



Cooper City Campus

LANGUAGE POLICY



International Baccalaureate®
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Purpose

At Franklin Academy Cooper City (FACC), we believe that language development is the responsibility of all stakeholders including students, teachers, staff, administrators, families, and the community. Language learning includes reading, writing, speaking and listening. FACC firmly supports the International Baccalaureate and adheres to the requirement that all MYP students participate in a foreign language unless the students need to be in an Intensive Reading or Math course due to state test scores. Our language of instruction at FACC is English. FACC currently offers Spanish Beginners, Spanish for Spanish Speakers, Spanish 1 and Spanish 2 (high school level courses) as Language Acquisition courses. Our plan is to offer other foreign language courses in the future. FACC's goal is to provide a rigorous education model while fully supporting the cultural diversity and population that we serve. We have identified the importance of language development and its correlation to holistic learning and growth of the whole student. The language policy committee is made up of teachers, leadership staff, and administrators from FACC's International Baccalaureate Middle Years Programme (IB MYP) who developed this document in order to outline the key components of our Language Policy.

Definitions

- Mother-Tongue- "The language(s) learned first; the languages(s) identified as a "native speaker; the language known best the language used most." The term is best described as the language that the student predominantly uses outside of the education setting. Mother-Tongue is typically the language is frequently spoken at home by all family members.
- Second Language/Language Acquisition/Language B- Describes the language learned subsequently to the first language with the goal of accessing the language with competence outside of the classroom setting. Language Acquisition. The goal of Language Acquisition is to be able to communicate in both an educational and real world setting.
- English Language Learners (ELL) - This refers to those MYP students whose first language is not English. At FACC, we provide a differentiated approach to learning and assessment. Accommodations may be applied for all forms of assessment, including, but not limited to, extended time for oral and/or written response, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper based tests. Accommodations are included within each ESE student's Individual Education Plan (IEP) or outlined on the English Language Learner's (ELL) strategies matrix. In addition families of students who are in the English for Speakers of Other Language (ESOL) Program receive annual score reports from ACCESS for ELLs 2.0, the state assessment for English Language Learners in grades K-12. Families and teachers can make requests for any state assessments, by e-mail or fax, to the ESOL Contact at FACC.

International Baccalaureate: Middle Years Programme (MYP)

- Primary Language Instruction- The primary language of instruction at FACC is English. All MYP students are required to take Language and Literature in years 1, 2 and 3 of the programme. These courses are taught in English in an effort to ensure all MYP students meet the state requirements and are best prepared for the Florida Standards Assessment. While Language

and Literature courses support the Florida Standards Assessment (FSA), they still adhere to and follow the IB MYP Language and Literature aims and objectives.

- Second Language/Language Acquisition/Language B- FACC currently offers Spanish to meet the IB requirement of a foreign language. FACC currently encourages students to learn a second language and plans on offering different foreign language courses in the future. The goal of Language Acquisition is to support students as they become proficient in a second language and can achieve bilingual proficiency. Language Acquisition courses will follow the pre-described IB aims and objects set forth by IB. The pre-described aims and objectives for Language Acquisition are; Objective A- Comprehending spoken and visual text, Objective B- Comprehending written and visual text, Objective C- Communication in response to spoken, written and visual text, and Objective D- Using language in spoken and written form. These pre-described aims and objectives will be assessed a minimum of two times per academic year. The placement of MYP students in their Language Acquisition courses will be determined on an individual basis by a committee which will consist of administration, ESOL coordinator, Special Program Coordinator, IB MYP Coordinator, Curriculum Specialist and Language Acquisition Teacher.

Mother Tongue Support

FACC supports all families and students whose native language is not English and encourages our families and students to speak and develop their mother tongue outside of the school setting. FACC's goal is to strengthen the student's language skills while still supporting their culture. FACC fully supports other cultures and promotes cultural diversity and awareness in its everyday implementation of the IB MYP. FACC has employed IB MYP staff members who are bilingual to help assist when translators are needed in all communication needs and during parent/student conferences. To further support our diverse families, FACC will translate all policy documents into Spanish. All IB MYP teachers are required to successfully complete the necessary professional development in ELL and ESOL, which is mandated by the state of Florida.

The IB MYP library and computer lab is equipped with over 25 computers in each location. In FACC has purchased an I-Pad and Laptop cart and has allocated funds for purchasing additional technology. FACC has also allocated funds to purchase hard cover and E-books in multiple genres, languages, reading levels, and interest.

Intensive Reading

According to the matrix recommended by Broward County Schools, students who scored low on the standardized state assessment will be assigned to an Intensive Reading class in addition to their Language and Literature course. Intensive Reading classes are relatively small in size in order to provide the support needed for the identified deficiencies. The goal of the Intensive Reading class is to assist students in meeting the grade level standards.

Special Education

Students who have been identified as having special education needs receive a variety of services based on their Individual Education Plans. These services include pull-out support, collaboration, and/or consultation. A certified ESE teacher provides pull-out services in reading, English language arts, and/or math to students who require this service. These

students are removed from their general education classrooms and placed in a small group setting to work on their individualized goals as well as being provided with strategies to help promote mastery of grade level standards. Collaboration and consultation services are also provided by a certified ESE teacher. These services consist of observations, support facilitation, consultation and/or collaboration with students, teachers, staff, and parents to help support the struggling learners. General education teachers provide differentiated approaches to learning in order to help reach students of all learning styles. ESE teachers and the Special Programs Coordinator support the general education teachers to help them implement effective strategies for students with IEP's. Based on a student's IEP, accommodations may be applied for all tasks, including assessments. Some of these accommodations include, but are not limited to, extended time for oral and/or written responses, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper based materials. In addition to the district and/or state standardized tests, ESE students are given additional forms of assessments in order to identify their current instructional level and allow teachers to provide the most effective supports for students. Meetings are held throughout the school year with teachers and/or families to address the students' needs and assess the effectiveness of the supports provided. The Special Programs Coordinator is available on a daily basis for teachers and/or families to request support and/or testing for their struggling learners.

Gifted

Students who have been identified as gifted and have a current Education Plan (EP) receive grade level enrichment services in a pull-out model. Each gifted-endorsed student is provided with 150 minutes a week (through 3 sessions) with a certified gifted-endorsed teacher in a small group setting. This service allows our gifted population to receive more individualized enrichment in their identified area (math, reading, writing, and/or research). Our pull-out model also allows us to group gifted students by age, gender, and/or area of giftedness in order to implement tasks to continue to push these students to reach their highest potential.

Our gifted-endorsed teacher provides our general education teachers with support in order to help enrich the gifted student in their general education classes. The student is also provided a gifted folder which contains tasks they are working on during their pull-out sessions. These tasks can be worked on in their general education classes when other required tasks have been completed.

Implementation of reading and writing practices at FACC

- FACC's philosophy is that all MYP teachers are reading teachers. Reading skills and techniques are taught in all subject groups every day and in all years of the programme.
- FACC students are encouraged to read for information and pleasure.
- FACC plans to increase and enhance student's exposure to a variety of genres. FACC has made a commitment to continue to provide our students with a variety of literature and plans to enhance the current resources by providing more literature, poetry, plays, trade books, short stories, newspapers, magazines, and informational texts.
- FACC will promote and incorporate supplement reading incentives and support programs

such as Accelerated Reader and i-Ready.

- FACC will continue to use a variety of materials and resources to enhance the development of language skills.
- FACC MYP teachers will continue to utilize word walls for academic language as well as IB MYP command terms in their global classrooms.
- FACC will continue to offer a book fair where funds are allocated back to the school.
- FACC will continue to foster our MYP students' inquiry and exploration and providing meaningful and purposeful writing, through the Top Score Writing program, while preparing our students for the state writing assessment. They will focus on the elements of reading, planning, writing, and editing.
- FACC will allow students to express their writing skills in a variety of different summative assessments, including, but not limited to, speeches, papers, comic books and online platforms.

Policy Creation Process

The Language Policy was created by a committee which consisted of the IB Coordinator, two Language and Literature teachers, a Science teacher, a Language Acquisition teacher, a Performing and Visual Arts teacher, a Math teacher, a Gifted-endorsed teacher, an Individuals and Societies teacher, an ELL specialist, two Curriculum Support teachers, the Special Programs Coordinator and our administrative team consisting of our Principal and both Assistant Principals. The Language Policy was developed by publications from the IB "Principles into Practice" and "Guide to Authorization" as well as examples of "Language Policies from IB World Schools." The following individuals comprised the Language Policy Committee.

- Ms. Sunday-Science
- Ms. Sander-Mathematics/Gifted-endorsed teacher
- Ms. Terzado-Curriculum/ESOL
- Ms. Nadal-Curriculum
- Mr. Rodriguez-Mathematics
- Ms. Lyons-Language and Literature
- Ms. Flynn-Language and Literature
- Mr. Lalanne-Individuals and Societies
- Ms. Smith-Special Programs Coordinator
- Ms. Fernandez-Performing Arts
- Mr. Delgado-Assistant Principal
- Ms. LeRose-Assistant Principal
- Dr. Sandberg-Principal

Staff members were made aware of the policy-making process through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings.

Policy Communication

The Language Policy is shared with all stakeholders through a variety of communication

methods. Staff members learn about the Language Policy through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings. We have an information website that consistently updates parents on all IB aspects as well as provides all IB related documents. In addition, the Language Policy is highlighted during the IB MYP Parent Information Nights that are held throughout the academic school year. Our goal is to translate our Language Policy into Spanish to reach all stakeholders and families.

Policy Review Process

The Language Policy Committee has determined that the policy will be reviewed three times each year. The initial review will occur during the second week of pre-planning, the second mid-way through the year in January, and then at the conclusion of the year in early June. The implementation of the Language Policy in all MYP classrooms at FACC will be reviewed by the MYP leadership team (which consists of the Principal, two Assistant Principals, IB Coordinator, Curriculum Support Team and the Special Programs Coordinator) as part of the teacher observation process (which is also documented on the observation checklist created by FACC).

Glossary of Terms

Abbreviation or Term	Brief explanation	Page number
ACCESS for ELLs 2.0	The language assessment tool that Florida uses to measure the progress of English Language Learners (ELLs) proficiency in English.	page 1
ELL	English Language Learner	Page 1,2,4
ESE	Exceptional Student Education is an educational program that includes various services for students with special learning needs.	page 1,2,3
ESOL	English for Speakers of Other Languages	page 1,2
FSA	Florida Standards Assessments	page 2
IEP	Individual Education Plan	page 1,3
IB	International Baccalaureate	whole
Language Acquisition	A language that is learned subsequently to the first language	Page 1,2
Mother Tongue	A language(s) learned first; the language(s) identified as a "native speaker"; the language known best the language used most	Page 2
MYP	Middle Years Programme	whole

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Franklin Academy Cooper City is an authorized International Baccalaureate World School offering the Middle Years Program. IB World Schools share a common philosophy- a commitment to a high-quality, challenging, and international education that we believe is important for our students.

*Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or The Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit our website at <http://cc.franklin-academy.org/> under the IB tab.