

ISE



INTERNATIONAL
SCHOOL

HIGH SCHOOL

EAL Program

A student in a white shirt and blue shorts is sitting at a desk, pointing at a worksheet. The worksheet has a grid with letters A, B, C, and D. The student's hand is on the left side of the page. The background is a blurred classroom setting.

Mission

To foster relationships between teachers, parents, and students to ensure successful development of the English language skills that our students need to enhance their social, cultural, and academic experience within the global community. We aim to help each individual become the best version of themselves.

Vision

The English as an Additional Language (EAL) program at ISE is dedicated to ensuring all learners have equal access to the academic curriculum and are included in all social aspects of life at ISE. High standards are expected of all EAL students. In all situations, EAL teachers are advocates for EAL students.

Admissions

All EAL students will be screened for English Language Proficiency at the time of applying to ISE. Acceptance, placement and servicing of EAL students will be determined using the following information in consultation with the EAL teachers and coordinators:

- Student's age
- Admissions screening results
- Previous school academic records
- Confidential references

WIDA Assessment

WIDA (World-class Instructional Design and Assessment) is the leveling and standards system that we use to track our students' progress, determine the level of servicing, and to facilitate communication with and involvement of parents and classroom teachers. It also serves as a guiding tool for deciding what and how to support our EAL students.

Proficiency Levels based on WIDA:

- ▶ Level 1: Entering ▶ Level 2: Beginning ▶ Level 3: Developing
- ▶ Level 4: Expanding ▶ Level 5: Bridging ▶ Level 6: Reaching

Screening

The WIDA screener will be used to determine each prospective student's WIDA proficiency level. Below are the guidelines for admitting EAL learners to ISE:

| Grades | Semester 1 | Semester 2 |
|--------|------------|------------|
| 9 | 3 | 3 |
| 10 | 4 | 4 |
| 11 | 5 | 5 |
| 12 | 5 | 5 |

Methodology

For EAL students to be successful and reach their full potential, classroom teachers and EAL teachers work together to determine the needs of the EAL learners and discuss ways to meet these needs in a dynamic, collaborative environment. Some of the methods we use to strive to meet these needs are:

- One-on-one instruction for students with a high level of need or with individual needs
- Students being taught in small groups in a common area of need
- Students receiving special attention from a teacher to support them in learning curricular topics or skills in the classroom
- Teachers working together to plan and teach the language skills and content

Instructional Focus Areas

The EAL lessons and focused instruction work on developing the following areas:

- The four language domains: listening , speaking, reading and writing
- Academic language in the different subject areas: Math, Science, Social Studies. etc
- Academic skills: Researching, reading non-fiction, etc.
- Other language development areas: grammar, vocabulary and spelling.

Strategies

We make use of a variety of strategies and approaches to reach the different kinds of learners we have in our program. Here are some examples of these:

- Online programs and special software
- Active learning and participation
- Class projects and presentations
- Individualized practice

Resources

In order to deliver the specialized and individualized instruction there are several resources we will be using:

- English language learning texts and online learning materials
- Content learning texts in Science and Social Studies
- SIPPS reading program

Assessment and Reporting

In addition to the initial screening, EAL students are assessed twice during the course of the school year, December and May. The results are used to analyze and evaluate student progress, in an effort to determine servicing needs and whether a student is ready to exit the program. Results are reported to parents through proficiency reports sent home in the months that the assessments take place. In May, students are assessed using the WIDA MODEL (Measure of Developing English Language). This assessment determines proficiency in the four language skills: speaking, listening, reading, and writing. In December we use a combination of teacher observations and skills assessments to determine and report on student progress in these language areas. In addition, progress reports are sent out in October and March and students demonstrate their own progress in the student conferences.

Exiting the EAL Program

Students are eligible for consideration to exit the program when they reach an appropriate level in the WIDA testing. Other aspects of school life included in the decision process are their grades and performance in class, teacher recommendations and standardized testing results. Ultimately the decision is made by the EAL staff and the student and parents are informed.

EAL Year at a Glance

| August | October | December | March | May |
|---------------|------------------|------------------|------------------|------------------|
| WIDA Screener | Progress reports | Report cards | Progress reports | WIDA Model |
| New students | All EAL students | All EAL students | All EAL students | All EAL students |

At ISE we believe in getting to know our students and using their interests, strengths and background to help transition them into the ISE family and to engage them in their own development and learning process.