



ATHENA EDUCATION

For Social Grace



المدرسة الأكاديمية الدولية
INTERNATIONAL ACADEMIC SCHOOL

ELL POLICY

2023-24

Principal: Ms. Suhair Salah Hussein

Vision

Students at International Academic School (IAS) are independent and confident learners who achieve beyond curriculum, national and international standards. They are tolerant of differences and proud of their culture and religion.

Introduction

IAS follows an American curriculum (kindergarten through grade 12) which is aligned with California Common Core State Standards (CA CCSS) in English Language Arts and Literacy in History, Social Studies, Science, and Technical Subjects to ensure 21st century college and career readiness. Since the medium of instruction in all subjects (except Arabic and Islamic) is English, it is imperative that all students have an acceptable level of English proficiency that can enable them to cope with English language requirements in all subjects.

IAS, which is home to a multinational and multicultural population of students, is committed to providing all the students with a high-quality program that will enable them to attain proficiency in the English language and develop the skills and confidence in listening, speaking, reading, writing, conventions, knowledge of language, and vocabulary that are at the core of achievement inside and outside the classroom.

To meet this goal, the ELL department has adopted the California English Language Development Standards (CA ELD Standards) which correspond to California Common Core State Standards (CA CCSS) for English Language Arts and Literacy and define the progression of language acquisition through three stages of proficiency: Emerging, Expanding, and Bridging (see table below) with an emphasis on the relationship between English and the learners' other languages including their native language.

These standards address English language and literacy skills the English learners need in key content areas and provide a foundation for them in kindergarten through grade 12 so that they will be able to gain access to and engage with academic subjects.

Staff Deployment & Approach

Provision of ELL support is specified into 2 levels (developing-inclusion and pullout-below basic). Based on teacher referrals, MAP and CAT4 data, students are identified based on their level of need.

- a. Developing students remain in the classroom with accommodations and differentiation provided by the English teacher.
- b. The students who would achieve 5% or less in MAP and stanine 2 and below will be in this group. Those students will be assigned to an ELL teacher. Each teacher will have between 5 to 10 students to follow up. Those students will receive weekly pullout sessions during English classes. There will be at least one pullout session weekly for 15 minutes only when ELL students are provided with significant modifications to the mainstream English curriculum materials or alternative curriculum materials depending on their proficiency level. The push in sessions will be at least once weekly.

Grades 1-3

Classroom teachers are given at least 2 teaching periods in their timetables for ELL support classes. Each teacher will be supporting the ELL students of one of their colleagues.

Grades 4-12

A provision of English Foundation classes and electives are added to the timetables of all 3 to 12 students. English Teachers are assigned to each class. There are between 1 to 4 periods of ELL support weekly depending on the stage. During these classes, the ELL students will receive one to one support from the teacher while other students are given enrichment tasks that they need to finish independently.

ELL Support Team

The school has an ELL Support Team responsible for:

- reviewing the ELL curriculum and monitoring its implementation,
- the implementation of the ELL policy and procedures.

The team consists of:

1. School Principal
2. SLT
3. ELL Coordinator (Head of English Department)
4. Head of Inclusion
5. Head of Data and Assessment
6. English Teacher/s

Main Roles

ELL Coordinator

The ELL Coordinator works closely with the ELL support teachers to ensure that they are properly trained and supported in testing, monitoring, and delivery of CA ELD Standards so that the learners are able to gain access to and engage with academic subjects appropriately. The coordinator also informs in writing the parents about the enrollment in ELL support, including at the beginning of the school year.

Instructional Coaches

The Instructional Coaches make sure that the lesson plans are always supporting the ELL needs of the students across different core subjects.

English Teachers

The English class teacher/ subject teacher being the main person responsible for the acquisition of the language of instruction is responsible for:

- knowing which students in his/her class are registered in ELL support
- communicating with parents.

IDENTIFICATION OF ELL STUDENTS

Nominations of all new admissions and current students depends on previous MAP and CAT4 data and English teachers and Homeroom teachers' nominations. Once the nominations are received, the nominated students will be tested in the domains of listening, speaking, reading, and writing to confirm their enrollment in the ELL program. The test will be administered by the ELL Coordinator.

Referral Procedures

The referral procedure of English learners has several steps, and all the steps are evidence-based. The first step is differentiation in mainstream class. Whenever mainstream teachers face students who struggle in the English language and cannot meet the basic and necessary expectations, they should effectively differentiate and provide the struggling students with extra support until they can build the skills and reach an optimal benchmark. If effective differentiation and follow-up fail to help the students.

In this phase the teacher will fill in a referral form (see appendix 2) and provide all the evidence of the failure of in-class differentiation to be submitted to ELL Coordinator. After reviewing the evidence, the student is provided with ELL support.

For students who are registered under inclusion and need language support, the inclusion teacher, and the English language teacher coordinate, in order to define the best teaching and learning strategies and to avoid a support overload.

Progress monitoring

The ELL Coordinator and Instructional Coaches systematically observe the students in class and check his/her work and assessment results to measure his/her progress. The ELL Support Team meets regularly to measure the effectiveness of the program and make modifications as needed.

Exit Protocol

Once the ELL student achieves at least acceptable in MAP (41 percentile) and stanine 5 in CAT4, he/she is eligible to return to mainstream English classes where the mainstream teacher's ongoing support and application of effective differentiation strategies will boost their proficiency up to the required level.

If the ELL student does not reach the benchmark in MAP and CAT4 but receives the ELL teacher recommendation to be exited from the program, the ELL student will sit for a reading level assessment on Raz kids. The result of the reading assessment will determine whether the student is eligible to exit the program. The table below sets the benchmark results on Raz kids for exiting the ELL program.

Grades	Exit from ELL Program at Lexile score
1-2	300 - 450
3-5	430 - 530
6-8	510 - 620
9-10	530 - 810
11-12	600 - 850

Adopted from the Level Correlation Chart from Raz kids

When a student is released from the ELL program, documentation of the exit date will be included in the student file in the form of a parent letter. All released ELL students must be monitored for two years to ensure they meet standards as measured by content assessments.

Assessment Policy

The first step is to determine a starting benchmark for every learner at the beginning of every academic year. The initial benchmark is done via the Running Records on Raz kids and one on one assessments. The MAP Growth test, which is administered three times each academic year, and the Raz kids Running Records will determine the progress of students and their eligibility to exit the program.

The ELL Coordinator will monitor student progress, regularly, in cooperation with classroom/subject area teachers by:

- collecting progress data through benchmarked monitoring tools.
- maintaining data through observation checklists tied to proficiency levels. Meetings will take place every 2 months to monitor and review student progress and include discussions between the ELL Coordinator, Instructional Coach, and teacher.
- reviewing of Conference Notes, Progress Reports, and Report Cards at each reporting period. Documentation of monitoring should be kept in the student Data Trackers. The ELL Coordinator will maintain an updated list of monitored students. This list will be made available to faculty.

ELL Professional Development

At IAS, every teacher is a language teacher, and we all assume responsibility for the education of our English Language Learners. To support the teaching staff, the ELL Coordinator will:

- Offer workshops on a range of ELL related topics such as language acquisition research, stages of language acquisition, and acculturation.
- Support classroom teachers with strategies for ELL differentiation.

- Implementing the Sheltered Instruction Observation Protocol (SIOP) strategies.
- Set student goals with classroom teachers.
- Facilitate transdisciplinary collaboration in curriculum planning.
- Help find materials for in-class support.

Appendix 1
Possible Additional Forms:
Home Language Questionnaire (HLQ)

Dear parent/guardian,

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes English. Your assistance in answering these questions is greatly appreciated.

Thank You

STUDENT NAME: _____

DATE: _____

DATE OF BIRTH: _____ GRADE APPLIED FOR: _____

COUNTRY OF BIRTH / ANCESTRY: _____

NAME OF PERSON COMPLETING THIS FORM: _____

(boxes that apply)

1. What language(s) are spoken most of the time to the student, in the home or residence?

English Other

2. What language(s) does the student understand?

English Other

3. What language(s) does the student speak?

English Other

4. What language(s) does the student read?

English Other _____ Does Not Read

5. What language(s) does the student write?

English Other _____ Does Not Write

6. In your opinion, how well does the student understand, speak, read and write English?

	Very well	Only a little	Not at all
Understands English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Parent/Guardian/Other _____ Date _____

TO BE COMPLETED BY SCHOOL PERSONNEL:

DETERMINATION: Possible ELL English Proficient

Determination of Student Need

Student Name:

Date:

Based on cumulative student work, teacher checklists, external and internal assessments data, and classroom teacher recommendations, *(student name)*, *(no longer demonstrates / demonstrates)* the need for *(ELL services at this time / continued ELL services through the push in model / continued part-time ELL services / continued full-time ELL services)*. *(Student name 's)*, achievement and academic need will continue to be monitored by classroom teachers, ELL teachers and the Student Support Team.

Regards,

IAS Student Support Team

