



LANGUAGE POLICY



Purpose

At Franklin Academy Sunrise Campus, 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. Franklin Academy Sunrise Campus firmly supports the International Baccalaureate and adheres to the requirement that all MYP students participate in a foreign language. Our language of instruction at Franklin Academy Sunrise Campus is English. Franklin Academy Sunrise Campus 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. Our 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 Franklin Academy Sunrise Campus who developed this document in order to outline the key components of our Language Policy.

Definitions

Mother-Tongue- “The language(s) learned first; the language(s) identified as a “native speaker; the language known best and 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 that 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. 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 Franklin Academy Sunrise Campus, 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.

Primary Language Instruction- The primary language of instruction at Franklin Academy Sunrise Campus 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 FAST. While Language and Literature courses support the BEST Standards, they also adhere to the International Baccalaureate: Middle Years Programme (MYP)

Franklin Academy Sunrise Campus currently offers Spanish to meet the IB requirement of a foreign language. Franklin Academy Sunrise Campus 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. Phases of 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, Special Program Coordinator, IB MYP Coordinator, Curriculum Specialist, RTI Coordinator, ESOL Coordinator, and Language Acquisition & Language and Literature Teachers with the help of the 5th grade Spanish teacher for recommendation.

Mother Tongue Support

Franklin Academy Sunrise Campus 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. At Franklin Academy Sunrise Campus, our goal is to strengthen the student's language skills while still supporting their culture. Franklin Academy Sunrise Campus fully supports other cultures and promotes cultural diversity and awareness in its everyday implementation of the MYP. Franklin Academy Sunrise Campus has employed 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, our goal at Franklin Academy Sunrise Campus is to translate all policy documents into Spanish. All MYP teachers are required to successfully complete the necessary professional development in ELL and ESOL, which is mandated by the state of Florida. Stakeholders also receive emails from the school via SWIFT K-12 that is Translated in multiply mother tongue languages including creol, spanish, english.

MYP has one to one for technology. Each classroom is equipped with a locker with a class set of laptops for students to use in each one of their classes.

Intensive Reading- (Not enrolled in a Spanish Class) 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.

Placement:

At Franklin Academy Sunrise Campus, students in the 5th grade take a Spanish placement test prior to entering the MYP (with teacher recommendation). Through this test, the school assesses the student's ability to write and comprehend the target language. This assessment will determine if the student can be placed in Spanish for Spanish-speakers classes. Moreover, students in Year 2, Year 3 are placed in Spanish for Spanish-speakers as per their Language Acquisition teachers' recommendation. Phase 2 - Y1 Spanish speakers Y2 - extension, year 3 phase 3 - Y3 Spanish 3 - AP Spanish.

Phases:

Teaching and learning in the Language Acquisition subject group is organized in 6 phases. However, the phases do not correspond to particular age groups or MYP years. A Year 1 student might be grouped with a Phase 2 and 3 group of students depending on the student's ability to comprehend, read, write and speak the target language. At Franklin Academy Sunrise Campus, it is essential to consider a reasonable differentiation and manageable combination of proficiencies in one class. Our Language Acquisition students in need of curriculum enrichment are placed in Spanish for Spanish-speakers courses where they are exposed to more advanced grammatical skills, literature and some poetry.

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 Specialized instruction, collaboration, and/or consultation. A certified ESE teacher provides services in reading, English language arts, and/or math to students who require this service. Specialized instruction is provided outside of the general education classroom. Students are supported in a small group setting during their services 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 directions and/or prompts, 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 through consultation. Each gifted student is provided consultation 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). 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 Franklin Academy Sunrise Campus

At Franklin Academy Sunrise Campus, our 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. Franklin Academy Sunrise Campus students are encouraged to read for information and pleasure. Franklin Academy Sunrise Campus plans to increase and enhance student's exposure to a variety of genres. Franklin Academy Sunrise Campus 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. Franklin Academy Sunrise Campus will promote and incorporate supplement reading incentives and support programs such as Read 180, Top Score, and Waggle. Franklin Academy Sunrise Campus will continue to use a variety of materials and resources to enhance the development of language skills. Franklin Academy Sunrise Campus MYP teachers will continue to utilize word walls, IB at a glance boards, as well as academic vocabulary. Franklin Academy Sunrise Campus will continue to offer a book fair where funds are allocated back to the school. Franklin Academy Sunrise Campus will continue to foster our MYP students' inquiry and exploration and providing meaningful and purposeful writing while preparing our students for the state writing assessment. They will focus on the elements of reading, planning, writing, and editing. Franklin Academy Sunrise Campus 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, Special Programs Coordinator, ESOL Coordinator, RTI Coordinator, three Language and Literature teachers, three Language Acquisition teachers, our Curriculum Specialist, and our administrative team consisting of our Principal and 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" and the collaboration of our sister school Franklin Academy Cooper City Campus. The following individuals comprised the Language Policy Committee.

Policy Review Process

The Language Policy Committee has determined that the policy will be reviewed twice a year. In addition, the implementation of the Language Policy in all MYP classrooms at Franklin Academy Sunrise Campus will be reviewed by the MYP leadership team which consists of the Principal, Assistant Principal, IB Coordinator, Curriculum Support Team and the Special Programs Coordinator as part of the teacher observation process. Ms.Perez (Lang & Lit), Ms. Luna (Language Acquisition), Mr. Felix (Math) , Ms. Rubio (Assistant Principal), Mr. Singh (Individuals & Societies), Ms. Piro (P.E), Mr. Spence (P.E), Ms. Van-Diermen (ESE Coordinator)

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