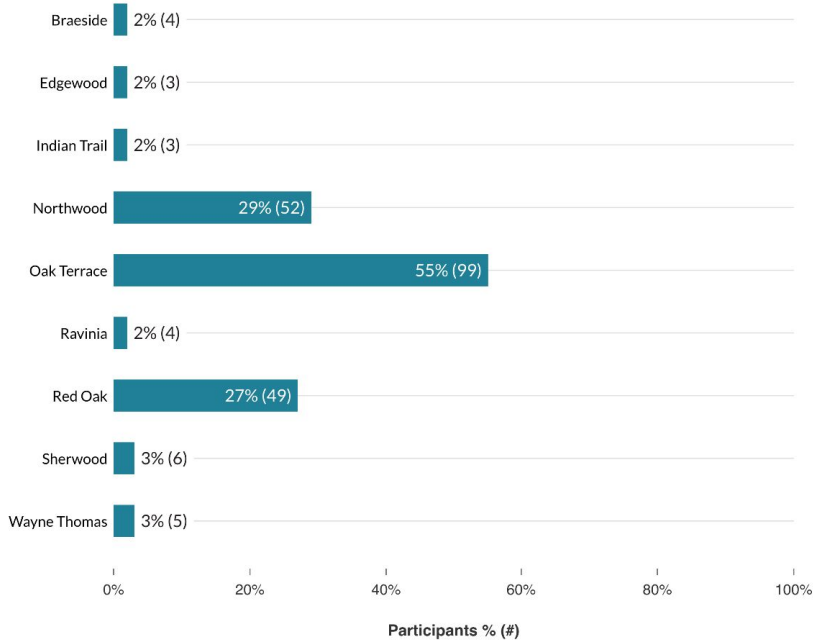
# SMARTIE GOAL 1

Goal 1:

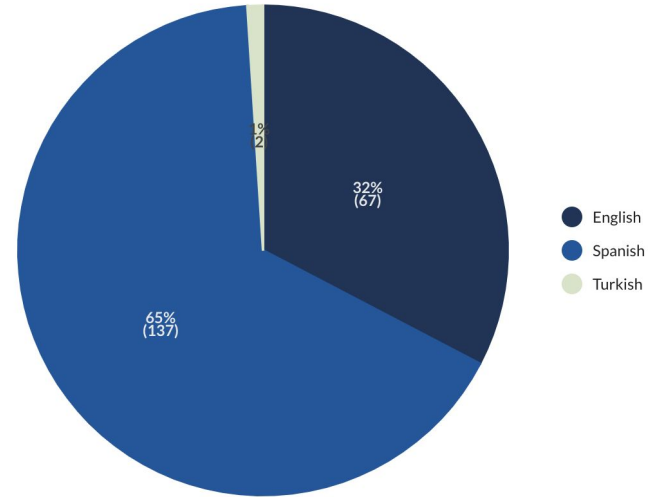
*Obtain feedback from at least 50% of EL families on their experience and overall satisfaction with their child's education and how they chose whether or not to participate in the District 112 Dual Language, Two-Way Immersion program.*

# PARTICIPATION

210 parents/guardians completed the survey



Participation Languages



# ENGLISH LEARNER ENROLLMENT

# of total students enrolled today:  
**3822**

# of EL students:  
**563 (14.7% of total)**

# of EL students enrolled in Dual Language:  
**427 (75.8% of ELs)**

23-24 Braeside Elem School	7
23-24 Edgewood Middle School	12
23-24 Indian Trail Elem School	22
23-24 Northwood Middle School	120
23-24 Oak Terrace Elem School	260
23-24 Out of District Placem	6
23-24 Ravinia Elem School	5
23-24 Red Oak Elem School	71
23-24 Sherwood Elem School	36
23-24 Wayne Thomas Elem School	24
<b>Grand Total</b>	<b>563</b>

# OUTREACH

## How we reached out to our parents/guardians...

Red Oak Family Night

Oak Terrace/Northwood Family Night

Direct text

Direct email

Direct calls

## Who reached out...

Assistant Superintendent for Student Services

Coordinator for Bilingual/ESL Services

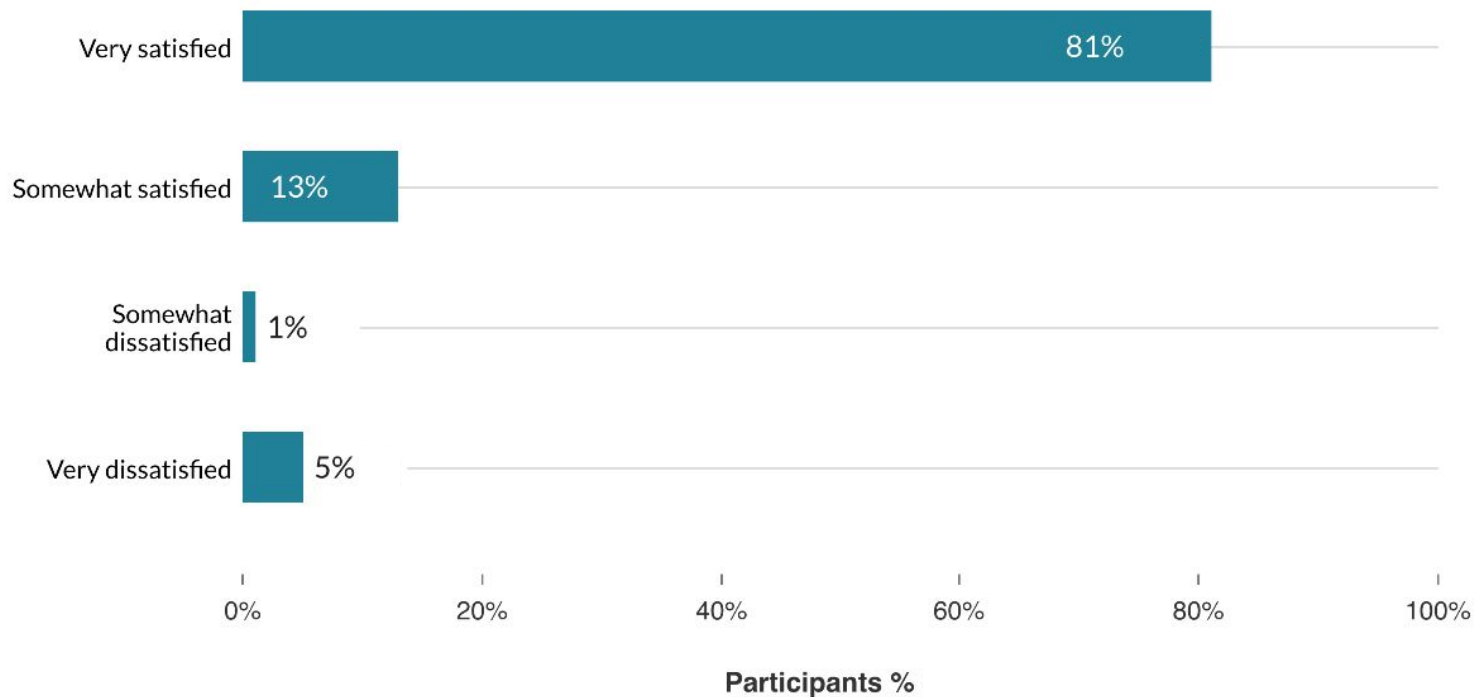
Family Engagement Specialists

English Learner teachers

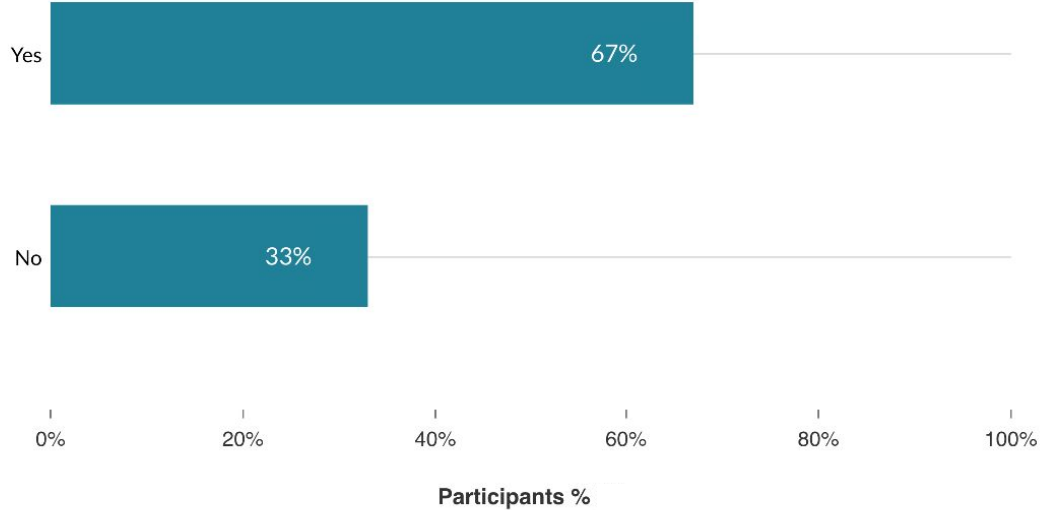
School principals

School front office staff

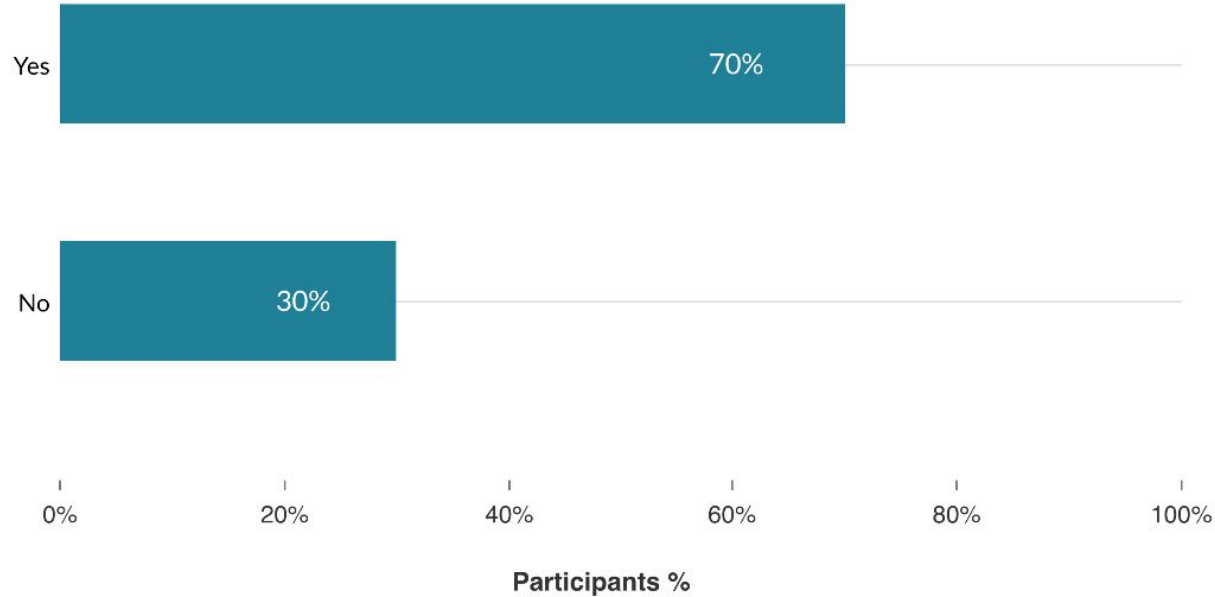
# How do you feel about your child's experience in school?



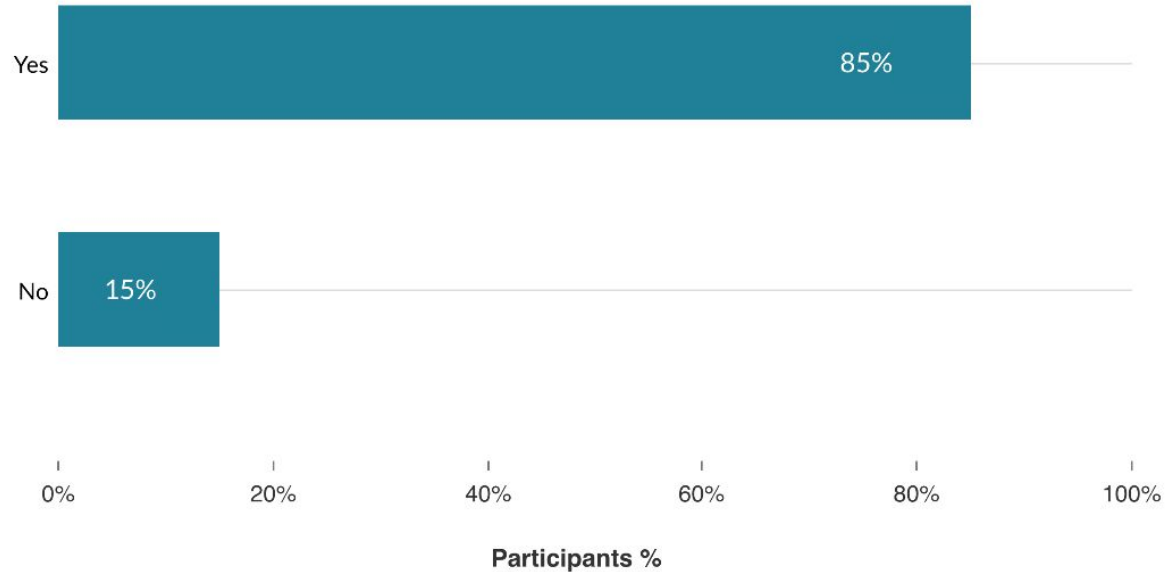
**If Oak Terrace becomes a monolingual, neighborhood school and your residence is within its boundaries, making you entitled to enroll your child there, but Red Oak becomes the only school offering a dual language program, would you choose to enroll your child in the dual language program at Red Oak School instead?**



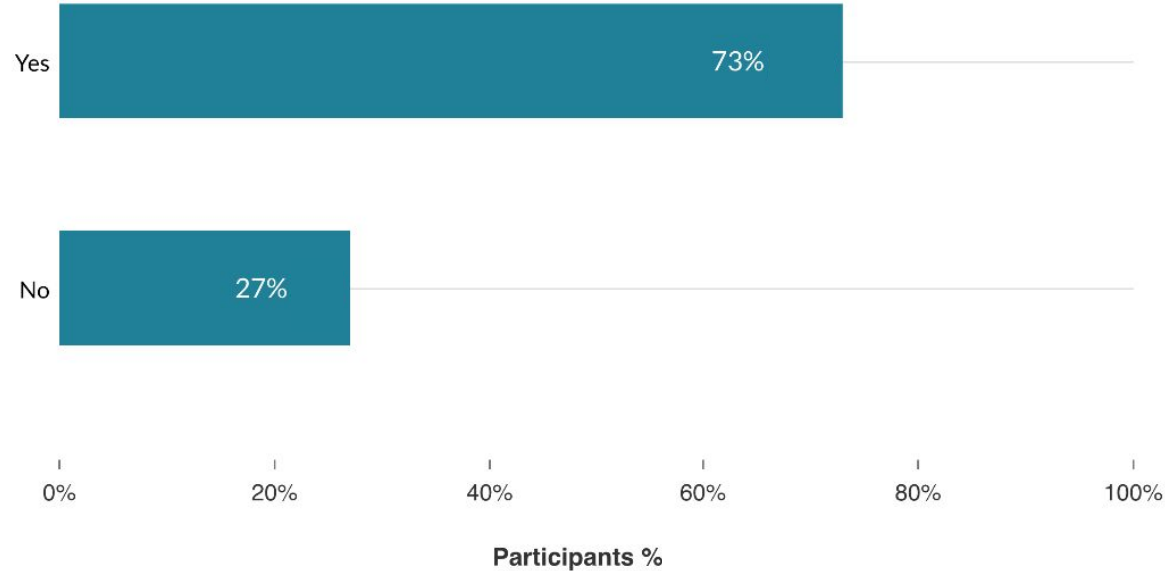
# I receive guidance and resources from the school to help support language development at home.



# I feel my voice is heard and valued in the decision-making processes related to the ELL program.



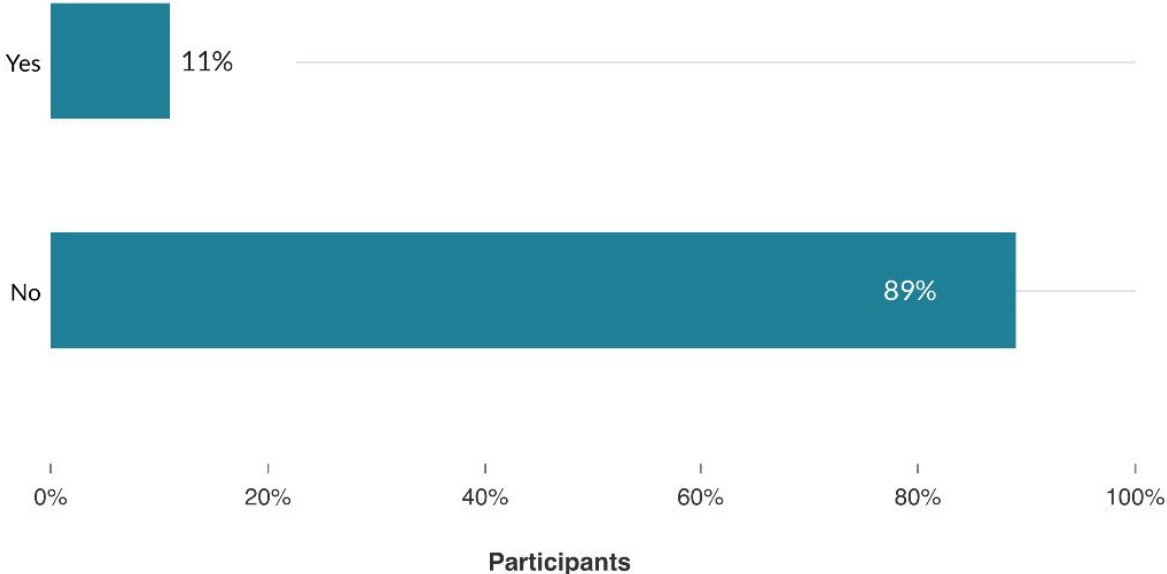
# I am involved in my child's school activities, such as parent-teacher meetings, school events, or volunteering.



# I am satisfied with the communication between the school and my family regarding my child's progress and school activities.



# Do you currently participate in the Bilingual Parent Advisory Committee (BPAC)?



# What made you decide to enroll your child in the Dual Language Program?

- “Porque aprender los dos idiomas es mejor para ellos para que en el futuro tengan más oportunidades.”  
*“Because learning both languages is better for them so that they have more opportunities in the future.”*
- “Primero que no perdiera el lenguaje de sus padres y segundo porque es una doble oportunidad para ellos en encontrar un trabajo cuando se gradúe y sobre todo que va a tener oportunidad de una mayor comunicación con las personas.”  
*“First, they would not lose their parents’ language and second, because it is a double opportunity for them to find a job when they graduate and, above all, they will have the opportunity for greater success.”*
- “Porque en el país donde vivimos el inglés es importante, pero no quiero que pierdan su lengua materna que es el español.”  
*“Because English is important in the country we live in, however, I don’t want them to lose their mother tongue which is Spanish.”*
- “I want to ensure my kids are bilingual when reading, writing and speaking.”

# What challenges or barriers has your child faced in their English language learning and adaptation to the school environment, and how can the school assist in mitigating these?

- “Mi hijo se frustraba por no saber inglés, pero gracias a los maestros de Oak Terrace, el ha avanzado.”  
*“My son was frustrated because he didn’t know English but thanks to the teachers at Oak Terrace he has made progress in learning.”*
- “Aprender a escribir el inglés y creo que la escuela tiene todos los recursos necesarios para apoyar a cada estudiante aprender correctamente.”  
*“Learning to write in English but I believe the school has all the correct resources to support each student learning correctly.”*
- Los retos han sido que a nosotros como padres necesitamos aprender el idioma del inglés para ayudar a nuestros hijos.  
*“The challenges have been that we as parents need to learn the English language to help our children.”*
- “Difficulty communicating with classmates, not understanding assignments in class. Additional English language time would be beneficial.”
- “He has a hard time writing a strong essays and using more complicated words. One-on-one help will be beneficial whenever possible.”

# Can you share what hopes and goals you have for your children's future?

- “My goal is for my son to become English proficient.”
- “I hope my child keeps working hard learning and understanding both languages so later in his future he achieves his set goals without struggle.”
- “Espero en Dios que sea muy feliz, aprenda todo lo que se proponga y en su momento trabajé en lo que le guste.”  
*“God willing, I want them to be happy, to learn everything they’re supposed to, and one day work in what they like.”*
- “I hope my children successfully develop bilingual skills and graduate from college, opening the doors to diverse opportunities in the future.”
- “Aside from wanting him to be successful and happy, I'd want for my child to grow up speaking two languages and to feel comfortable with two different cultures.”
- “Mi esperanza es ver a mis hijos triunfar con un buen titulado y que sean personas de bien que les guste ayudar a la comunidad.”  
*“My hope is to see my children succeed with a good degree and become good people who like to help the community.”*

## What events have you attended?

- Chess championships
- Cinco de Mayo celebration
- Día de Muertos celebration
- Hispanic Heritage events
- Math Night
- Movie Night
- PTO (Parent-Teacher Organization) meetings
- Reading Night
- BPAC meeting

# NEXT STEPS

- Presentations to the Board 1/9 & 1/16
- Share data with all Principals, EL Teachers
- Work with BPAC to meet needs of EL Families based upon their input (time, topics, inclusivity of EL families)
- Continue teacher support, curriculum review, support each child at each school/classroom
  - Dual Language - all three pillars
  - Non Dual Language - high expectations & support

# Summary From Thought Exchange

**For most questions, the majority of parents who responded are satisfied (by 80% or higher) with the resources, communication, engagement by the district and levels of support.**

Overall, the feedback on the ELL program is positive, with participants appreciating the focus on bilingualism and the support provided by the school. However, there are areas for improvement, such as increasing program awareness and providing more opportunities for children to practice writing in English. The feedback also highlights the need to consider the time constraints of participants when scheduling program events.

*This report presents the feedback received from participants regarding our English Language Learner program (ELL). The feedback was diverse, reflecting the different experiences and perspectives of our participants.*

## **High academic expectations for children**

**Importance:** Parents have high academic aspirations for their children, including bilingual proficiency, high grades, and college education. Parental expectations can impact children's motivation and achievement.

**Value:** *The value associated with this concern is the importance of setting high expectations to motivate children to strive for academic success.*

