ELEMENTARY EAL Program
**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 teacher 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:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>1-4</td>
<td>Entering</td>
<td>Entering</td>
</tr>
<tr>
<td>5</td>
<td>Entering</td>
<td>Beginning</td>
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</tbody>
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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:

- Multi-sensory, hands-on activities
- Active learning and participation
- project-based and problem solving strategies
- individualized practice
Resources
In order to deliver the specialized and individualized instruction there are several resources we will be using:

- SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words. This resource aims to help new and struggling readers build the skills and confidence needed to gain reading fluency and comprehension in English. EAL teachers will use this resource as an intervention tool to help students acquire English.
- Other language enhancement materials
- Technology assisted learning

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.

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.

EAL Year at a Glance

<table>
<thead>
<tr>
<th>August</th>
<th>October</th>
<th>December</th>
<th>March</th>
<th>May</th>
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<tbody>
<tr>
<td>WIDA Screener</td>
<td>Progress reports</td>
<td>Report cards</td>
<td>Progress reports</td>
<td>WIDA Model</td>
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<tr>
<td>New students</td>
<td>All EAL students</td>
<td>All EAL students</td>
<td>All EAL students</td>
<td>All EAL students</td>
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</tbody>
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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 the ELL language proficiency test 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 led conferences. At the end of Kindergarten any student who has English as a second language is assessed to determine EAL servicing needs going into grade one.